

**T.C**  
**ULUDAĞ ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**YABANCI DİLLER EĞİTİMİ ANABİLİM DALI**  
**İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**CLASSROOM FOREIGN LANGUAGE ANXIETY**  
**AMONG TURKISH PRIMARY SCHOOL STUDENTS**

**(YÜKSEK LİSANS TEZİ)**

**Aydan SERTÇETİN**  
**BURSA 2006**

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**Danışman**

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**BURSA 2006**

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ULUDAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 20034505 numaralı Aydan SERTÇETİN'ün hazırladığı "Classroom Foreign Language Anxiety among Turkish Primary School students" konulu Yüksek Lisans Tezi ile ilgili tez savunma sınavı, ...../...../ 20.... günü ..... - .....saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin .....olduğuna .....(oybirliği/oy çokluğu) ile karar verilmiştir.

Başkan .....

Üye.....  
(Danışman)Yrd. Doç. Dr. Derya Döner Yılmaz

Üye .....

Üye .....

Üye.....

## ABSTRACT

This study aims to look into Classroom Foreign Language Anxiety of Turkish Primary School Students, in Bursa, Turkey. The effect of gender factor to the type and level of anxiety has also been analysed.

For collecting the data needed, 5th class and 8th class students were given a widely accepted questionnaire about Classroom Foreign Language Anxiety, which is prepared by Horwitz, Horwitz & Cope in 1986. This questionnaire was simplified and translated into Turkish in order for the young learners to understand better. Together with the questionnaire, the researcher used some informal interviews carried out with the participants. 87 8th class students, 97 5th class students were given the questionnaire and the results were classified into four groups. Firstly, all the 5th and 8th class students were compared. Then; girls and boys in total were analysed. Thirdly; girls and boys in 5th classes, lastly; girls and boys in 8th classes were analysed and computed according to scales.

After discussing the results gained through the questionnaire, some remarkable results emerged. In the comparison of young learners and teenagers, about most of the feelings including Test Anxiety, Communication Apprehension and Fear of Negative Evaluation young learners scored significantly higher than teenagers. In the comparison of girls and boys in general and in specific in both classes; girls tend to worry about the opinions of their peers, and thus; experience more fear of negative evaluation than boys. While the situation is the opposite in test anxiety and attitudes. Boys tend to overestimate their friends' performances and underestimate their own competence. Therefore; they develop more negative attitudes towards English. As a result; they experience more test anxiety, due to their assumptions about themselves and negative attitudes.

In conclusion; this study shows that, it is also possible that young learners may experience foreign language anxiety. It also increased awareness for the foreign language anxiety among young learners. Suggestions for further research about the reasons of this anxiety and some limitations of the study are also included in the last chapter.

Keywords (English): Teaching Young Learners, Foreign Language Anxiety among Young Learners, Language Anxiety among Primary School Children, Gender differences in Language Anxiety.

Aydan Sertçetin, MA Thesis, 2006.

## ÖZET

Bu çalışma, Bursa'daki Türk İlköğretim Okulu öğrencileri arasındaki sınıf içi yabancı dil kaygısını (anksiyete) araştırmayı amaçlamıştır. Cinsiyet farklılıklarının kaygının çeşidine ve seviyesine olan etkisi ayrıca incelenmektedir.

İhtiyaç duyulan verileri toplamak için, 5. ve 8. sınıf öğrencilerine Horwitz, Horwitz & Cope tarafından 1986 yılında hazırlanan ve çok kabul görmüş bir anket olan "sınıf içi yabancı dil kaygısı anketi" verilmiştir. Bu anket çocukların daha iyi anlayabilmeleri amacıyla Türkçeye çevrilmiş ve basitleştirilmiştir. Bu anketle birlikte araştırmacı, katılımcılarla yaptığı bazı resmi olmayan söyleşilere de yer vermiştir. Anketler, 87 tane 8. sınıf öğrencisi, 97 tane 5. sınıf öğrencisinde uygulanmış ve sonuçlar 4 grupta toplanmıştır. İlk olarak, tüm 5. ve 8. sınıf öğrencileri karşılaştırılmıştır. Daha sonra, tüm kızlar ve erkekler incelenmiştir. Üçüncü olarak, 5. sınıflardaki kız ve erkek öğrenciler, son olarak ta 8. sınıflardaki kız ve erkek öğrenciler incelenmiş ve sonuçlar grafiklerle ifade edilmiştir.

Anket sonucunda elde edilen bulgular ele alındıktan sonra bazı çarpıcı sonuçlar ortaya çıkmıştır. Çocuklarla ergenlerin karşılaştırılmasında, sınav kaygısı, iletişim kurma endişesi ve olumsuz yargılanma korkusu dahil olmak üzere bir çok duyguda, çocuklar ergenlerden oldukça fazla puan almışlardır. Kız ve erkek öğrencilerin genel olarak ve iki sınıfın içinde kıyaslanmasında, kızların arkadaşlarının düşünceleri hakkında kaygılanmaya ve böylece ekeklerden daha çok olumsuz yargılanma korkusuna sahip olmaya eğilimli oldukları görülmüştür. Ancak sınav kaygısı ve yabancı dile karşı tutumda durum tam tersi çıkmıştır. Erkeklerin, arkadaşlarının performanslarını abartmaya, kendi performanslarını ise küçümsemeye eğilimli oldukları görülmüştür. Bu yüzden de, İngilizceye karşı daha olumsuz bir tutum oluşturmuşlardır. Sonuç olarak, kendileri hakkındaki varsayımları ve olumsuz tutumları sonucunda erkek öğrencilerin daha fazla sınav kaygısı yaşadığı saptanmıştır.

Neticede bu çalışma, çocukların da yabancı dil kaygısı yaşamalarının olası olduğunu göstermiştir. Ayrıca, çocuklarda yabancı dil kaygısı hakkındaki bilinci kuvvetlendirmiştir. Bu kaygının sebepleri konusundaki araştırma önerileri ve çalışmanın sınırlı yanları son bölümde dile getirilmiştir.

**Keywords (Turkish):** Çocuklara yabancı dil öğretimi, Çocuklarda yabancı dil kaygısı, İlköğretim okulu öğrencilerinde yabancı dil kaygısı, Yabancı dil kaygısında cinsiyet farklılıkları.

Aydan Sertçetin, Yüksek lisans tezi, 2006.

## **PREFACE**

The present study aimed to investigate classroom foreign language anxiety of Turkish Primary School children. It concluded that the type of assessment instruments and the test-based education system are the causes of high anxiety in children.

I am very grateful to my supervisor Asst. Prof. Dr. Derya DÖNER YILMAZ, Uludag University Education Faculty, for the support she provided for my study.

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Aydan SERTÇETİN

Bursa, 2006

**CHAPTER 1**  
**(INTRODUCTION)**

**1. INTRODUCTION**

1.1. Introduction .....	1
1.2. Rationale For the Study .....	1
1.3. Purpose of the Study .....	2

**CHAPTER 2**  
**(LITERATURE REVIEW)**

**2. LITERATURE REVIEW**

2. 1. Reasons For Teaching Foreign Language To Young Learners.....	5
2. 1. 1. Intellectual Improvement .....	5
2. 1. 2. Mother Tongue Improvement .....	5
2. 1. 3. Cultural Gains .....	6
2. 2. Critical Period Hypothesis .....	6
2. 3. Affective Domain .....	7
2. 4. Affective Filter .....	8
2. 4. 1. Anxiety .....	8
2. 4. 1. 1. Trait Anxiety .....	9
2. 4. 1. 2. State Anxiety .....	9
2. 4. 1. 3. Facilitative Anxiety .....	9
2. 4. 1. 4. Debiliative Anxiety .....	10
2. 4. 2. Foreign Language Anxiety .....	10
2. 4. 2. 1. Communication Apprehension .....	11
2. 4. 2. 2. Fear of Negative Evaluation .....	12
2. 4. 2. 3. Test Anxiety .....	12
2. 4. 2. 4. Beliefs, Perceptions about Language Learning .....	13
2. 4. 3. Foreign Language Anxiety among Children .....	14



**CHAPTER 3**  
**(METHODOLOGY)**

3. 1. Introduction .....	15
3. 2. The Design of the Study .....	15
3. 3. The Context of the Study .....	16
3. 4. Participants .....	17
3. 5. Instruments .....	18
3. 6. Data Collection Procedures .....	18
3. 7. Data Analysis .....	19

**CHAPTER 4**  
**(PRESENTATION OF THE RESULTS)**

4. 1. Introduction .....	20
4. 2. Comparison of 5th and 8th classes in general .....	20
4. 2. 1. Communication Apprehension .....	20
4. 2. 2. Fear of Negative Evaluation .....	22
4. 2. 3. Test Anxiety .....	26
4. 2. 4. Beliefs, Perceptions about Language Learning .....	28
4. 3. Comparison of Girls and Boys in General .....	30
4. 3. 1. Communication Apprehension .....	30
4. 3. 2. Fear of Negative Evaluation .....	31
4. 3. 3. Test Anxiety .....	33
4. 3. 4. Beliefs, Perceptions about Language Learning .....	35
4. 4. Comparison of Girls and Boys in 8th Classes .....	36
4. 4. 1. Communication Apprehension .....	36
4. 4. 2. Fear of Negative Evaluation .....	38

4. 4. 3. Test Anxiety .....	39
4. 4. 4. Beliefs, Perceptions about Language Learning .....	41
4. 5. Comparison of Girls and Boys in 5th classes .....	42
4. 5. 1. Communication Apprehension .....	42
4. 5. 2. Fear of Negative Evaluation .....	43
4. 5. 3. Test Anxiety .....	45
4. 5. 4. Beliefs, Perceptions about Language Learning .....	47

**CHAPTER 5**  
**(DISCUSSION OF THE RESULTS)**

5. 1. Introduction .....	48
5. 2. Do 5th class students experience foreign language anxiety more than 8th class students? .....	49
5. 2. 1. Communication Apprehension .....	49
5. 2. 2. Fear of Negative Evaluation .....	50
5. 2. 3. Test Anxiety .....	51
5. 2. 4. Beliefs, Perceptions about Language Learning.....	53
5. 3. Do the girls experience more foreign language anxiety than boys? .....	54
5. 3. 1. Communication Apprehension .....	54
5. 3. 2. Fear of Negative Evaluation .....	55
5. 3. 3. Test Anxiety .....	56
5. 3. 4. Beliefs, Perceptions about Language Learning.....	57
5. 4. Do the girls experience more foreign language anxiety than boys in 8th classes? .....	58
5. 4. 1. Communication Apprehension .....	58
5. 4. 2. Fear of Negative Evaluation .....	58
5. 4. 3. Test Anxiety .....	59
5. 4. 4. Beliefs, Perceptions about Language Learning.....	59
5. 5. Do the girls experience more foreign language anxiety than boys in 5th classes? .....	60

5. 5. 1. Communication Apprehension .....	60
5. 5. 2. Fear of Negative Evaluation .....	60
5. 5. 3. Test Anxiety .....	61
5. 5. 4. Beliefs, Perceptions about Language Learning.....	61

**CHAPTER 6**  
**(CONCLUSION)**

6. 1. Conclusion .....	63
6. 2. Limitations .....	66
6. 3. Suggestions For Further Research .....	66

**BIBLIOGRAPHY ..... 67**

**APPENDICES ..... 73**

APPENDIX 1 Student Questionnaire (Turkish) .....	73
APPENDIX 2 Graphs (Comparison of 5th and 8th Classes in general) .....	74
APPENDIX 3 Graphs(Comparison of girls and boys in 5th classes) .....	83
APPENDIX 4 Graphs(Comparison of girls and boys in 8th classes) .....	92
APPENDIX 5 Graphs(Comparison of girls and boys in general) .....	101

**LIST OF GRAPHS**

**(CHAPTER 4)**

**(Comparison of 5th and 8th classes in general)**

Graph 1. Item 10 .....	21
Graph 2. Item 12.....	21
Graph 3. Item 8.....	22
Graph 4. Item 2.....	23
Graph 5. Item 5.....	23
Graph 6. Item 14.....	24
Graph 7. Item 11.....	25
Graph 8. Item 16.....	25

Graph 9. Item 4.....	26
Graph 10. Item 6.....	27
Graph 11. Item 17.....	28
Graph 12. Item 3.....	29
Graph 13. Item 1.....	30

**(Comparison of Girls and Boys in General )**

Graph 14. Item 8.....	31
Graph 15. Item 5.....	32
Graph 16. Item 14.....	32
Graph 17. Item 16.....	33
Graph 18. Item 4.....	34
Graph 19. Item 6.....	34
Graph 20. Item 17.....	35
Graph 21. Item 13.....	36

**(Comparison of Girls and Boys in 8th Classes)**

Graph 22. Item 12.....	37
Graph 23. Item 8.....	37
Graph 24. Item 11.....	38
Graph 25. Item 14.....	39
Graph 26. Item 4.....	40
Graph 27. Item 6.....	40
Graph 28. Item 17.....	41
Graph 29. Item 15.....	42

**( Comparison of Girls and Boys in 5th classes)**

Graph 30. Item 12.....	43
Graph 31. Item 5.....	44
Graph 32. Item 14.....	44
Graph 33. Item 16.....	45
Graph 34. Item 4.....	46
Graph 35. Item 17.....	46
Graph 36. Item 13.....	47

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 . Introduction**

This thesis displays a study that investigates foreign language classroom anxiety of Turkish Primary School Children.

In this chapter, first, the rationale of the study is stated, then an explanation of the purpose of the study is posited. Finally, the research questions are declared.

#### **1.2 . Rationale for the Study**

Over the years, Teaching Foreign Languages to Young Learners has been very popular among the researchers in educational settings. Most research suggests that young learners have crucial advantages in language learning, either biological, or cultural and intellectual. (Johnson & Newport 1989; Freudenstein 1991; Brumfit 1991; Lennenberg 1967) One of these advantages is the level of anxiety. Some studies claim that anxiety level of children is much lower than teenagers and adults. Stengel (1939) and Guiora(1972 cited in Singleton 1989) state that it is easier for children to give up their own identities and take new ones. They also state that, children are not afraid of wrong words and do not shrink from forming new expressions.

Although there are a number of studies about young learners' acquisitional, cultural and affective advantages, there has been very little research on anxiety and its effects to language learning in young learners, in particular. Some research suggests that some children, especially from some cultural backgrounds, do not feel comfortable when they are inside the classroom, and they can be more shy and embarrassed around peers than are adults.(Mc Laughlin 1992; Pavli 1997) Likewise; from the researcher's personal experiences as a teacher she realised that just as teenagers, young learners may have anxiety under certain circumstances. They suffer from some negative feelings such

as anxiety and inhibition as a result. They are hesitant when they participate in the class, they worry about their friends' opinions. Therefore, she decided to analyse whether foreign language anxiety exists among young learners or not. For the analysis of young learners' level of anxiety a comparison group was made up. As the comparison group, 8th class learners, that is teenagers were given the questionnaire owing to the fact that teenagers are considered to be anxious, fragile, sensitive to the opinions of other people including teachers and peers. Therefore; a comparison of teenagers and young learners would provide verification for the existence of foreign language anxiety among young learners. The researcher also wanted to find out whether there is effect of gender in the amount and type of anxiety since she realised that in some cultures girls are perceived to be more anxious than boys. (Sarason et al 1960) Hence; she decided to search whether the case is similar in Turkey, if so in what aspects of anxiety the girls suffer from.

Therefore; the reasons behind conducting this study are:

a-to find out whether Turkish Primary School children experience classroom foreign language anxiety or not, if so, in what aspects of anxiety they suffer from.

b-to find out teenagers' levels of classroom foreign language anxiety and compare them with young learners.

c-to find out whether gender differences exist in foreign language anxiety in both young learners and teenagers.

### **1 . 3 . The Purpose of the Study**

This study aims to investigate, as stated above, classroom foreign language anxiety of Turkish Primary School Students. Furthermore; it searches for the effect of gender differences on the level and type of anxiety together with age influence. Focusing on the results, it will present some possible reasons for the types and levels of anxiety. Moreover; it will create awareness of child language anxiety, and guide further research about this concept.

In order to realise these aims, 97 5th class students who are 11 years old in average, and 87 8th class students who are 14 years in average, were selected. This group also contained 94 girls, 90 boys. An additional analysis was carried out among girls and boys in both classes in particular.

As a result, with the intention to investigate EFL (English as a Foreign Language) anxiety among Turkish Primary School students, this study is conducted in the guidance of the following research questions:

- 1 . Do 5th class students experience more foreign language anxiety than 8th class students?
- 2 . Do girls experience more foreign language anxiety than boys in both classes?
- 3 . Do girls experience more foreign language anxiety than boys in 8th classes?
- 4 . Do girls experience more foreign language anxiety than boys in 5th classes?

With the general scheme of these, this study intends to identify foreign language anxiety of Primary School Students, in Bursa, Turkey.

The thesis comprised of six chapters. Following the introduction chapter, Chapter two gives a review of relevant literature.

The third chapter presents how this study is conducted so as to find out the research questions addressed in the Introduction chapter, together with the data collection procedures, participants and instruments.

The fourth chapter displays the results obtained from questionnaire stated in Methodology chapter, by dividing the groups according to the research questions.

Chapter five, provides the discussion of the results obtained from questionnaire and informal interviews. In this chapter the researcher, attempts to answer the research questions.

The last chapter, aims to conclude the present study by giving a brief summary of the findings. Finally; it presents limitations and suggestions for further results.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2. 1. Reasons for Teaching Foreign Languages to Young Learners**

In the recent years there has been much debate on the teaching of foreign languages to young children. Children are widely perceived to learn second languages more quickly than adults and a number of suggestions have been made about this opinion. The children may not be better at learning but they may have more favourable opportunities than adults. (Brumfit 1991) These favourable opportunities are identified in three categories by Freudenstein (1991). These categories are:

##### **2. 1. 1. Intellectual improvement**

Children who start to learn a foreign language are superior to the children who speak one language in both verbal and non verbal communication. The other important issue is that the child has got a fresh brain. Lennenberg (1967) suggests that the child's brain is particularly adaptable and capable of acquiring language without apparent effort.

##### **2. 1. 2. Mother tongue improvement**

Children who start learning a foreign language early in life can identify their own language system better and they recognise the process of language. (Brewster; et al 1992) The child who is learning a language at an early age has just finished learning the first language. In Brewster's words "they are less distanced from the golden age when they acquired their mother tongue naturally."(1992:24) The fact that first and foreign language development occur successively does not mean that the first language development interferes with the second language development in young learners.

Because mother tongue improvement of a child ceases by the age of four or five.(Brewster et al. 1992)

### **2. 1. 3. Cultural gains**

Learning to learn a new language means learning to find out another culture. (Brewster et al. 1992)The children learning foreign languages can realise the existence of another culture apart from his/her own culture. Furthermore; the child can easily be exposed to another culture and therefore s/he can easily be introduced to a new language.(Freudenstein 1991)

In order to prove these important gains, Lennenberg (1967) proposed a theory about the biological advantages of young learners. This theory is named as “Critical Period Hypothesis”.

### **2. 2. Critical Period Hypothesis**

The effect of age on acquisition has been extensively dealt with for a number of years. Whether younger learners are effective language learners or not, is explained by the Critical Period Hypothesis proposed by Lennenberg (1967).(Nunan 1999)

Critical Period is “a biologically appropriate time when language learning can occur more effectively and beyond this period acquisition of language is difficult” (Brown 1980:106) This critical period in language learning is proposed by Lennenberg (1967) In Lennenberg’s words “language acquisition device, like other biological functions, works successfully only when it is stimulated at the right time.”(p:19) Lennenberg’s studies were supported by Patkowski (1980) and Johnson & Newport (1989)

In conclusion; most research suggests that “the younger, the better”.Together with intellectual and biological gains, teaching English at an early age has some important affective advantages. Since language learning occurs with a combination of positive emotions and attitudes and the input given (Krashen 1982), the emotional

situation of learners plays significant role in language learning of all learners including young children. This emotional condition is called “Affective Domain”.

### 2. 3. Affective Domain

In order to understand what the affective domain is, one should know the definition of “affect”. Affect is the emotion or feeling. The “affective domain” is “the emotional side of human behaviour...”(Brown 1980:135)

Benjamin Bloom and his colleagues gave the definition of affective domain in 1964. This definition is very extended and it is comprised of different levels. These levels of commitment and examples about the people who are in these levels are: (Bloom et al. 1964)

- **Receiving:** It is being aware of or attending to something in the environment. In this level, people listen to a lecture or presentation about a structural model related to human behavior.
- **Responding:** It is showing some new behaviors as a result of experience. In this level, the people answer questions about the model or rewrite lecture notes the next day.
- **Valuing:** This level is showing some definite involvement or commitment. People in this level begin to think how education may be modified to take advantage of some of the concepts presented in the model and perhaps generate a set of lessons using some of the concepts presented.
- **Organization:** It is integrating a new value into one's general set of values, giving it some ranking among one's general priorities. This is the level at which a person begins to make long-range commitments to arranging his or her instruction and assessment relative to the model.
- **Characterization by Value:** This level is acting consistently with the new value. At this highest level, a person is firmly committed to utilizing the model to develop, select, or arrange instruction.

This taxonomy is applicable for understanding the general affective domain in people. In language learning; learners should receive the messages and the language,

respond to those messages and people, and value this act of communication.(Brown 1980)

Affective Domain is the general emotional condition of people, this condition may influence learners' reception and production. These emotions may create a "filter" for language learning. This filter is called "affective filter".

#### **2. 4. Affective Filter**

Lightbown & Spada (1999:39) define Krashen's affective filter as "...an imaginary barrier which prevents learners from acquiring language from the available input." Most teachers think that from the same input, all of the students do not show a consistent level of acquisition. The cause of this difference is named as "Affective Filter" by Krashen (1982). He states that the learners' feelings, emotions, ideas may affect learners' acceptance of input given by the teacher. These negative feelings, emotions, ideas create a barrier to acquisition. If the learner is stressed, uncomfortable or unmotivated, his/her filter will be up.(Jule 1996) In contrast, if the learner is relaxed and motivated his/her filter will be down.(Lightbown & Spada 1999)

Krashen (1982) proposes that if the learners can not "take in" the target language messages, this is because of the affective filter which makes the students unreceptive to the input. One of those important feelings which contribute to affective filter is "anxiety". Krashen (1985a; 1985b) stated that anxiety curbs the learners ability to process the entering language and inhibits acquisition.

##### **2. 4. 1. Anxiety**

Anxiety has been defined by many researchers. Spielberger (1966 cited in Horwitz, Horwitz & Cope 1986:125) defines it as "subjective, consciously perceived feelings of apprehension and tension, accompanied by and associated with activation or arousal of the autonomic nervous system." Scovel (1978:137) defines it as "a state of apprehension, a vague fear....." Both of these definitions share some common

terms. Both definitions are connected with feelings of uneasiness, frustration, self-doubt, apprehension and worry. (Brown 1980)

Individuals may experience anxiety in different levels and in different situations. The deepest level is “trait anxiety”.

#### **2. 4. 1. 1. Trait Anxiety**

It is a stable predisposition of perceiving safe situations as threatening and to respond these conditions with anxiety state reactions. It is a relatively permanent and steady personality.(Spielberger 1966) Some people are generally anxious about many things. These people have trait anxiety. (Brown 1980)

#### **2. 4. 1. 2. State anxiety**

It is experienced in only some particular event or act for example taking exams. It is temporary and can be changed in time. Researchers introduced another concept related to state anxiety. It is “situation specific anxiety”. This perspective of anxiety is centred on the situations where the people have more anxiety. (Chan & Wu 2004) Foreign Language Anxiety is a type of situation specific anxiety where the anxiety is specific to language learning situations.(Horwitz,Horwitz & Cope 1986)

Another important categorization of anxiety is whether it helps or hinders language development. They are debilitative anxiety and facilitative anxiety. (Alpert & Haber 1960; Kleinmann 1977)

#### **2. 4. 1. 3. Facilitative anxiety**

This term is defined as “apprehension,.....which is considered energizing and helpful”(Mac Intrye & Gardner 1991a:519) Some concern or worry over a task contributes positively to language learning. Facilitative anxiety keeps the learners alert during the task. For the accomplishment of the task there needs to be an optimal state of cognitive and affective alertness. (Spielmann & Radnofsky 2001)

In Young's Interviews (1992:160) Krashen asserted that "anxiety has a positive effect on language learning not on language acquisition." In another interview, Omaggio-Hadley talked about "...good kind of tension ...."(Young 1992 cited in Spielmann & Radnofsky 2001) Thus; as opposed to the negative connotations of the word "anxiety", an optimal degree of anxiety can be helpful for learning.

#### **2. 4. 1. 4. Debiliative anxiety**

Too much anxiety over a task may hinder learning. Horwitz, Horwitz & Cope (1986) reported that Kleinmann (1977) found that ESL students with high debiliative anxiety used different styles of grammatical constructions. They also concluded that high levels of debiliative anxiety can affect the use of communication strategies as well as language performances.

Together with these classifications about anxiety, Horwitz, Horwitz & Cope (1986) proposed that anxiety about foreign language is a different concept from the other types of anxiety.

#### **2. 4. 2. Foreign Language Anxiety**

Foreign Language Anxiety can be distinguished from other types of anxiety by that it can have a negative effect on language learning process.(Mac Intrye & Gardner 1991c:112) Horwitz, Horwitz & Cope (1986) suggest that foreign language anxiety is a situation specific anxiety.(see 2.4.1.2)

For years, second language research has not defined foreign language anxiety and its impact on language learning. Horwitz, Horwitz & Cope (1986) define foreign language anxiety as a conceptually distinct variable in foreign language learning and interpret it in the context of specific anxiety reactions. Guiora (1983:9) thinks that language learning is "a profoundly unsettling psychological preposition" because it directly threatens an individual's self-concept and worldview. Thinking that language learning situation is different from the other anxiety situations, Mac Intrye & Gardner (1993a) point out that using the general measures of anxiety will cause contradictory

results. Therefore; after analysing the concept of language anxiety, researchers concluded that since foreign language anxiety is different from the other types of anxiety (Horwitz, Horwitz & Cope 1986; Mac Intyre & Gardner 1991b) and so it should be measured differently. Hence; Horwitz, Horwitz & Cope (1986) introduced an anxiety scale which is specific to foreign language anxiety. Foreign Language Classroom Anxiety Scale (FLCAS) is a very reliable and successful on construct validation and it is used in many studies of anxiety in foreign language learning (Aida 1994; Ganschow & Spark 1996; Mac Intyre & Gardner 1989; Price 1988; Schlesinger 1995; Kitano 2001; Chang 1999; Liao 1999; Ganschow et al. 1994; Chan & Wu 2004) FLCAS is a 33 item questionnaire based on an analysis of potential sources of anxiety in language classroom.(Worde 2004)

Foreign Language Anxiety deals with performance assessment in an academic and social context. Therefore; Horwitz, Horwitz & Cope (1986) relate it with three types of performance anxieties:

#### **2. 4. 2. 1. Communication apprehension**

This type of anxiety arises when the learners feel themselves unable to express their his/her own thoughts or ideas to the other students.(Brown 1980) It is also a type of shyness stemming from the fear of communicating with the other people.(Mc Croskey 1977) In language classrooms, communication apprehension may occur in speaking activities where students feel themselves unable to control the communicative situation and where they feel they are continuously being watched. This apprehension stems from the students' knowledge that they will almost surely have problems in understanding and being understood. (Horwitz, Horwitz & Cope 1986)

Mac Intyre & Gardner (1991c) also state that speaking in a foreign language causes anxiety in classroom. Most students feel anxious while speaking in front of their peers.(Daly 1991;Young 1986) Listening is a big problem for language learners, too. Learners feel anxiety when they think that they will miss the message given and when they feel that they can not control the oral communication. (Mac Intyre & Gardner 1991d)

#### **2. 4. 2. 2. Fear of negative evaluation**

Watson and Friend (1969 cited in Horwitz, Horwitz & Cope 1986) define fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations and expectations that others would evaluate oneself negatively” Horwitz, Horwitz & Cope (1986) suggest that fear of negative evaluation is aggravated by the nature of the foreign language classrooms where the performances of the students are constantly being assessed by the only fluent speaker, teacher. They also state that the students may be “acutely sensitive to the evaluations –real or imagined- of their peers.” (p:128)

Mac Intyre and Gardner (1991d) assert that fear of negative evaluation is closely related to Communication apprehension. When the students are not sure of what they are saying, they may experience fear of negative evaluation and they may worry that they could not make a proper impression.

In Young’s study (1991) most Spanish learners stated that they would not be unwilling to participate in the classroom activities if they were not afraid of saying the wrong thing.

Finally, the source of fear of negative evaluation may be both the teacher and their peers. When the students fear that they will not make a positive social impression on the other students and the teacher this will cause “avoidance”. Aida (1994) states that students with fear of negative might “sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills. In extreme cases, students may think of cutting class.

#### **2. 4. 2. 3. Test anxiety**

Sarason (1984) defines test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation.” In foreign language classrooms, some students think that they “know” a certain grammar point but they “forget” it during a test or an oral exercise, when that point must be remembered



and produced at that time. Since performance evaluation is a continuous feature of foreign language classes, test anxiety may be experienced by most of the students. In foreign language classrooms tests and quizzes are more frequent than the other classes so even the most diligent student experience anxiety. Furthermore, "Test anxious students often put unrealistic demands on themselves and they think that anything less than an excellent performance is a failure." (Horwitz, Horwitz & Cope 1986:128)

Test anxiety which refers to a kind of performance anxiety stemming from a fear of failure, is more common in oral tests. This is because an oral test is more complicated and the students need to use more skills, and also test anxiety occurs together with communication apprehension. (Chan & Wu 2004) Young (1991) supports this idea by telling that test anxiety would affect foreign language learners with low levels of oral proficiency more than higher levels of learners.

With a combination of these three different categories related to anxiety, learners' beliefs, perceptions about language may affect the amount of anxiety.

#### **2. 4. 2. 4. Beliefs, perceptions about language learning**

Ellis (1994 cited in Pavli 1997 ) writes about the effect of learner attitudes on the success in learning a foreign language. He states that learners can manifest attitudes towards the target language, its speakers, its culture, the social value of learning the language, particular uses of the language and see themselves as a member of their culture. Learners with positive attitudes will be reinforced if they become successful. Similarly; learners' negative attitudes, may be strengthened when they take low marks.

Together with attitudes, learners' beliefs related with either their preferred way of learning, feelings that facilitate or inhibit learning, and whether they believe they have aptitude for foreign language learning may have great influence in learning. (Ellis 1994)

Having stated the relevant literature about the advantages of teaching English to young learners and the affective aspect of language learning, the following item will describe some research carried about foreign language anxiety among young learners.

### 2. 4. 3. Foreign Language Anxiety among Children

In spite of the research which posit that children are not afraid of wrong words and, do not shrink from forming new expressions, do not feel a sense of shame when they use target language (Stengel 1939) There is also some research which suggests that young learners may have anxiety as well as teenagers.

In their book named “Anxiety in Elementary School Students”, Sarason et al. (1960) defined anxious child as:

“Why should a child be unduly concerned about how well he should do in school? about being wrong when called upon to recite or to perform at the blackboard? about being promoted? About not understanding what the teacher is saying or expects of him? Why should such a child experience the test and test like situations as markedly unpleasant, tinged with more or less vague feelings of uneasiness and bodily tension? The child who characteristically responds to test-like situations in these ways we shall call anxious.” (p:11)

Moreover; McLaughlin (1992) states that:

“Nor should it be assumed that children have fewer inhibitions than adults when they make mistakes in an L2. Children are more likely to be shy and embarrassed around peers than are adults. Children from some cultural backgrounds are extremely anxious when singled out to perform in a language they are in the process of learning”(p:2)

In their studies about Foreign Language Anxiety on EFL Elementary school students Chan & Wu (2004) deny the belief “ foreign language anxiety is more relevant to language learning among adults”(McIntyre & Gardner 1991a). With this hypothesis they analysed 601, 5th class elementary school students in 205 elementary schools from a total of 9 educational districts in Taipei Country. As a result; they found that the average mean of their participants’ scores for each item was 97.57, which was the nearly the same as the other studies carried on college and high school level students. They also stated a number of anxiety provoking situations including four components of foreign language anxiety of Horwitz, Horwitz & Cope (1986) which are analysed in this study. Thus; their studies reveal that foreign language anxiety of EFL elementary school students was obvious.

In addition to these evidence, in her personal experiences about the young learners, the researcher observed that young learners can be extremely anxious and they are easily affected by the reactions of their peers and teachers.

These studies provide evidence for the fact that it is possible for young learners to experience anxiety just as teenagers and adults.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3. 1. Introduction**

This chapter is dedicated to the description of the research design applied, the data collection instruments used, the data collection procedures followed and data analysis pursued.

In general, together with some information about the background of the research design adopted in the study, the context of the study and some information about the participants of this study are provided. Following these information, data collection instruments and data collection procedures and analysis are presented.

#### **3. 2. The Design of the Study**

This study implemented both qualitative and quantitative research design. Qualitative data was utilised due to the fact that it is considered appropriate for the concept of the present study according to Marshall & Rossman (1995). They state that qualitative approaches allow the participants to raise topics and issues which the evaluator did not anticipate and which might be critical to the investigation. These studies also allow participants to express their feelings and offer their perspectives in their own words. In sum, the strength of qualitative research is that it is best for exploratory and descriptive analyses which stress the importance of context, setting, and subjects' frames of reference.

Quantitative analysis was utilised for providing numerical values about the responses given, by the help of descriptive statistics.

### **3. 3. The Context of the Study**

The present study is dedicated to the analysis of Classroom Foreign Language Anxiety of Turkish Primary School students. Since the main concern of the study is to identify Primary School students, it was carried out in a public primary school which is connected to the Ministry of Education, and where English is compulsory from 4th to 8th grades. According to the curriculum provided by Ministry of Education, 4th and 5th classes have to study two hours of English, 6-8th classes have to study four hours of English a week.

The data for the present study was collected from 5th and 8th class students. Furthermore; both classes were analysed according to gender. Together with gender differences, contrastive analysis of 5th classes, aged 11 years, that is young learners, and 8th classes aged 14 years, that is teenagers, was carried out. Since the general aim of this study is to explore young learners' anxiety levels, 11 year-old- young learners were given the questionnaire. The results collected from 14-year-old-teenagers was used for comparison. As another aim of the study is to identify gender differences in anxiety, a contrastive analysis of male and female students was applied.

### **3. 4 . Participants**

In the present study, as stated above, two groups of participants were involved, 5th class students and 8th class students. The average age of the 5th class students is 11, they have been studying English for 2 years. They are in 3 different classes and they have different class teachers. The average age of 8th class students is 14, they have been studying English for 5 years. They are at their last year of primary education and studying for the high school entrance exams where English questions do not take place. Both groups study English with the same teacher. The total number of the 5th class students is 97; 52 girls and 45 boys. The overall number of 8th class students is 87; 42 girls and 45 boys. The entire number of the participants is 184.

One of the limitations in this study was the number of the participants. The whole number of students in all 5th and 8th classes in particular is less than a hundred,

the researcher could not include at least a hundred students. Since the research was mainly carried out in one Primary School and choosing another school for increasing the number of the students to a hundred, would create contradictory results and it would also harm the consistency of the research.

### **3. 5. Instruments**

In order to answer the research questions (see 1.3) stated, the researcher decided to utilise a widely accepted questionnaire prepared by Howitz, Horwitz & Cope (1986). This instrument was applied to many different groups of learners by many different researchers. (Aida 1994; Ganschow & Spark 1996; Mac Intrye & Gardner 1989; Price 1988; Schlesinger 1995; Kitano 2001; Chang 1999; Liao 1999; Ganschow et al. 1994; Chan & Wu 2004) Foreign Language Classroom Anxiety Scale (FLCAS) is a 33 item questionnaire based on an analysis of potential sources of anxiety in language classroom (Worde 2004) Since the main participants are Primary School Students, the researcher decreased the number of the items, simplified and translated them into Turkish and reduced the number of the alternatives since young learners may not have enough intellectual capacity for understanding some abstract terms related to language learning. Also as they may not keep their interests on written materials, the researcher put some interesting shapes and pictures on the paper.

Together with the results of the FLCAS, the researcher stated her own experiences about the level of anxiety among young learners.(see 1 . 2 ) as a 3 –year-experienced primary school teacher. Furthermore; the researcher added some extracts from the informal interviews carried out with children and teachers.

### **3. 6. Data Collection Procedures**

Having decided what data to collect, the researcher followed some steps in data collection.

The first step was deciding which items to omit from the FLCAS. The researcher used her own experiences about the English lessons, and ommited the items which are

not suitable to the conditions of the previous English classes. As a result; 17 of the 33 items were selected.

After deciding which items to omit, the researcher translated the items and simplified them in order for the children to understand better. The questionnaire prepared by the researcher was printed on a paper with some pictures and shapes on it, to make it more attractive for the young learners.

The last step of data collection was application of FLCAS. The researcher applied the questionnaire by giving detailed instructions, in 3 different classes in 40 minutes. The class teachers of the students were informed about the aims of research and before the application they were also asked to tell students that this was not an exam and all the results would be kept confidential.

### **3. 7. Data Analysis**

Having collected the data with the FLCAS and informal interviews the researcher used data analysis procedures.

First, the responses of the participants to the items in the questionnaire was computed according to scales. They were described in percentages in four different groups.

Secondly; according to the groups they belong to, the items are discussed through experiences and informal interviews carried out with the students .

After providing information on the method of the study and the data collection instruments used, the data collection procedures and the data analysis applied, the following chapter will focus on the results gained through the questionnaire.

## **CHAPTER 4**

### **PRESENTATION OF THE RESULTS**

#### **4. 1. Introduction**

This study was carried out in order to identify EFL anxiety among young learners. The results obtained from learner questionnaire (see Appendix 1) will be presented in this chapter. Discussion of the findings obtained from 5th and 8th class students will be included in the next section.

The rationale for the choice of the items here is that the graphs which showed significant differences will be included. All the graphs of the items can be seen in the appendices.(see Appendices 2-5)

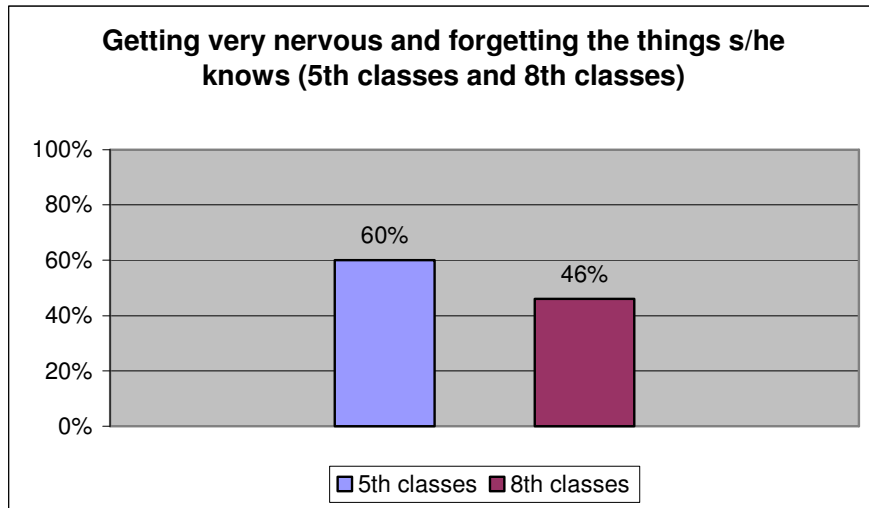
#### **4. 2. Comparison of 5th and 8th Classes in General**

This part will present the graphs about the comparison of 5th and 8th classes in general.

##### **4. 2. 1. Communication apprehension**

Communication Apprehension is a type of shyness stemming from the fear of communicating with the other people. (Mc Croskey 1977) This apprehension stems from the students'knowledge that they will almost surely have problems in understanding and being understood (Horwitz, Horwitz &Cope 1986) According to Daly (1991) and Young (1986), most students feel anxious while speaking in front of their peers. As Daly (1991) and Young (1986) state, some students feel very anxious, and they forget the things they know.The following chart illustrates the percentage of 5th and 8th class students about this feeling.

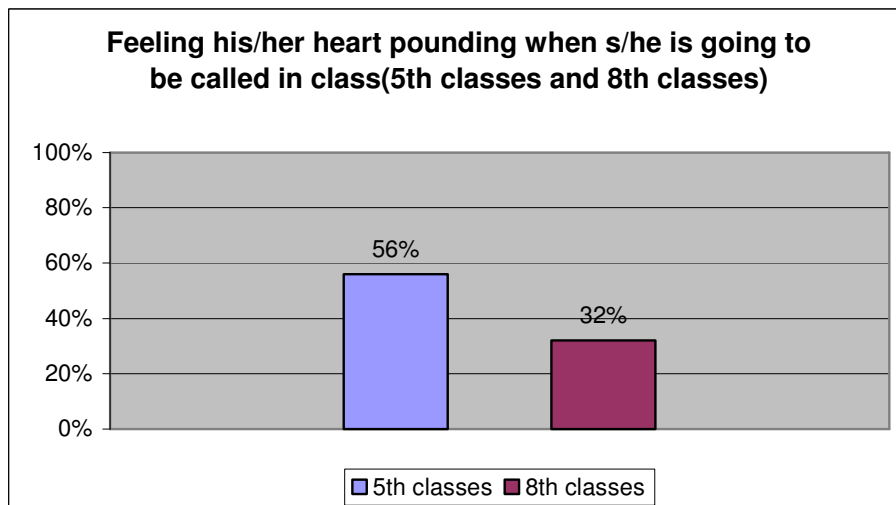




Graph 1. Item 10

The graph above shows that more than half of the 5th class students state they get nervous therefore they forget the things they know. Whereas less 8th class students state they feel nervous.

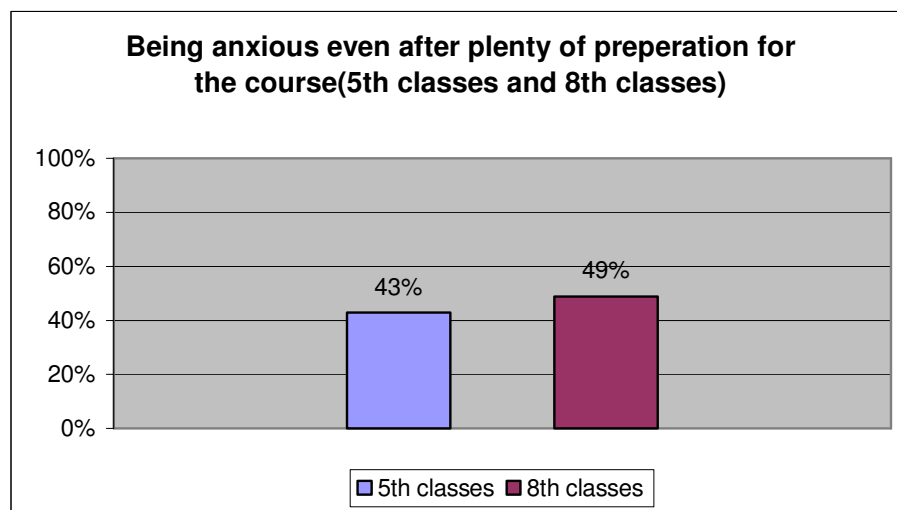
Some students feel their hearts pounding when they are called in English class. The graph below shows the comparison of these students in 5th and 8th classes.



Graph 2. Item 12

From the graph presented above, it can be seen that more than half of the 5th class students declare that they feel their hearts pounding when they are going to be called in the class, on the other hand smaller number of 8th class students agreed on the given statement.

In language classes, some learners feel very anxious no matter how hard they study for the course. The comparison of these learners in 5th and 8th classes, are presented in the following graph.



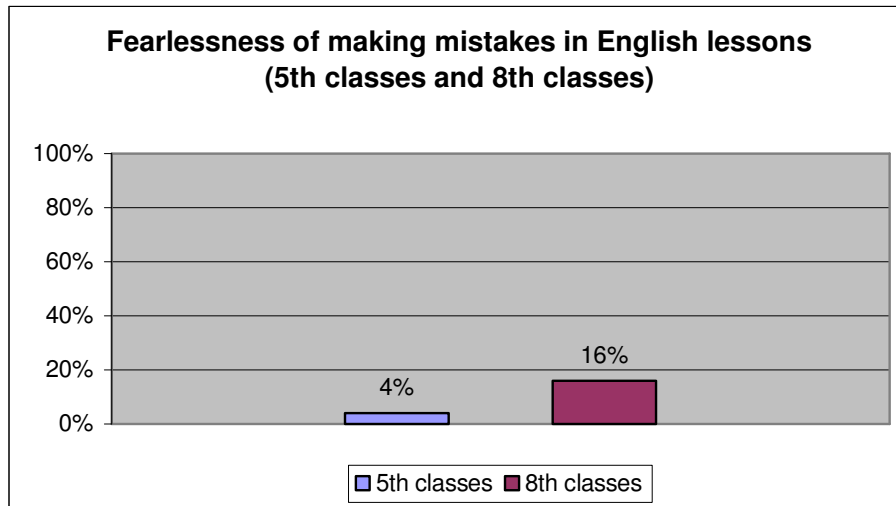
Graph 3. Item 8

According to the responses given to Item 8, nearly half of the 8th class students told they are anxious even after preparation, 5th class students also state that they feel anxious even after preparation.

#### 4. 2. 2. Fear of negative evaluation

This type of anxiety is defined as, “apprehension about others’ evaluations, avoidance of evaluative situations and expectations that others would evaluate oneself negatively.(Watson & Friend 1969) Most of the learners feel anxiety when they make mistakes in English lessons.

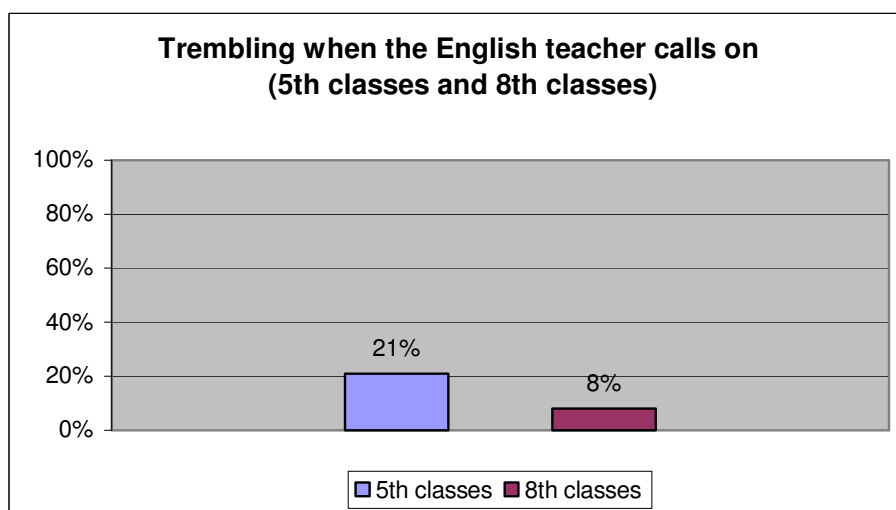
The graph below shows 5th and 8th class students who do not have fear of negative evaluation.



Graph 4. Item 2

As the graph above shows, a small number of 5th class students state they fear of making mistakes in English lesson, while more 8th class students agree the statement.

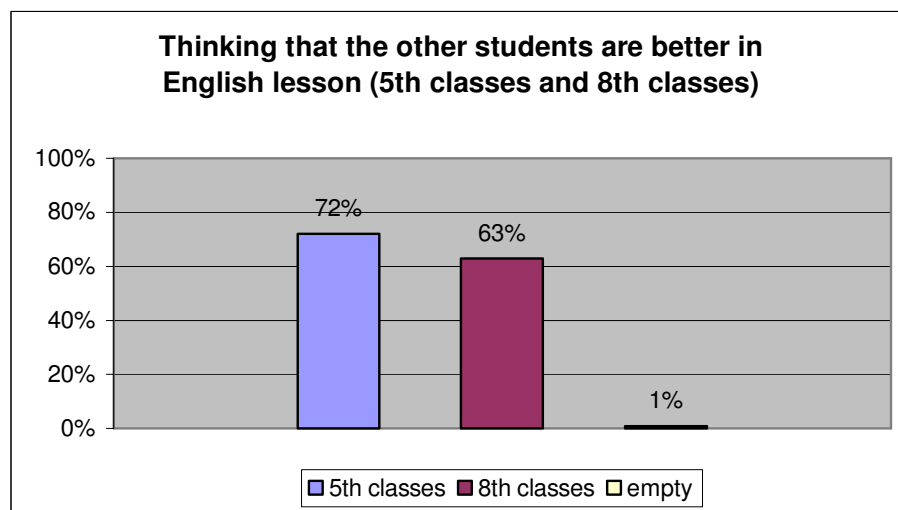
In English classes, there are some students who tremble when English teacher calls on. 5th and 8th class students in our study are shown in the following graph.



Graph 5. Item 5

From the graph presented above it can easily be seen that, while a small number of 8th classes told they tremble when the english teacher calls on, more 5th class students asserted they tremble.

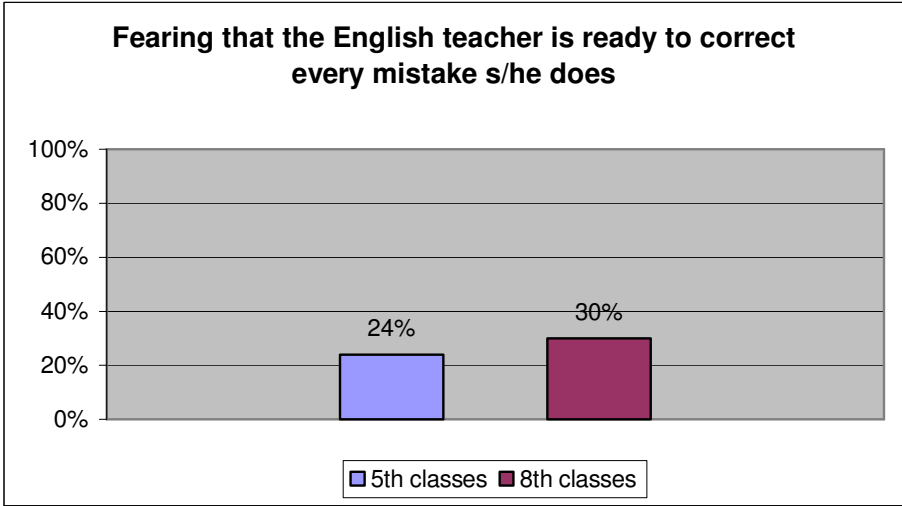
Learners of English may have a tendency to feel that the other students are better than themselves. The graph below shows the percentage of young learners and teenagers.



Graph 6. Item 14

As the graph above visualised, 5th class students seem to think the other students are better in English lesson, 8th class students also think so.

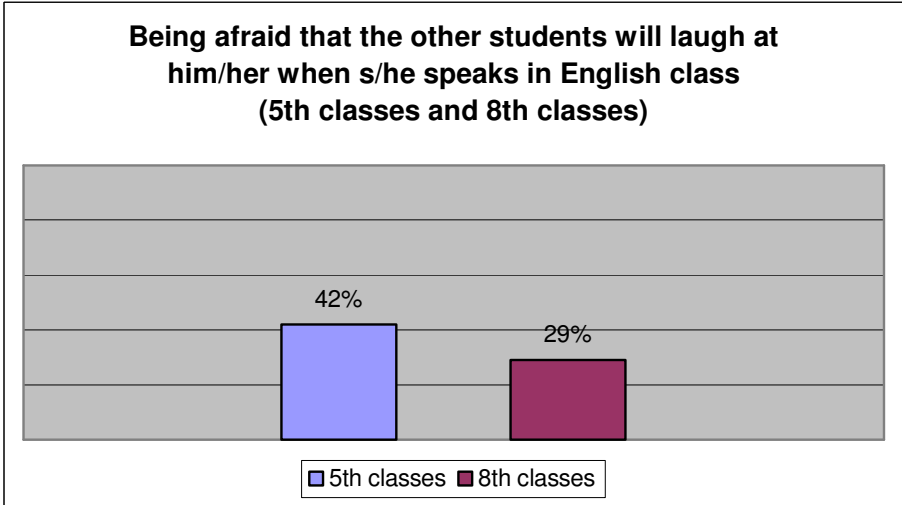
The following graph shows the percentage young learners and teenagers who feel anxiety during the teacher's error-correction.



Graph 7. Item 11

According to questionnaire data, a larger number of 8th class students fear that English teacher will correct every mistake they do, 5th class students also agree on the given statement.

The graph below shows the rate of 5th and 8th class students who are afraid that the other students will laugh at them when they participate in English class.

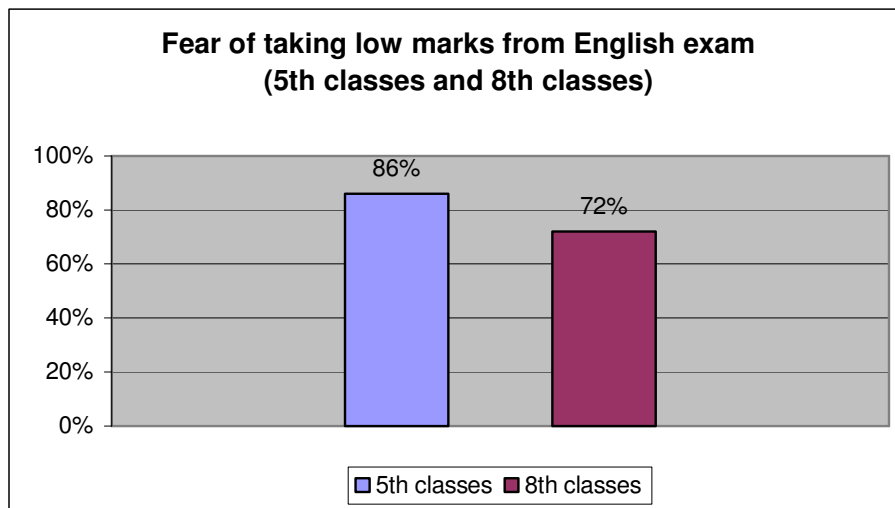


Graph 8. Item 16

Nearly half of the 5th class students state that, they are afraid that the other students will laugh at them when they speak in English class, on the other hand; a smaller number of 8th class students feel afraid of being laughed at.

#### 4. 2. 3. Test anxiety

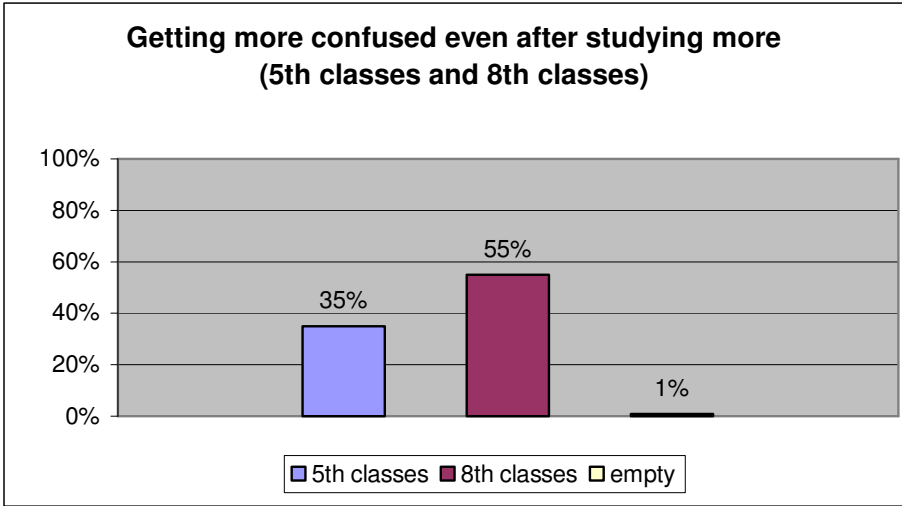
Test anxiety is defined as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation. The following graph shows percentages of 5th and 8th class students who have fear of taking low marks from English exam.



Graph 9. Item 4

The reactions of the students to this item indicate that, most of the 5th class students have a fear of taking low marks from an exam, while the number of the students decreases in 8th classes.

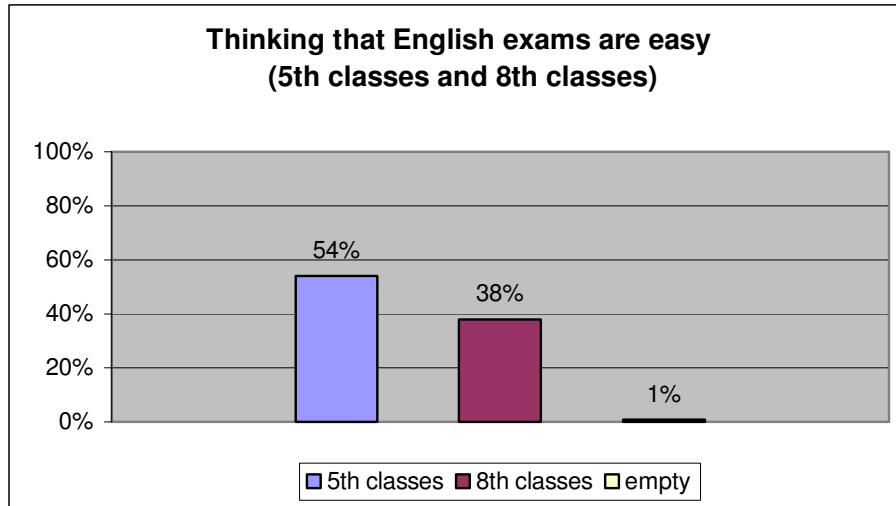
This graph presents 5th and 8th class students who get confused even after they study more.



Graph 10. Item 6

From the graph presented above, it can be seen that more than half of the 8th class students state that they get confused even after studying more, while a smaller number of 5th class students agree with the given statement.

This graph presents the percentage of young learners and teenagers who think that English exams are easy.



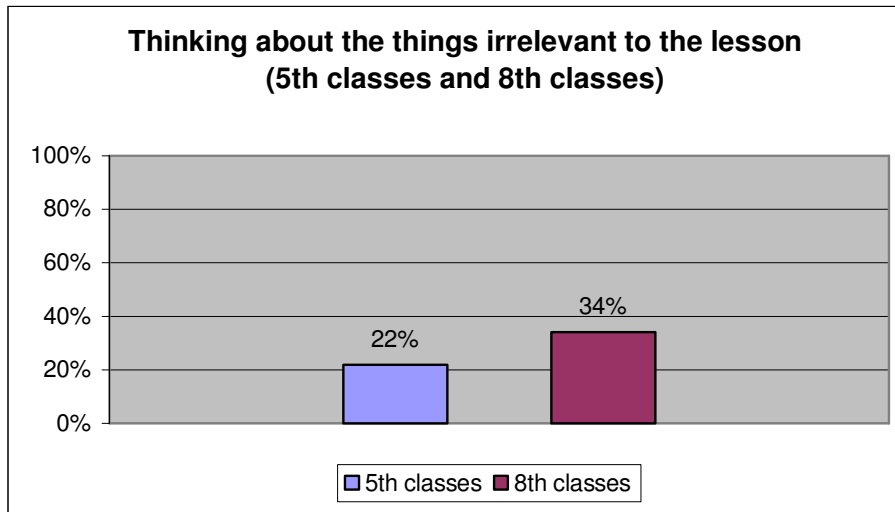
Graph 11. Item 17

The questionnaire data provided such information that, more than half of the 5th class students think that English exams are easy, however the number declines in 8th class students' responses.

#### 4. 2. 4. Beliefs, perceptions about language learning

Learners' attitudes and beliefs related to language learning may affect their levels of anxiety. The following graph compares 5th and 8th class students who keep thinking the irrelevant things in English lesson.

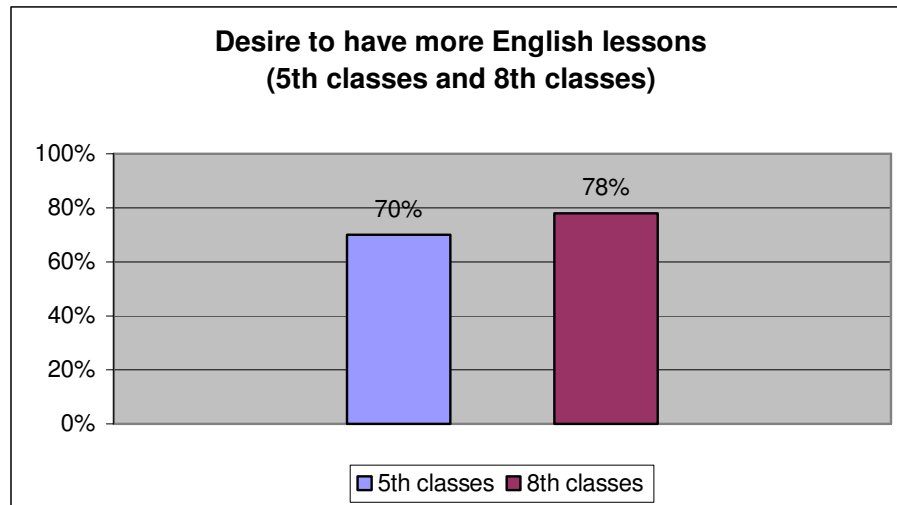




Graph 12. Item 3

As the graph visualised, 8th class students state they have thoughts irrelevant to the lesson while the number of 5th class students who think irrelevant things in the lesson decreases.

The percentage of young learners and teenagers who want to have more English lessons is presented in the graph below.



Graph 13. Item 1

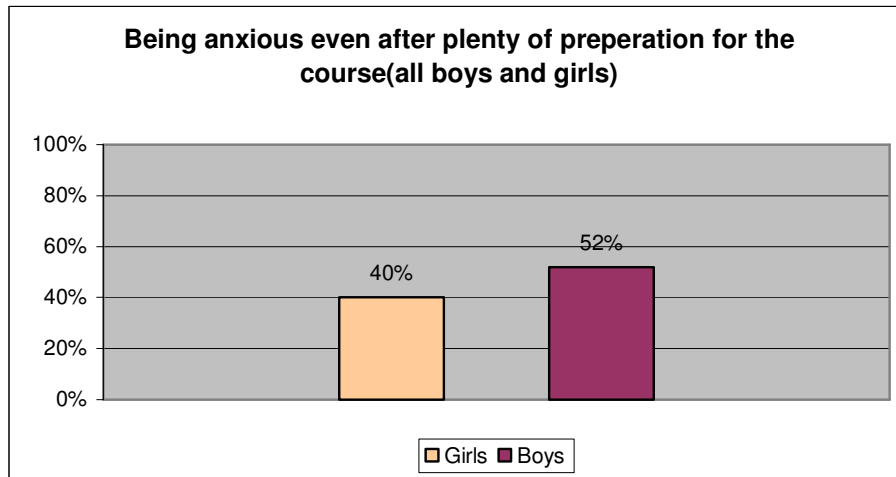
From the graph illustrated above, it can be seen that both 5th and 8th classes want to have more English lessons, but the number is higher in 8th classes.

#### 4. 3. Comparison of Girls and Boys in General

The following part will display the items comparing male and female students in general.

##### 4. 3. 1. Communication apprehension

Communication apprehension stems from the students' knowledge that they will almost surely have problems in understanding and being understood. (Horwitz, Horwitz & Cope 1986) This graph shows male and female students who are anxious even after plenty of preparation for the lesson.

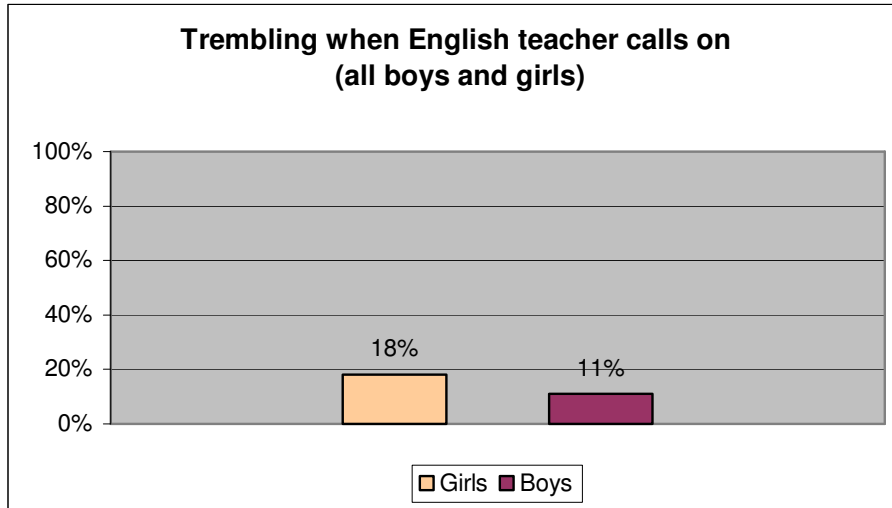


Graph 14. Item 8

The questionnaire data provided such information that, more than half of the boys feel anxious even after preparation for the course, the number of girls who agree with this statement decreases.

#### 4. 3. 2. Fear of negative evaluation

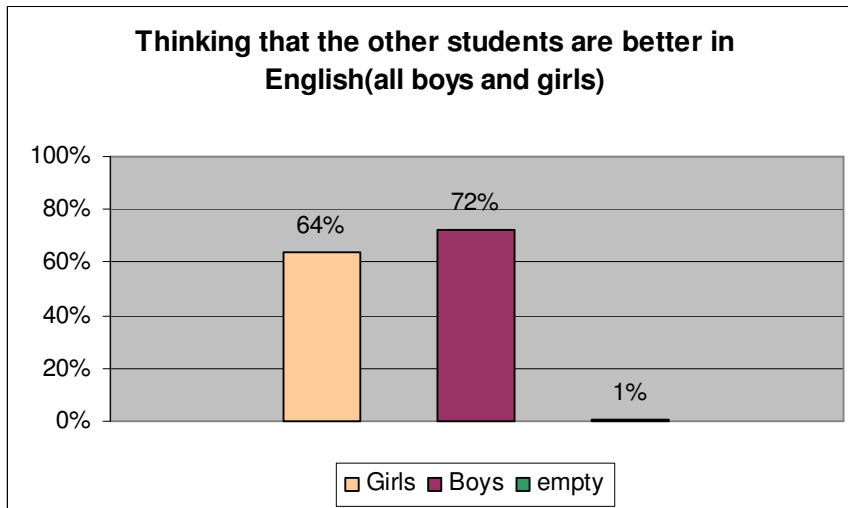
According to Horwitz, Horwitz & Cope (1986), fear of negative evaluation is strengthened by the nature of foreign language classroom where the students are continuously evaluated. This type of anxiety may even result in trembling when English teacher calls the students' name. The following graph illustrates the percentages of girls and boys related to that item.



Graph 15. Item 5

As the graph above shows, both girls and boys tremble when the English teacher calls on, but the number is greater in girls.

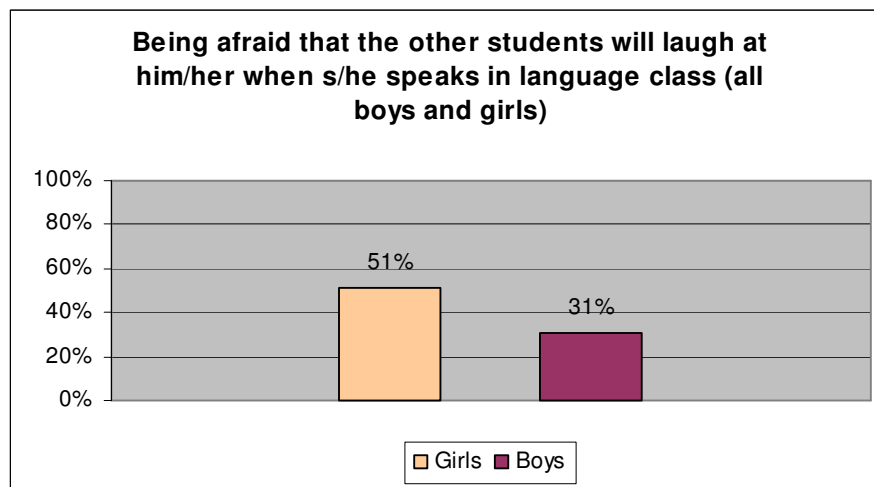
Some students may overestimate the other friends' performances and therefore; they may develop fear of negative evaluation. This graph compares male and female students about that item.



Graph 16. Item 14

From the graph presented above, it can be seen that a larger percentage of boys think that the other students are better in English, while the percentage of girls is lower.

The following graph includes a comparison of girls and boys about the item related to peer evaluation. This item reflects students who feel anxiety because they think their friends will laugh at them.

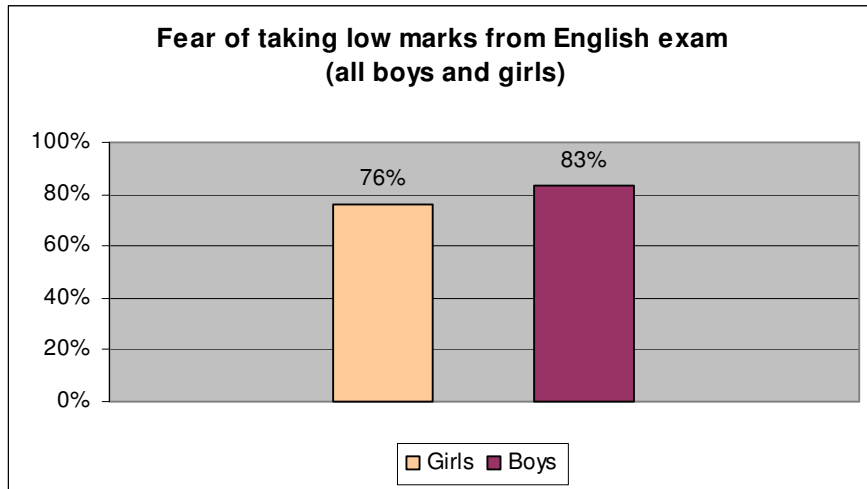


Graph 17. Item 16

More than half of the girls seem to be afraid that the other students will laugh at them when they speak English, whereas less than half of the boys are afraid to be laughed at.

#### 4. 3. 3. Test anxiety

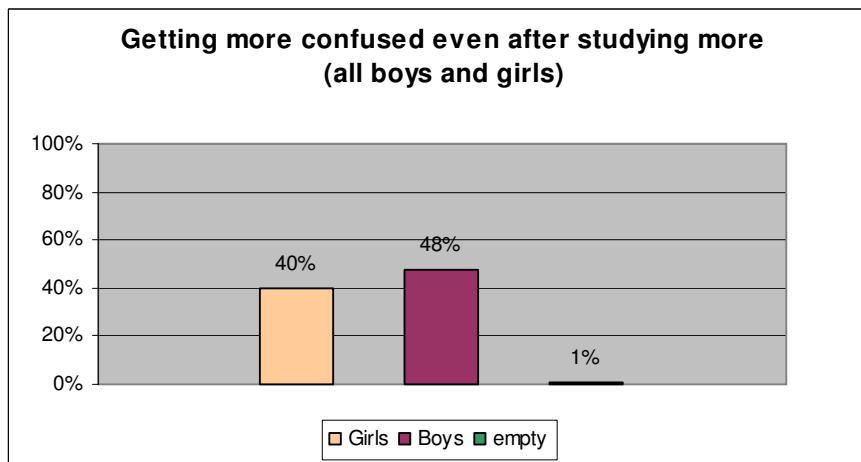
In foreign language classrooms, tests and quizzes are more frequent than the other classes so even the most diligent student experience anxiety. “Test anxious students often put unrealistic demands on themselves and they think that anything less than an excellent performance is a failure” ( Horwitz, Horwitz & Cope 1986:128) Therefore; some students have fear of taking low marks from English exams. Male and female students who experience this fear, is presented below.



Graph 18. Item 4

Most of the students state that they have a fear of taking low marks in English as the graph illustrated, but the percentage is higher in boys.

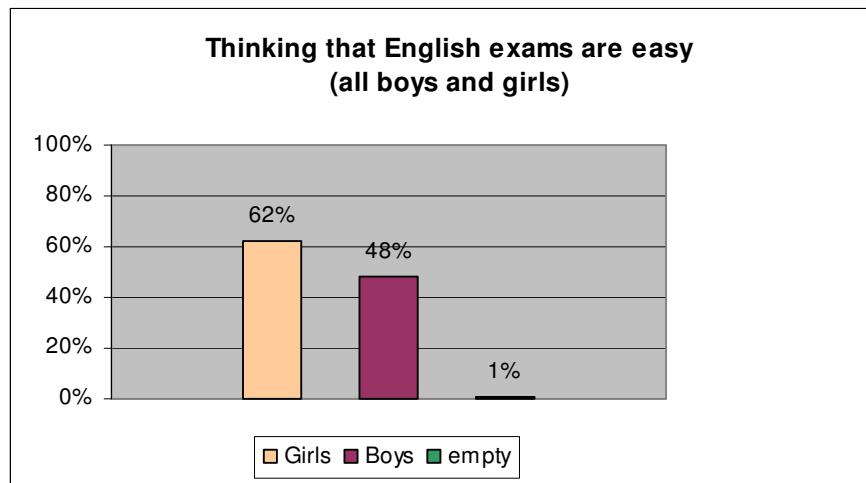
This graph presents girls and boys who get confused even after they study more.



Graph 19. Item 6

From the graph presented above, it can be seen that both girls and boys think that they get confused even after studying more, but the percentage is higher in boys.

The graph below presents the percentages of male and female students who think that English exams are easy.

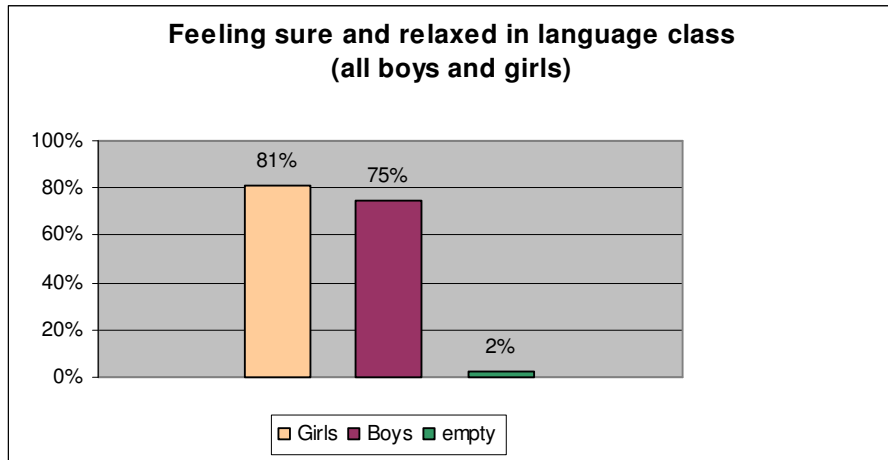


Graph 20. Item 17

The reactions of the students to this item seem to indicate that, most of the girls believe that English exams are easy, while less than half of the boys agree that exams are easy.

#### 4. 3. 4. Beliefs,perceptions about language learning

Learners'attitudes, beliefs related with language plays a significant role in language learning. Some learners feel relaxed and sure in language classes. The following graph shows the percentages of girls and boys about the related item.



Graph 21. Item 13

From the graph presented above, it can be seen that most of the girls feel sure and relaxed in English lessons, while the percentage of the boys is lower. A few students did not answer this item.

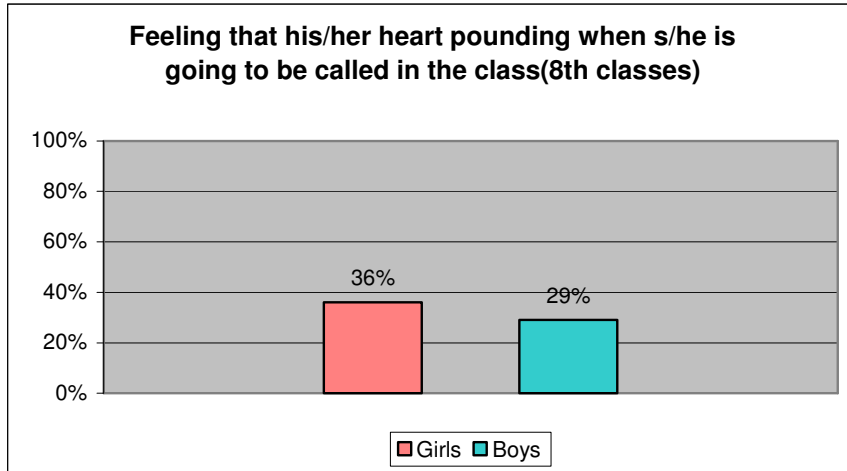
#### 4. 4. Comparison of Girls and Boys in 8th Classes

This part will compare the girls and boys in 8th classes in particular.

##### 4. 4. 1. Communication apprehension

This type of anxiety stems from the students' knowledge that they will almost surely have problems in understanding and being understood. (Horwitz, Horwitz & Cope 1986) As a result of these problems; some students feel their hearts pounding when they are called in English class. The following graph shows the comparison of girls and boys in 8th classes about the related item.

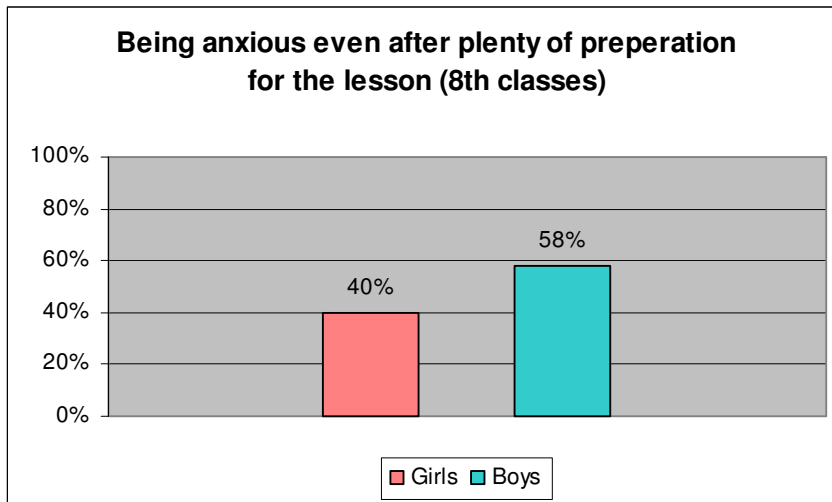




Graph 22. Item 12

According to questionnaire data, both girls and boys tend to feel that their hearts pounding when they are going to be called in the class, but the number of girls is greater.

In English classes, some learners feel very anxious no matter how hard they study for the course, the comparison of male and female teenagers, are presented in the following graph.

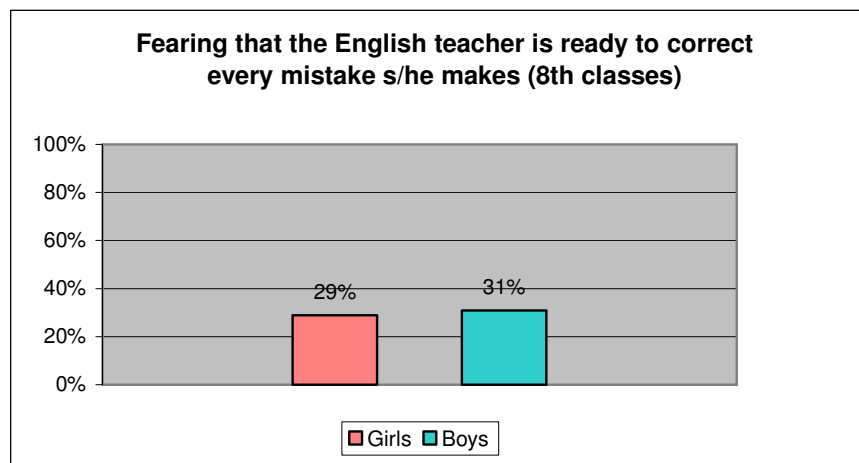


Graph 23. Item 8

The graph above aims to visualise that, more than half of the boys state that they feel anxious even after preparation for the course, whereas the percentage is lower in girls.

#### 4. 4. 2. Fear of negative evaluation

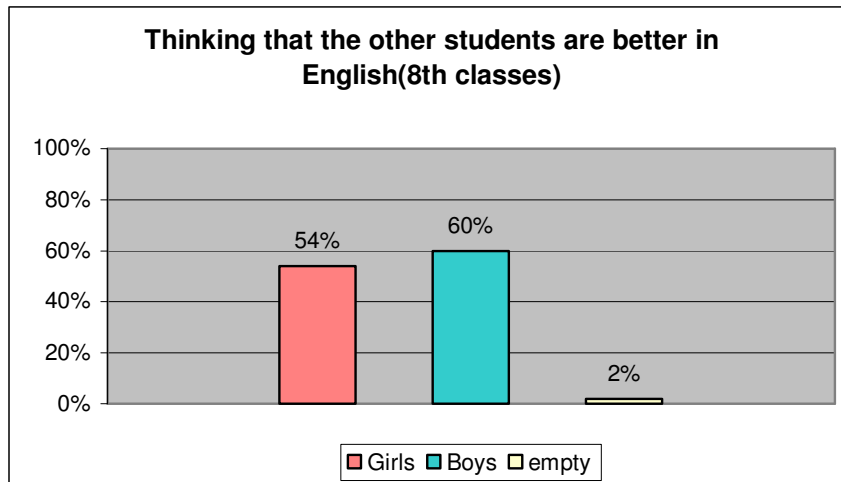
Mac Intrye and Gardner (1991d) assert that fear of negative evaluation is closely related to communication apprehension. When the students are not sure of what they are saying, they may experience fear of negative evaluation and they may worry that they could not make a proper impression. Some students may experience fear that the English teacher is ready to correct every mistake s/he does. The graph below presents the percentages of male and female students in 8th classes who experience this fear.



Graph 24. Item 11

According to the responses given to item 11, both girls and boys seem to care about the teacher's error correction.

Some students may have a tendency to feel that the other students are better than themselves. The graph below shows the percentage of girls and boys in 8th classes.

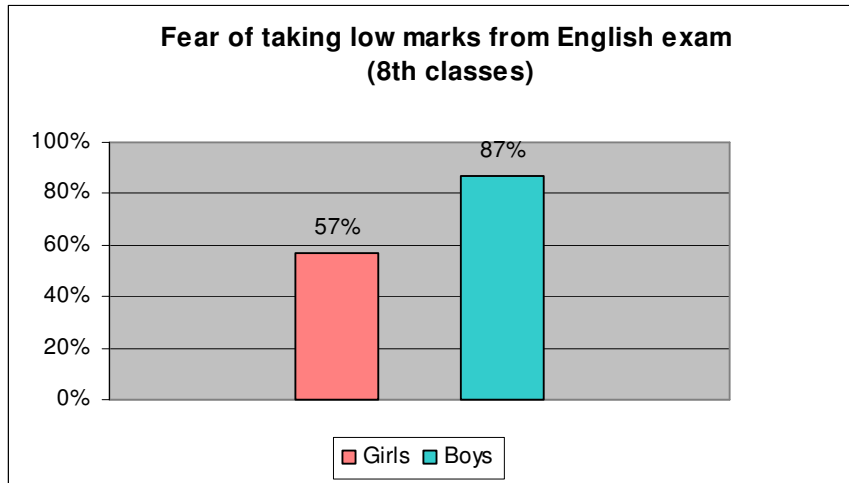


Graph 25. Item 14

As the above graph illustrated, most of the boys seem to think that their peers are better in English, while the percentage decreases in girls. A few students did not answer this item.

#### 4. 4. 3. Test anxiety

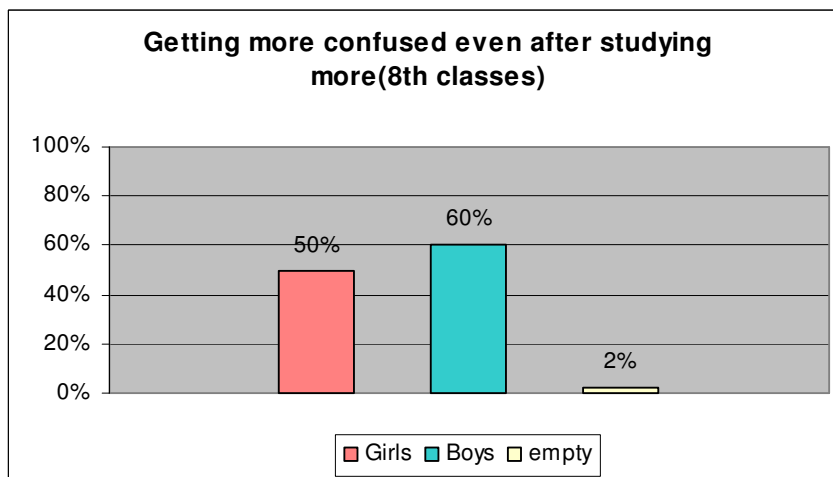
Test anxiety refers to a kind of performance anxiety stemming from a fear of failure. (Chan & Wu 2004) The following graph includes a comparison of girls and boys in 8th classes about the item related to fear of taking low marks.



Graph 26. Item 4

Here, a great majority of the boys tend to have a fear of taking low marks from English exam, while the percentage is significantly low in girls.

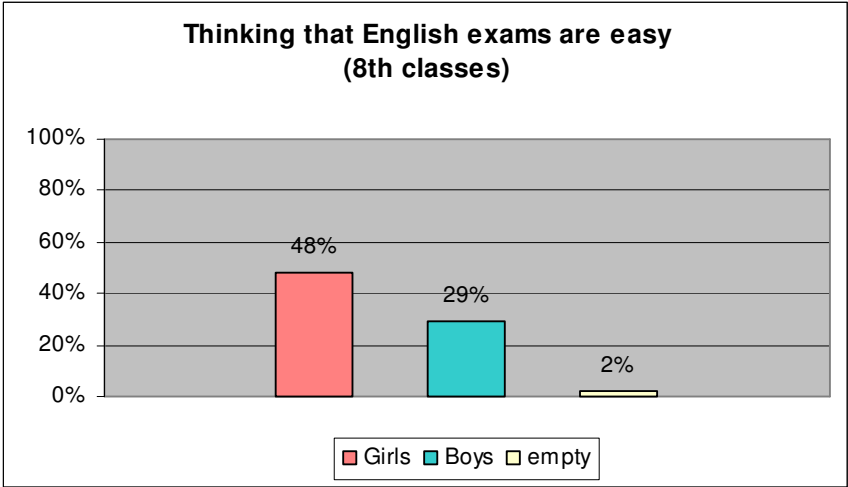
This graph displays male and female teenagers who get confused even after they study more.



Graph 27. Item 6

The results in the graph above show that, half of the girls and more than half of the boys state that they get confused even after studying more. A few students did not answer this item.

The following graph includes a comparison of girls and boys in 8th classes who think that English exams are easy.

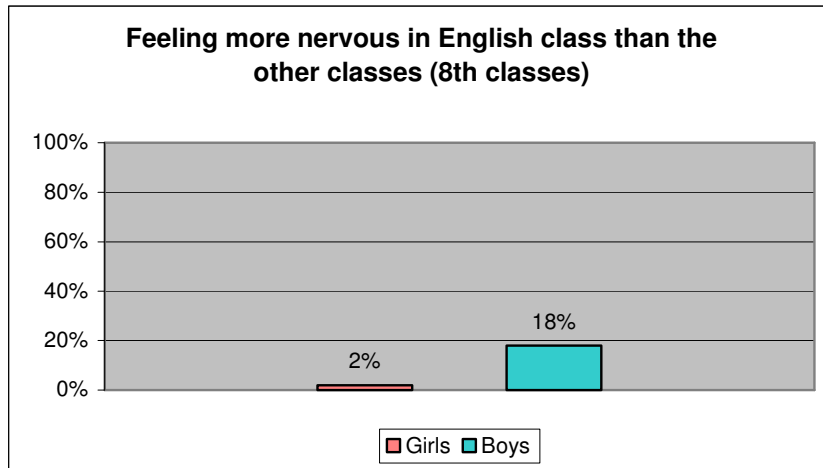


Graph 28. Item 17

As the graph above visualised, there seems to exist a great difference between the girls and the boys about the ease of English exams.

**4. 4. 4. Beliefs, perceptions about language learning**

Students who have negative beliefs about language learning and language itself, may feel more restless in English classes. The following item compares girls and boys in 8th classes according to their negative feelings.



Graph 29. Item 15

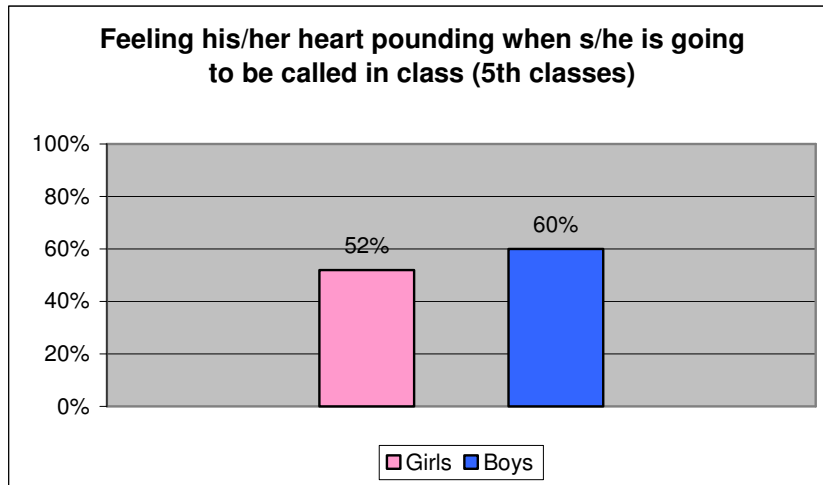
From the graph illustrated above, it can be seen that a few girls agreed on the given statement while a large number of boys state that they feel more nervous in English class than the other classes.

#### 4. 5. Comparison of Girls and Boys in 5th classes

This part will compare the girls and boys in 5th classes in particular.

##### 4. 5. 1. Communication apprehension

Students who have Communication Apprehension think that they will have difficulty in understanding and being understood. (Horwitz, Horwitz & Cope 1986) They may even feel their hearts pounding when they are called in English class. The following graph shows the comparison of girls and boys in 5th classes about the related item.

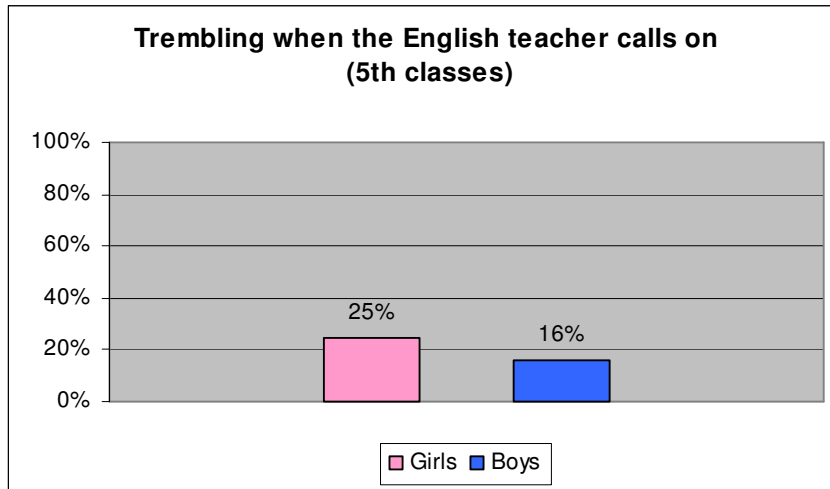


Graph 30. Item 12

As the graph above visualised, more than half of the girls and boys indicate that they feel their hearts pounding when they are going to be called in English class, but the percentage is higher in boys.

#### 4. 5. 2. Fear of negative evaluation

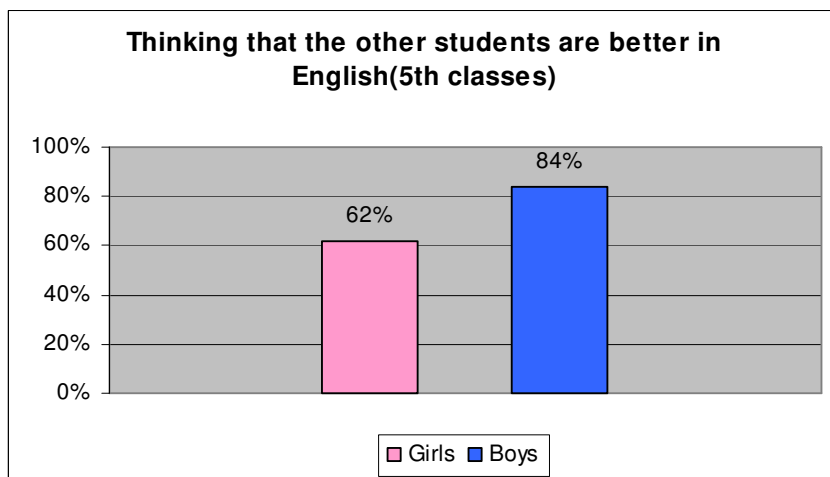
This type of anxiety is defined as, “apprehension about others’ evaluations, avoidance of evaluative situations and expectations that others would evaluate oneself negatively.(Watson & Friend 1969) The source of fear of negative evaluation may be both the teacher and their peers. When the students fear that they will not make a positive social impression on the other students and the teacher this will cause “avoidance”.(Aida 1994) Some students feel so anxious that they tremble when English teacher calls on. The following graph includes a comparison of girls and boys in 5th classes who tremble when English teacher calls.



Graph 31. Item 5

As can be seen from the graph above, both girls and boys state that they tremble when the English teacher calls on, yet there is a minor difference between girls and boys.

Some English learners may be inclined to feel that the other students are better than themselves. The graph below shows the percentage of girls and boys in 5th classes who experience that feeling.

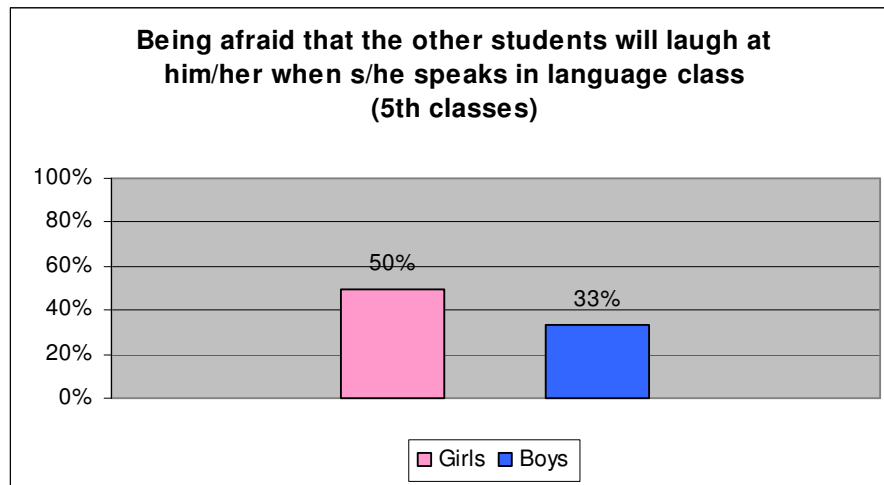


Graph 32. Item 14



As the graph above shows, nearly all of the boys think that their peers are better in English, whereas; the percentage is quite lower in girls.

The following graph displays the rate of male and female students in 5th classes who are afraid that the other students will laugh at them when they participate in English class.

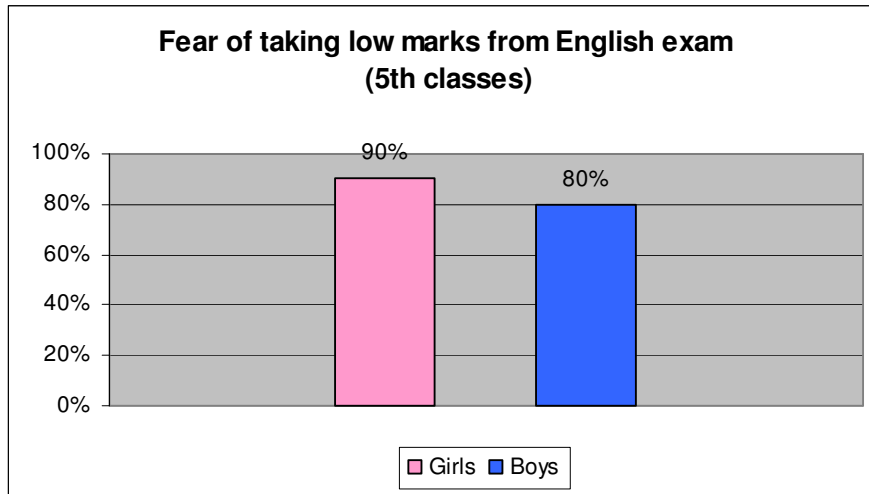


Graph 33. Item 16

The results in the graph above show that, there is a striking difference between girls and boys in this statement. Half of the girls state that they are afraid of being laughed at, while a smaller number of boys agree on the given statement.

#### 4. 5. 3. Test Anxiety

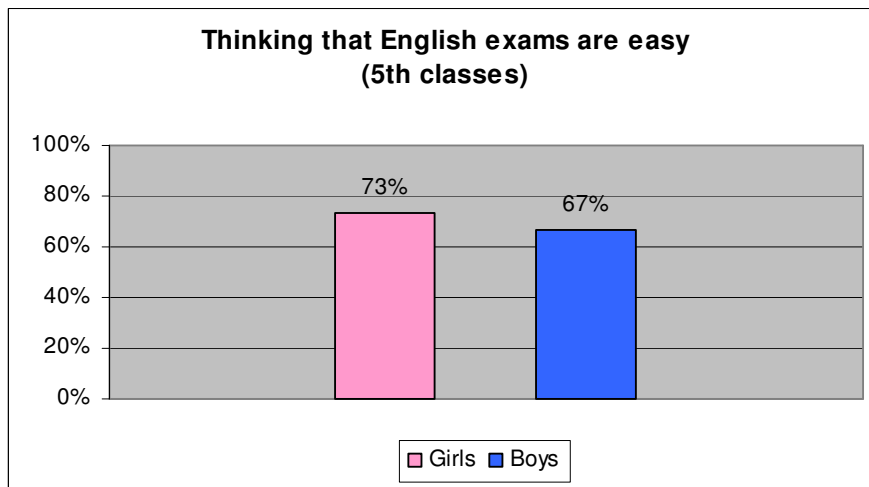
In foreign language classrooms, some students think that they “know” a certain grammar point but they “forget” it during a test or an oral exercise, when that point must be remembered and produced at that time.(Horwitz, Horwitz & Cope 1986:128) These students are test-anxious students and they have fear of taking low marks from English exam. The graph below shows the rate of these students.



Graph 34. Item 4

Here, both girls and boys seem to have a fear of taking low marks from exam, and nearly all of the girls accept the statement.

This graph shows the percentage of the male and female students in 5th classes who think that English exams are easy.

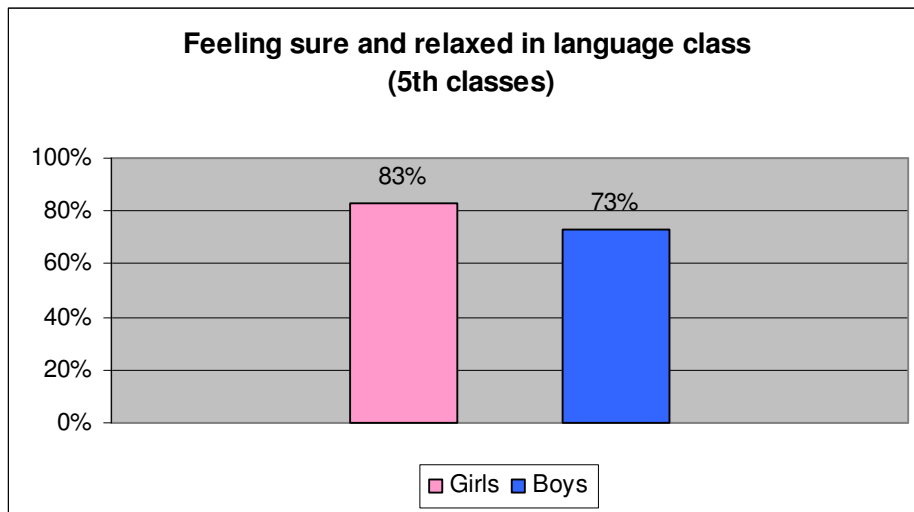


Graph 35. Item 17

According to responses given to Item 17, most of the girls and boys seem to think that English exams are easy, but the number of the girls who agree with this statement is greater.

#### 4. 5. 4. Beliefs, perceptions about language learning

Learners' attitudes, beliefs related with language plays a vital role in language learning. Some learners feel relaxed and sure in language classes. This graph shows the percentages of girls and boys in 5th classes about the related item.



Graph 36. Item 13

As can be seen from the graph above, most of the girls seem to feel and relaxed in English class the percentage is lower in boys.

## **CHAPTER 5**

### **DISCUSSION OF THE RESULTS**

#### **5. 1. Introduction**

This study was carried out in order to identify 5th class primary school students' foreign language anxiety. 8th class students were also given the questionnaire. The results obtained from 8th class students will be used for comparison.

The Research Questions addressed in present study are as follows:

1. Do 5th class students experience foreign language anxiety more than 8th class students?
- 2 . Do girls experience more anxiety than boys in both classes?
- 3 . Do girls experience more anxiety than boys in 8th classes?
- 4 . Do girls experience more anxiety than the boys in 5th classes?

By referring to chapter 4, the research questions above will be discussed in detail. Discussion will be supported through informal interview data received from the teachers and students.

## **5. 2. Do 5th class students experience foreign language anxiety more than 8th class students?**

In recent years, it is generally accepted that adults are more fragile and thus have more anxiety than children. Stengel (1939 cited in Singleton 1989) stated that adults often feel “a sense of shame” when starting with the new language, in addition; Stengel argued that the child does not suffer the doubts the adults have and stated that “It is not afraid of wrong words and does not shrink from forming new expressions on the spur of the moment if the one generally used is not in hand.”(p: 473)

Although it is known that children are much more enthusiastic about language learning. Budson (1998) stated that they have inhibitions particularly to their classmates. Mc Laughlin (1992) supported this idea and argued that it is wrong to assume that children have fewer inhibitions than adults when they make mistakes in L2. They are more likely to be shy and embarrassed around peers than adults. Children from some cultural backgrounds are extremely anxious when singled out to perform in a language when they are in the process of learning. In addition; in their study about elementary school students in Taipei Country, Chan & Wu (2004) applied FLCAS (the questionnaire applied in present study) to 5th class students and found that a great majority of the children experience foreign language anxiety.

The present study supported these results and about nearly all types of anxiety, children showed significant level of anxiety. The first type of anxiety to be discussed is Communication Apprehension.

### **5. 2. 1. Communication apprehension**

Communication apprehension is learners’fear that s/he will not understand the communicative situation.(see 2. 4. 2. 1.) This type of anxiety is a big problem at elementary school level. Reserach reveal that at least 11 percent of the elementary students experience severe Communication Apprehension, an additional 20 percent may experience enough anxiety to warrant some sort of intervention.(Haris 1980; Garrison & Garrison 1979; Wheelless 1971)

Although these studies are not specific to language communication apprehension, it is obvious that children experience Communication Apprehension in all classes including language class.

In accordance with these ideas, in our study, 5th class students experienced much more Communication Apprehension than 8th class students.

The analysis of the responses to Item 10 (see 4. 2. 1. Graph 1) reveals that more than half of the 5th class students stated they get nervous and forget the things they already know, while the percentage is lower in 8th classes. In the next graph, (see 4. 2. 1. Graph 2) more than half of the 5th class students assert that they feel their hearts pounding when they are called in class. The reason for this high percentage may be the fact that children are not capable of forming complex sentences so they can not explain their ideas in the target language, furthermore; they may be afraid that no matter how hard they try, they will not be able to make the correct sentence.

Another possible reason for this high Communication Apprehension might be that 5th class children are rarely asked to form the sentences to communicate, yet 8th class students are frequently asked to use the target language, that is; they are accustomed to speaking in front of their peers.

### **5. 2. 2. Fear of negative evaluation**

This type of anxiety is “apprehension about other’s evaluations”(see 2. 4. 2. 2.) When the students are not sure of what they are saying, fear of negative evaluation occurs because they doubt that they would make a proper impression on the teacher, peers and their parents.

The analysis of the responses related to this group of items reveal that 5th class students scored significantly higher than 8th classes about almost all of the items.(see 4. 2. 2.) This finding contradicts with the findings of Stengel (1939) (see 5. 2. ) who argued that child does not suffer from the amount of anxiety experienced by adults. One possible reason for this might be the fact that 5th class students worry about their friends opinions about themselves, moreover; they are afraid of being humiliated in front of their friends which is stated by Stengel (1939) specific to adults. This fact may

also reveal that the period of puberty and the symptoms of that period started to be seen in late childhood, therefore; the age level of puberty may start to decline in recent years. From my personal experiences as a teacher I realised that young learners have started to experience some feelings which are believed to be specific to puberty period. They become “little men and little women” at a very early age. They talk like adults and they dress like adults. The reason of this fact might be due to influence of modern life, that is; children start to face the world earlier than before. Future research may be carried out in order to identify the reasons of this decline of the age in puberty period.

### **5. 2. 3. Test anxiety**

Similar to “fear of negative evaluation” test anxiety is “the tendency of to view the alarm consequences of inadequate performance in an evaluative situation”(see 2. 4. 2. 3.) Students who experience this type of anxiety think that they will be evaluated by the teacher negatively if they give the wrong answer. But this type of anxiety is only restricted to tests. When we have a deep look at the responses given to the items connected with test anxiety, we realise that 5th class students showed a significant level of test anxiety.(see 4. 2. 3.)

In relevant literature, Sarason et al.(1960) stated two reasons for elementary school students’ test anxiety. First; they argue that the child’s test anxiety is determined by child’s previous test-like experiences in and out of the classroom.

“The most important out of school situation in which a child experiences evaluation of the quality and quantity of performance by the adults whose judgements are important to the child is the familial one.....the behaviour of every child is continually and explicitly evaluated by parents as adequate or inadequate, good or bad. Many of the situations giving rise to such evaluations may appear to be far removed from the unusual conception of the test like situation, but to the extent that the child perceives the situation as one which others will pass judgements on his adequacy, it is clearly a test-like situation.”(p:12)

In accordance with their views, one reason for this high level of test anxiety may be parents. They may experience pressure from their parents about their marks, sometimes they may even be compared to another sister, brother or friend.

Although it is apparent that 5th class students have high levels of anxiety the item about whether the English exams are difficult or not (see 4. 2. 3. Graph 11), was answered positively by more than half of the 5th classes. In other words; more than half of the young learners thought that English exams are easy. This fact may reveal that the cause of their anxiety is not the difficulty of the exams but their perceptions of taking low marks depended on their previous test-like situations as Sarason et al. stated.(1960)

In Turkish Primary Schools nearly everything is assessed by written tests. If the children want to attend super high schools and Anatolian high schools, they will have to take a written test. Furthermore; the students will be evaluated by the marks they have taken since 4th class, together with the written test point. Therefore; the marks they take from the English exam will have a great influence on the high school they will be accepted in the future. Due to these reasons we can easily say that the Education System and the test-centered assessment system is the cause of children's high test anxiety.

A final possible reason for this high percentage in 5th classes is their class teachers and English teacher. Sarason et al (1960) stated that:

“.....like the parents the teacher is an adult who is in the position of authority, sets goals for the child, and evaluates his behaviour in regard to them, and has available to her a variety of reward and punishments by which she can affect the child.”(p 12-13)

Class teachers usually own the children's success and failure as well. Sometimes they think that they are in a competition with the other class teachers and they may reflect this emotion to the students. Their reactions to low marks are as important as parents' reactions, because class teachers have a great influence on the children.

An intriguing result emerged from 8th class students about getting confused even after studying more.(see 4.2.3) More than half of the 8th class students seem to get confused no matter how hard they study. The cause of this result may be syllabus followed by the teacher.

“It is hard” says a teacher in one of the informal interviews:

“Even I get confused while studying these subjects, If clauses, Passive voice, Conjunctions, they feel panicked when they can not understand these hard subjects”



As it is apparent from the teacher's words, 8th class students have a lot of complicated grammar subjects and they have a lot to study therefore; a lot to be confused.

#### **5. 2. 4. Beliefs, perceptions about language learning**

It is widely accepted by the researchers, that attitudes towards language are the main predictors of language learning. Ganschow & Sparks (1991 cited in Onwuegbuzie et al. 1999) found that students' perceptions of the ease of the learning a foreign language are the foremost identifiers of their propensity to experience foreign language problems. Furthermore; they also found that (1994) the majority of the students with high levels of anxiety thought that their language course is difficult while their low anxious peers found language course easy. Horwitz (1990) states that students enroll in foreign language classes with pre-conceived beliefs about how to learn a foreign language, together with the expectations about their ability to accomplish the task. These beliefs and expectations can affect students' achievements.

Another important predictor of the perceptions and beliefs about language learning is teacher attitudes and characteristics.

Teachers' characteristics are important in promoting success in learning situation. (Abu Rabia 2004) Lam (1973) suggests that the learner seeks an "adult friend" in the teachers' behaviours, one who may give assistance and support learners when necessary.

Furthermore; Sparks & Lipka (1992 cited in Abu Rabia 1999) state that type of interpersonal communication motivates and encourages affective learning in classroom. A teacher's frank and decent attitude to his or her students raises the level of readiness for the learning process. If the teachers provide with the meaningful, lively and personally interesting material, the students will eventually develop positive attitudes to language. (Abu Rabia 1999) In Public Schools in Turkey, English teachers do not have the opportunity to choose the textbook. They have to follow a syllabus and by the end of the term they are required to finish all the subjects in that syllabus. In the informal interviews I carried out with the teachers, they give a number of reasons for not

implementing learner-centered activities, including large classrooms and lack of material. Although they complain about these negative situations, the results are quite pleasing. Apart from the item about thinking irrelevant things in the lesson, which is answered positively by more teenagers than children, and which is one of the main characteristic of puberty period, (4. 2. 4.Graph 12) most of the students have positive attitudes toward English.

### **5. 3. Do the girls experience more foreign language anxiety than boys?**

#### **5. 3. 1. Communication apprehension**

Apart from one item the results showed no significant difference between boys and girls about communication apprehension. That item is “being anxious even after plenty of preparation for the course”(see 4. 3. 1.Graph 14) More than half of the boys seem to agree with this item.The main reason of this difference may be the boys’ low self-esteem, self-confidence and high inhibition.

In relevant literature, some researchers drew a direct cause-effect relationship between self-esteem and anxiety. Self-esteem is defined by Coopersmith (1967:4-5) as: “a personal judgement of worthiness that is expressed in attitudes that the individuals holds towards himself and indicates that the extend to which individual believes himself to be.” Spielberger (1972) argues that when severe foreign language anxiety associated with an unrealistic ego threat, foreign language becomes a threat to self-esteem because it deprives the learners of their normal type of communication.Also; Pyszczynski & Solomon (1986 cited in Onbwuegbuzie 1999) found that the students with high self-esteem may be able to increase the ability to cope with anxiety producing situations. Furthermore; Greenberg et al. (1992) suggested a terror management theory which posits that “people are motivated to maintain a positive self-image because self-esteem protects them from anxiety.”

As the boys may have low self-esteem they feel they will not be successful no matter how hard they try. In accordance with our results, Burden (2004) stated that

students with low self-esteem, look inward and blame themselves for poor language retention.

When the boys blame themselves, they may start to develop unwillingness to make an effort in language class, where making an attempt to use new language is the central tenet of the language learning.(Burden 2004)As they experience this unwillingness, they develop inhibition.

Inhibition is closely related to self-esteem: the weaker the self-esteem is, the stronger the inhibition to protect the weak ego.(Andres 2002)

In the informal interviews I carried out with the boys, most of them seem to think that they are not as successful as the other students especially the girls. This may be due to their low perceived competence, perceived self-worth and perceived intellectual ability. In their study Onweugbuzie et al. (1999) found that students' expectations of their overall achievement in foreign language courses was the biggest predictor of the foreign language anxiety.

Thus; boys tend to underestimate their ability and competence in language classes, and as relevant literature explained, these reasons rise anxiety.

### **5. 3. 2. Fear of negative evaluation**

In general, girls scored higher in this group of items except for one item "thinking that the other students are better in English."(see 4. 3. 2.Graph 16) The reason for the high percentage in this item may be due to the boys'low perceived competence and perceived ability. (see 5. 3. 1.)

Most of the studies about the role of gender in foreign language anxiety are in accord with each other. In their studies about anxiety in a non-clinical population Armstrong and Khamaja (2002) found significant gender differences. They concluded that their study had provided empirical verification that there are observable gender differences in males and females self-report of anxiety symptoms, catastrophic cognitions and overall anxiety sensitivity and they report that females endorse higher levels of anxiety overall.(p:230)

In another study carried out by Abu-Rabia (2004) on seventh grade students (aged 12-13) he found that female students showed higher levels of anxiety than male students. Clarck & Trafford (1996) also found similar anxiety results among male and female students and explained these differences as “female students’being more sincere and frank than male students.”(p:719) They tend to admit that they have anxiety.

Sarason et al. (1960) bring another explanation about the sex differences in anxiety. They state that culture plays a vital role in determining gender roles in anxiety. In their words:

“We react to anxiety in little girls in much the same way as in the case of anxious women, it is considered part of the “feminine charecter.” In our culture we react to anxiety in the girl by supporting her and allowing her to depend on others for the necessary reasurance and help..... but boys are viewed as little men who should already possess some of the essentials of masculinity. They should be active, brave, fearless..... for a girl being called a “tomboy” is a praise from the other students, while for a boy being called a “sissy” is not....”(p. 252-253)

As relevant literature explains, the case of culture is similar in Turkey, these explanations may shed light on the high results of fear of negative evaluation among girls.

### **5. 3. 3. Test anxiety**

The analysis of the responses given to this group of items reveal that, boys felt much more anxiety than girls. The main reason for this high level of anxiety may be the boys’low self-esteem and perceived inellectual ability and confidence, as explained in 5. 3. 1.

In relevant literature, Wu (2003) stated that, to be confident in their ability, learners should first be able to experience success in tasks that are moderately challenging for them. As the learners believe that they can succeed if they work hard, the experience of failure will not have negative impact on their perceived confidence, but rather stimulate them to work harder.(Weiner 1986) Thus; when the boys can not

experience success because they do not have the belief that when they try they will be successful, they become anxious.

#### **5. 3. 4. Beliefs, perceptions about language learning**

Boys' general perceptions about language are more negative than the girls. (see 4. 3. 4.) These results concord with Clarck & Trafford (1996) where they stated, males ascribe less importance to foreign language than females.

In relevant literature, some research has suggested that erroneous beliefs about methods of language learning can be a source of anxiety. (Gyran 1989 cited in Onwuegbuzie et al. 1999) For instance; students may believe that they should not be attempted unless accuracy is provided and they should not guess an unknown vocabulary in foreign language. (Horwitz 1986) Furthermore; there are differences between males and females about the kind of the activities carried out in the classroom, males tend to rely on first language and bottom-up reading approaches more than females. (Bacon 1992) Girls are interested in feeling of achievement and easy tasks while boys are more interested in challenge. (Story & Sullivan 1986 cited in Abu Rabia 2004)

Therefore; the negative feelings of some boys may stem from their preferred way of learning and their beliefs about the process of learning.

Apart from these reasons, there may be some cultural reasons, for the boys having negative attitudes. During the informal interviews I held with the students, a girl said:

“They are boys, they can earn money in every way but we have to go on the school and take high marks and attend a good high school.”

From these words we can easily understand that boys' negative attitudes may stem from their priorities. They may not give prior importance to the school and to English. As they think that school and English is useless, they may develop negative attitudes to school and language thus; these negative attitudes might bring anxiety.

#### **5. 4. Do the girls experience more foreign language anxiety than boys in 8th classes?**

##### **5. 4. 1. Communication apprehension**

The analysis of two items in this group showed significant differences between girls and boys in 8th classes. Unlike 5th class girls, (see 5. 5.1.) girls in 8th classes seem to feel that their hearts pounding when they are going to be called in class.(see 4. 4. 1. Graph 22) An explanation to this difference among girls and boys may be, as Abu Rabia (2004) stated, girls are more likely to report their feelings. In other words; it is easier for the girls to report anxiety. (Sarason et al. 1960) Girls may react to the questions more frankly. Whereas; for the boys, specific to the puberty period, it may be hard to accept that they are anxious, because anxiety is a feminine characteristic.( Sarason et al. 1960)

Another contrast with the 5th class results, (see 5. 5.1.) is seen in the item “being anxious even after plenty of preparation for the course” (see 4. 4. 1. Graph 23)

When the responses to this item are examined, it can be understood that boys’perceived intellectual ability and perceived competence is low. In relevant literature; Wu (2003) stated that, to be confident in their ability, students should first be able to experience success in tasks that are moderately challenging for them. In the informal interviews I held with the teacher, she reported that in general, boys are less successful than the girls in written exams. Together with the findings of Wu (2003), this may provide an explanation about the boys ‘perceived competence. That is; the boys do not experience success and as a result, they develop a belief that they will not be successful even they try hard.

##### **5. 4. 2. Fear of negative evaluation**

When the results obtained from the descriptive statistics of this group of items are examined, we see that there is no significant difference between girls and boys except for an item.

The responses to the item “thinking that the other students are better in English.” draw interesting findings. More than half of the boys seem to agree on this item, while the number decreases in girls.(see 4. 4. 2. Graph 25)

As explained in 5. 3. 1., boys tend to “label” themselves as unsuccessful and “label” girls as successful. This may be, as Wu (2003) explained, on grounds that their beliefs and perceptions about their capability and competence are negative. In relevant literature, Graham & Golan (1991) stated that learner situations that emphasize self-improvement, can induce students more on the task itself than the difference in competence between the other students. Therefore; the boys’negative perceptions may stem from the quality of learning situations.

#### **5. 4. 3. Test anxiety**

Consistent with the results explained in 5. 4. 2., the results obtained from the questionnaire about this group of items showed significant differences between girls and boys.

The analysis of all items reveal that boys have much more test anxiety than girls. In accordance with this result, nearly half of the girls seem to think that English exams are easy.(see 4. 4. 3. Graph 28)

As a result of feeling incompetent and less able about English, it is inevitable to expect anxiety from the boys.

#### **5. 4. 4. Beliefs, perceptions about language learning**

As the questionnaire data about this group of items indicate, girls have more positive attitudes towards English than boys. The results of this group of items are in accordance with the results of Clarck & Trafford (1996)(see 5. 3. 4.) As they state, males put less importance to foreign language than females.

## **5. 5. Do the girls experience more foreign language anxiety than boys in 5th classes?**

### **5. 5. 1. Communication apprehension**

Except for one item, the analysis of the responses given to this group of items revealed no significant difference between girls and boys. That intriguing item is “feeling his/her heart pounding when s/he is going to be called in class.”(see 4. 5. 1. Graph 30) Boys tend to have more anxiety than girls about this item.

The reason of this high percentage among boys may be the boys’perceived competence and ability is low.(see 5. 3. 1.) When the boys are asked to participate in a communicative task, they tend to underestimate their competency and develop a fear of being called in class.

Furthermore; boys can not cope with anxiety because of their low self-esteem they tend to avoid communication.

### **5. 5. 2. Fear of negative evaluation**

In accordance with the answers given by the girls in 5. 3. 2., 5th class girls showed a general tendency of being anxious, apart from one item.

The responses to the item about “thinking that the other students are better in language” display that nearly all of the boys agree on this item. (see 4. 5. 2. Graph 32)

When we have a deeper look at this item, we can easily understand that this is due to the boys’low perceived ability and competence.(see 5. 3.1.)

The other items are in harmony with the scores in general. Girls scored higher about the items related with teacher and peer evaluation.(see 4. 5. 2. Graph 33)The reason for this may be, as explained in 5. 3. 2., the general characteristics of girls’being anxious, due to the roles ascribed to the girls in the culture.

Generally, girls go into the puberty period earlier than boys, therefore; they start to develop an interest for the opposite sex. They become more sensitive to the reactions of the other people and the boys, and they are affected by these reactions.



### **5. 5. 3. Test anxiety**

At this group in the questionnaire, interesting results emerged. Although most of the students think that English exams are easy (see 4. 5. 3. Graph 35), nearly all of them stated that they experience anxiety.(see 4. 5. 3.Graph 34)

This fact reveals that the source of anxiety is not the difficulty of the exams but their own perceptions about exams. In relevant literature; Sarason et al. (1960) stated that, a child's reaction to the test like situation has been determined by in and out school evaluations, by the teacher in and by the parents out of the classroom.(p:12)

Considering the sex difference in test anxiety, girls tend to have more anxiety than boys in test like situations. Sarason et al. (1960) gave an alternative explanation about test anxiety among girls and boys.(see 5. 2. 3.)According to them, girls tend to admit that they experience anxiety, because anxiety is seen as a general characteristic of women, while boys are considered as fearless in some cultures. Therefore; the difference may emerge from the fact that boys do not accept that they feel anxious. Girls are less defensive than boys in admitting anxiety.

### **5. 5. 4. Beliefs, perceptions about language learning**

The results of the questionnaire at this group of items showed a general tendency of girls' having more positive attitudes toward foreign language than boys.

The reason for these positive attitudes of the girls may be that, they consider the teacher as a role model. They are affected by the gender of the teacher. During the informal interviews I held with the students, one boy said:

“English is girlish, we play games, we draw pictures and colour them ..... all the teachers are women and studying English is useless, a boy should study Maths, Science, that is the hard topics....”

Another boy said:

“..... come on!.. English is a waste of time, and it is girlish. You draw colourful pictures, do projects. Girls are better at drawing pictures and they always like spending time on these “useless” things.”

The above extract shows an accordance with the findings of Clarck & Trafford (1996), which argued that boys give less importance to foreign language than girls. Also; these words support the ideas stated by Story & Sullivan (1986 cited in Abu Rabia 2004), who found that boys like challenge, while girls like easier tasks and feeling of achievement. When boys do not find the challenge they seek in language course they tend to develop a negative attitude towards the language.

Having provided the discussion of the findings obtained from questionnaire, the following chapter aims to present concluding remarks of this study.

## **CHAPTER 6**

### **CONCLUSION**

#### **6. 1. Conclusion**

This study aimed to investigate classroom foreign language anxiety of primary school children in Bursa,Turkey. After discussing the data collected from 5th and 8th class students, this chapter will draw some conclusions about the topic.

The data discussed in this study was obtained from Foreign Language Classroom Anxiety Scale prepared by Horwitz, Horwitz & Cope (1986). In order to realise this questionnaire 97 students from 5th classes, 87 students from 8th class were given the questionnaire.

For analysing the data, graphs for each item was included in Chapter 3. Also these results and graphs were discussed in Chapter 5, together with informal interviews carried out. After analysing the data, the researcher reached some striking conclusions.

A number of results emerged from the group of items related to test anxiety. First striking result was the fact that 5th class students have more test anxiety than 8th class students. This result is in accordance with Sarason et al. (1960) who argue that children experience test anxiety and also, give a number of reasons for this high levels of test anxiety in young learners. One of the reasons they propose, is that the children may be affected by their parents' reactions to low marks. Another reason they state is that they are impressed by their teachers' reaction and ideas about success.

In addition, an interesting result came out about young learners. Although most of the students think that english exams are easy, nearly all of them experience test anxiety. This fact reveals that children are affected by their past-time experiences about exams, together with parental and teacher influence. Furthermore; this fact may also reveal that the assessment system for the young learners may not be suitable to the nature of language learning. That is; the teacher may follow a test-centered approach and children may be affected by the evaluation system.

As for the girls and boys in general, boys tend to feel more test anxiety than girls. The reasons for this high rate of test anxiety, may be their low self-confidence, self-esteem, also their low perceived-intellectual ability and competence. In 5th classes in particular, girls tend to have more test anxiety than boys. However; in 8th classes boys experience higher level of test anxiety than girls.

The analysis of the items about communication apprehension provided some intriguing results. One remarkable result is that the level of communication apprehension of young learners. They scored significantly higher than teenagers. This finding concords with the ideas of Haris (1980), Garrison & Garrison (1979), and Wheelless (1971) who state that a total of 31 percent of the children have communication apprehension at different levels.

The results about gender differences did not show a significant difference between two sexes, apart from one item related to being anxious after preparation. Boys seem to feel more insecure and inconfident in the classroom, this may stem from their negative attitudes towards English (see 4.4.4.) In 5th classes boys tend to experience more anxiety than girls, especially when they are called in the classroom. Unlike 5th classes, 8th class girls are more anxious about the classroom situations.

Some intriguing results came out from the items related to the fear of negative evaluation. One of them is; 5th class students have higher level of fear of negative evaluation. This finding contradicts with the general belief- or myth- (Mac Laughlin 1992) that young learners do not feel a sense of shame and do not shrink from forming new expressions as Stengel (1939) proposed. However this finding supports the view of Mac Laughlin (1992), Chan & Wu (2004) who stated that the foreign language anxiety tendency of elementary school students was quite obvious, in their studies carried out on 5th graders in Taipei. They also found a number of situations provoking anxiety, including low proficiency, fear of negative evaluation, competition of games, anxious personality, pressure from students and their parents. Furthermore; Budson (1998) states that children have inhibitions, and they feel embarrassed around peers more than adults.

As for the girls and boys in general and in 5th classes, girls scored higher than boys about nearly all of the items related to this group. The reasons lying behind this fact may be girls are generally considered anxious because anxiety is a feminine

characteristic.(Sarason et al. 1960) However; 8th class girls and boys did not show a significant difference about fear of negative evaluation.

One highlighting result emerged from all of the groups. A large number of boys agreed on the item about “thinking that the other students are better in English.” This may also be an explanation for their high level of test anxiety. As Chan & Wu (2004) state:

“Students’low proficiency was the major source of language anxiety. Their language anxiety happened when they did not know how to answer teacher’s oral questions. Also; they become anxious when they could not understand their teachers or could not read the materials. In a word; low proficiency in any one of four skills would make the learners anxious and hamper anxious students’learning seriously” (p:307)

Thus, as boys are less successful than girls in written tests, they tend to experience more anxiety about this item.

As a result of the analysis about general beliefs and perceptions about the language in general comparison of 5th and 8th classes, it is proved that most of the students have positive attitude towards English.

The analysis of girls and boys in general and in both classes in particular showed that boys have more negative attitudes toward English, this result supports the findings of Clarck & Trafford (1996) where they state boys give less importance to language than girls.

In conclusion; the present study has increased the awareness of child language anxiety. Since, as a result of the questionnaire in the comparison of young learners and teenagers, young learners scored significantly higher about three sources of anxiety defined by Horwitz, Horwitz & Cope(1986) They are; test anxiety, communication apprehension and fear od negative evaluation.

## **6. 2. Limitations**

There are a number of limitations about the present study. First, the number of the participants was very limited due to the school in which the study was carried out. The school had 3 different 5th classes and 3 different 8th classes. All the students were given the questionnaire even so the number was limited.

Another limitation is that since the main concern of the study was young learners therefore; they would have difficulty in identifying abstract terms, they would need a simplification of the original questionnaire. Also, the researcher could not include all the alternatives stated in the questionnaire for they would not identify the slight difference between “Strongly agree, Agree and Strongly disagree, Disagree”

## **6. 3. Suggestions For Further Research**

A number of possible research may be carried out about the reasons of this high anxiety level of the young learners. First, technological improvements (computers, television, internet) may decrease the age of puberty period. And this may cause the children experience the feelings specific to puberty period earlier than before. Second, economical problems an unfairness in income may affect the children negatively and young children start to doubt about their future, this doubt of parents and children may result in higher test anxiety. Lastly, the main reason for this high levels of anxiety may be the curriculum provided by the Ministry of Education and the instruction methods followed by the teacher. The curriculum may not be motivating enough, the teacher may follow a test-centered approach. Task-based assessment systems and projects or portfolio assessment may be useful for decreasing the level of test anxiety among young learners. Also; further research may be carried out about the curriculum and application of it by the teachers and its effects to the affective filter of students.

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## APPENDIX 1

## Sınıf İçi Yabancı Dil Kaygısı Anketi

Ad-Soyad:

Yaş:

Sınıf:

Cinsiyet:

Lütfen bu anketi gerçek düşüncelerinize uygun olarak doldurunuz. Yazan düşünceye katılıyorsanız "EVET" yazan kutuya işaret koyunuz, eğer katılmıyorsanız "HAYIR" kutusunu işaretleyiniz.

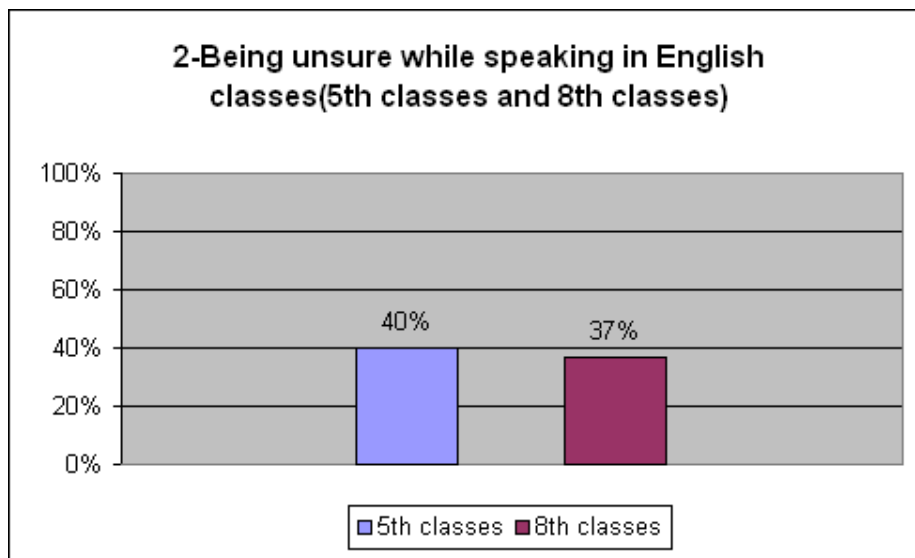
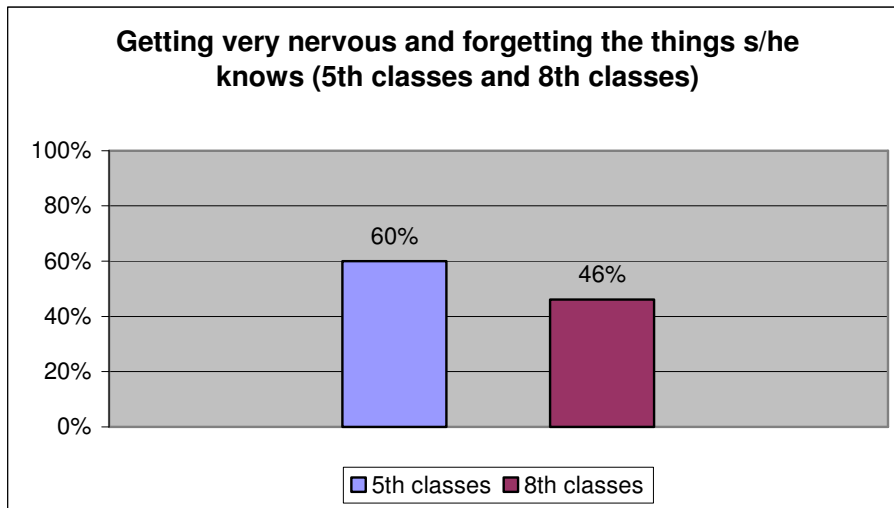


	EVET	HAYIR
1-İngilizce ders saatlerinin daha fazla olması gerektiğini düşünüyorum.		
2- İngilizce dersinde yanlış yapmayı umursamam.		
3-İngilizce dersinde dersle ilgisi olmayan şeyler düşünüyorum.		
4-İngilizce dersinden zayıf almaktan korkuyorum.		
5-İngilizce öğretmenim benim ismimi söyleyince korkudan titriyorum.		
6-İngilizce yazılısına ne kadar çalışırsam o kadar karıştırıyorum.		
7-İngilizce dersinde söz alırken hiçbir zaman kendimden emin olmuyorum.		
8-Derse önceden hazırlıklı gelsem bile yine de kaygılanıyorum.		
9- İngilizce dersimin olduğu gün okula gelmek istemiyorum.		
10-İngilizce dersinde o kadar heyecanlanıyorum ki ne söyleyeceğimi unutuyorum.		
11-İngilizce dersinde öğretmenimin benim hatamı düzeltmesinden korkuyorum.		
12-Sınıfta söz aldığımda kalbim heyecandan çok hızlı çarpıyor.		
13-İngilizce dersinde kendimi güvenli ve rahat hissediyorum.		
14-Diğer öğrencilerin İngilizcesinin benden daha iyi olduğunu düşünüyorum.		
15-İngilizce dersinde diğer derslerden daha gergin ve sinirli oluyorum.		
16-İngilizce derslerinde söz alınca diğer arkadaşlarıma bana gülmesinden korkuyorum.		
17-İngilizce yazılıları çok kolay oluyor.		

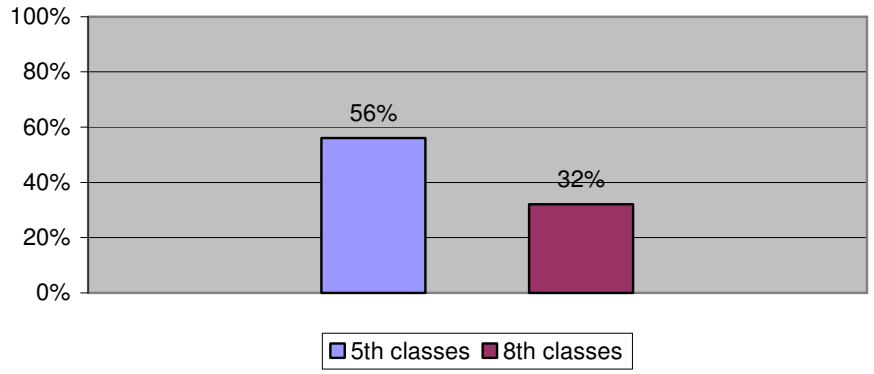
## APPENDIX 2

### A-COMPARISON OF 5TH AND 8TH CLASSES IN GENERAL (GRAPHS)

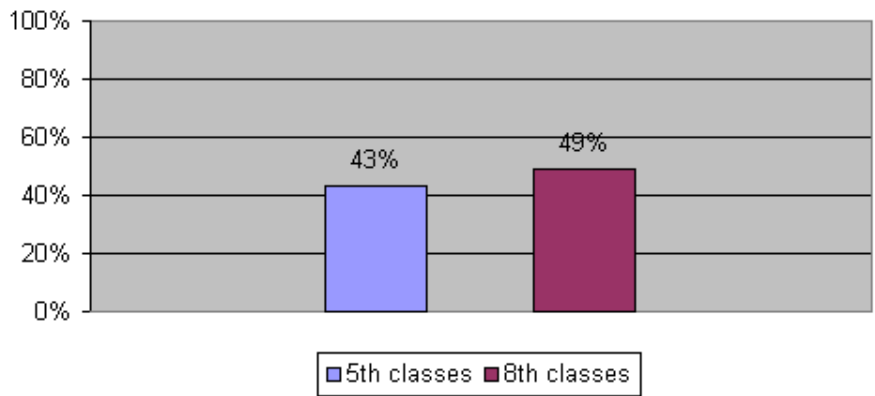
#### GROUP 1- COMMUNICATION APPREHENSION



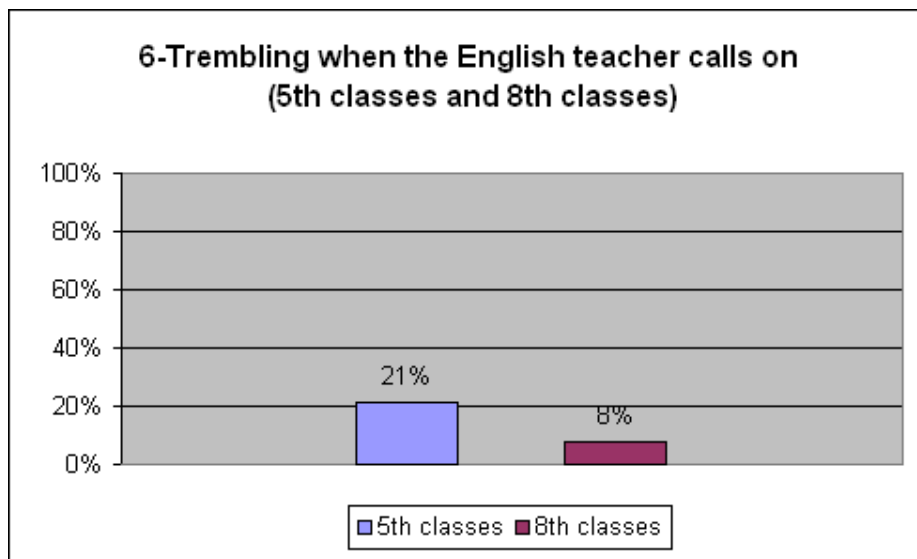
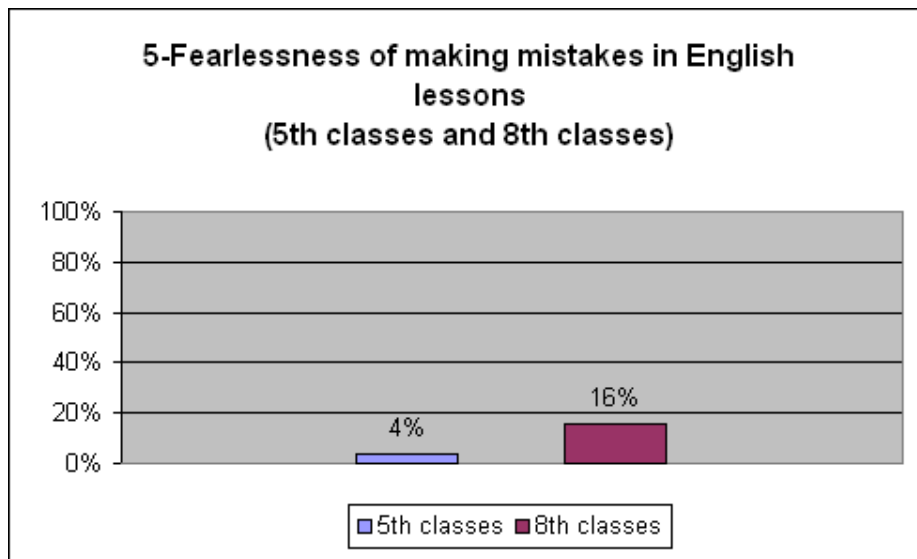
**Feeling his/her heart pounding when s/he is going to be called in class(5th classes and 8th classes)**



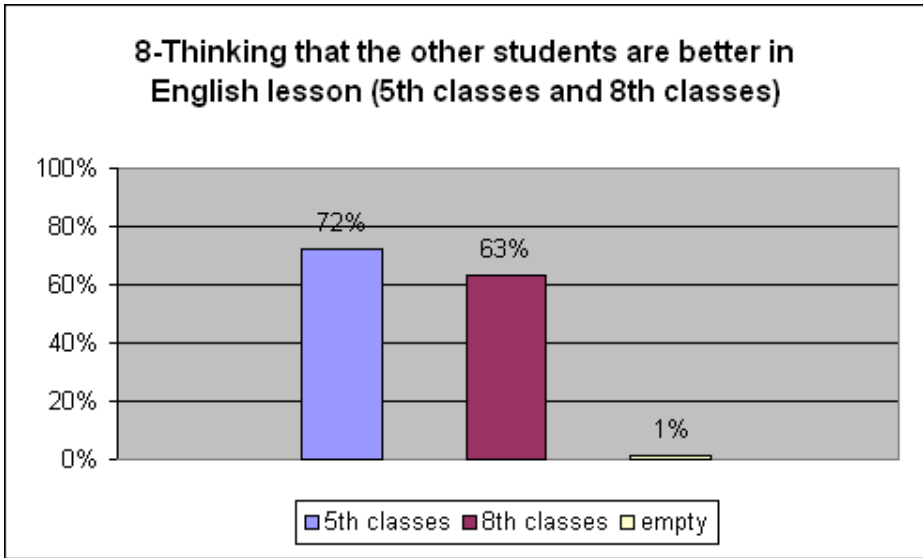
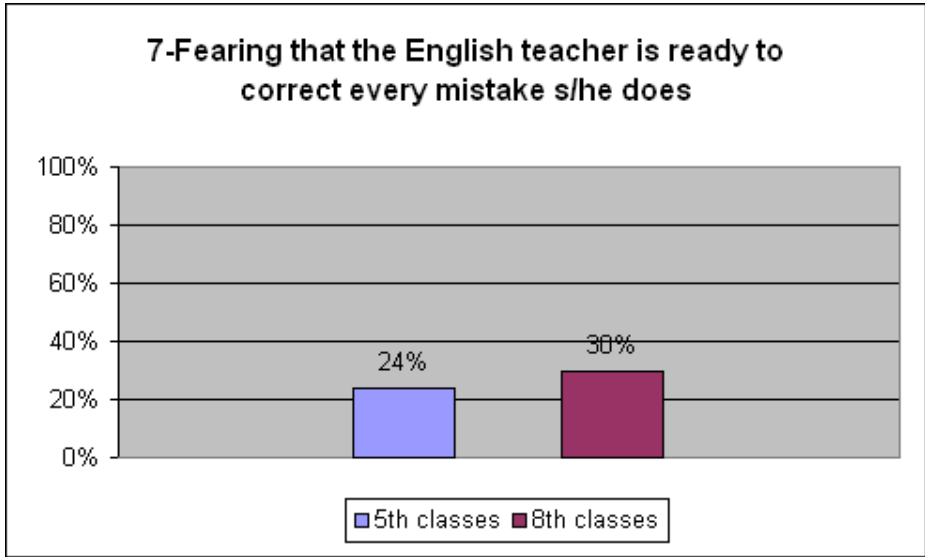
**4-Being anxious even after plenty of preperation for the course(5th classes and 8th classes)**

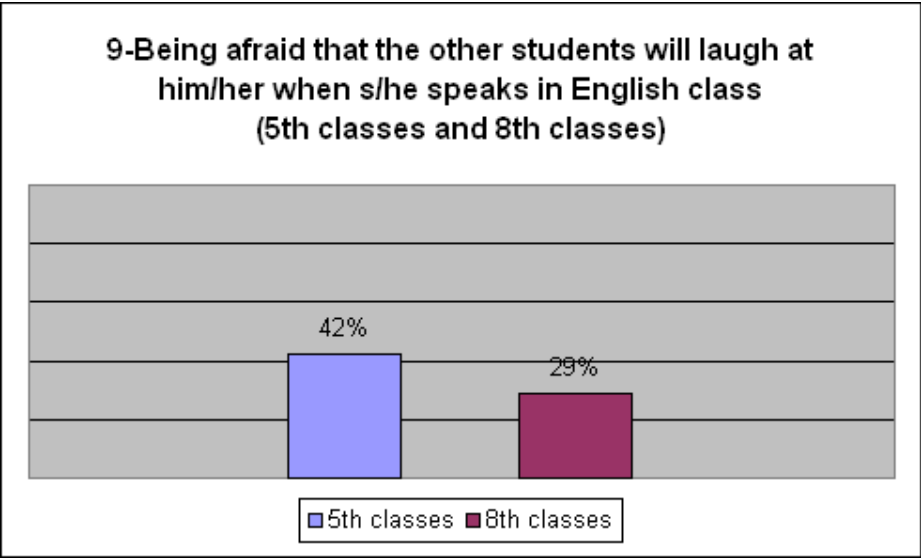


## GROUP 2- FEAR OF NEGATIVE EVALUATION

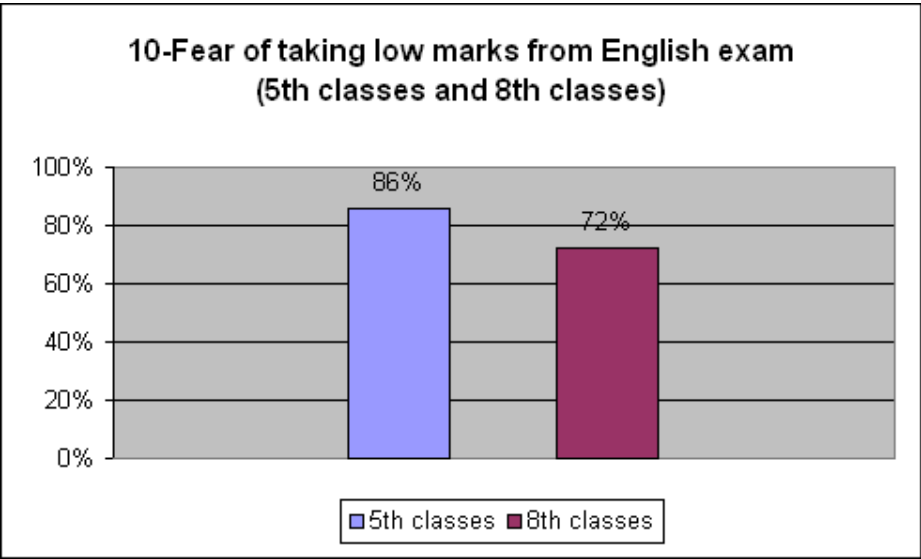




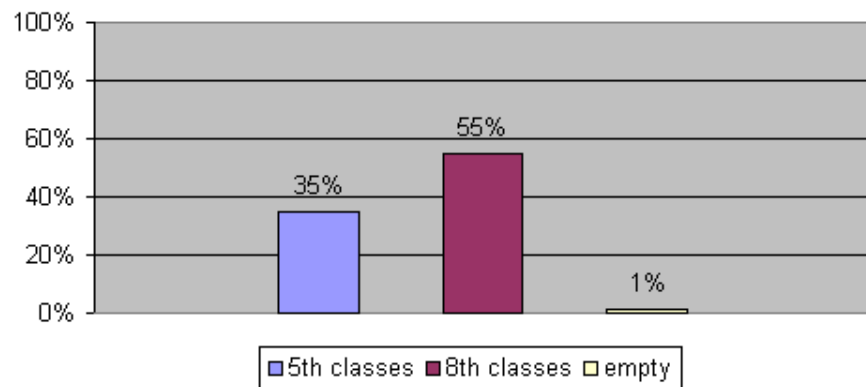




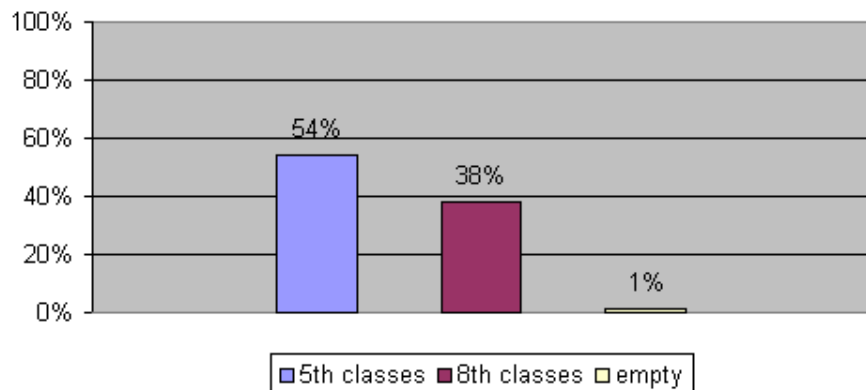
**GROUP 3- TEST ANXIETY**



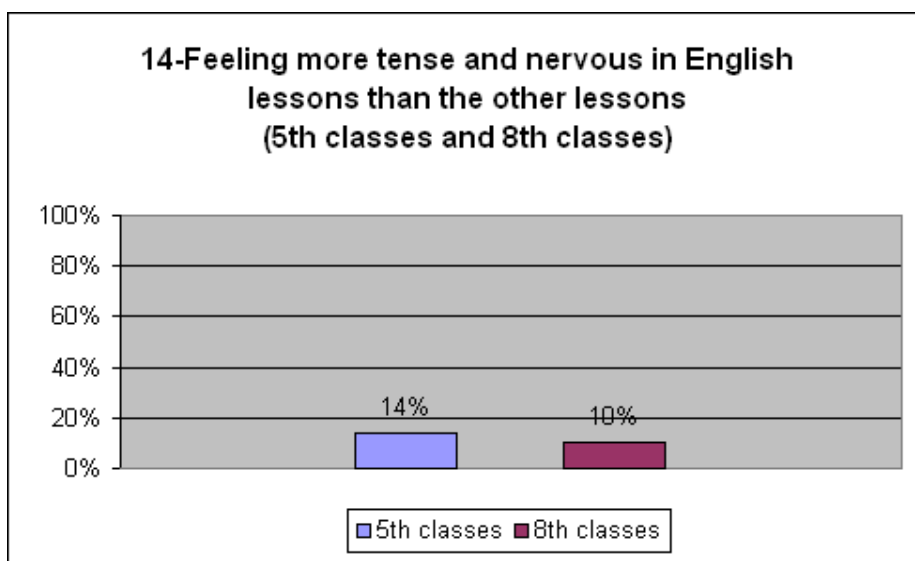
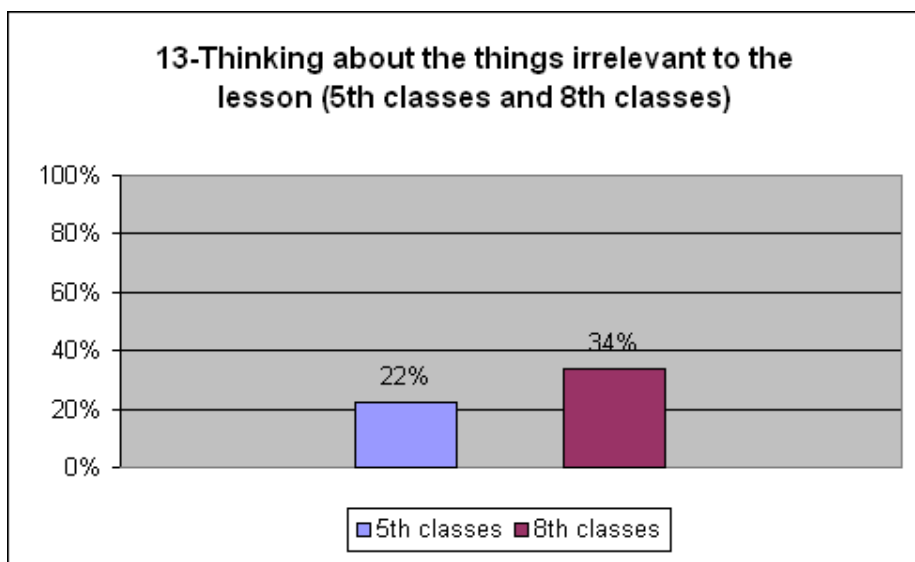
**11-Getting more confused even after studying more (5th classes and 8th classes)**

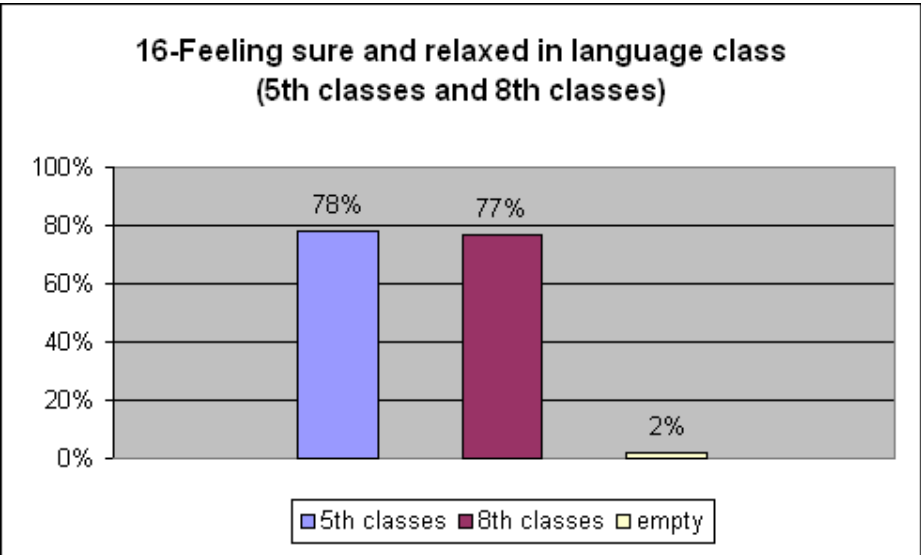
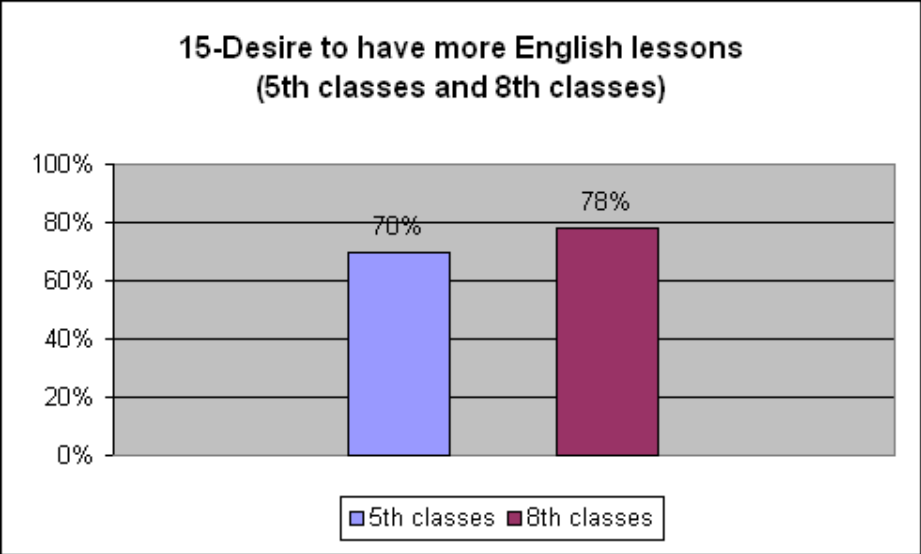


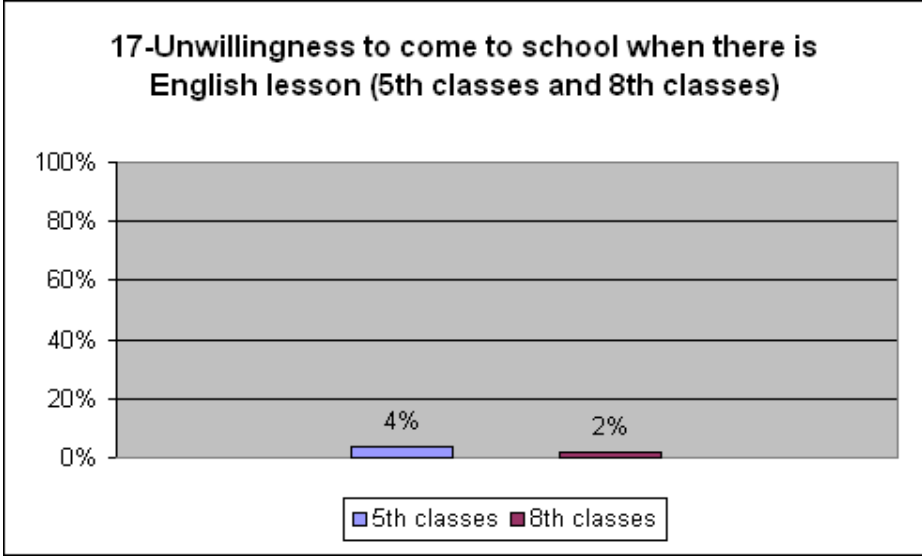
**12-Thinking that English exams are easy (5th classes and 8th classes)**



## GROUP 4-BELIEFS, PERCEPTIONS ABOUT LANGUAGE LEARNING



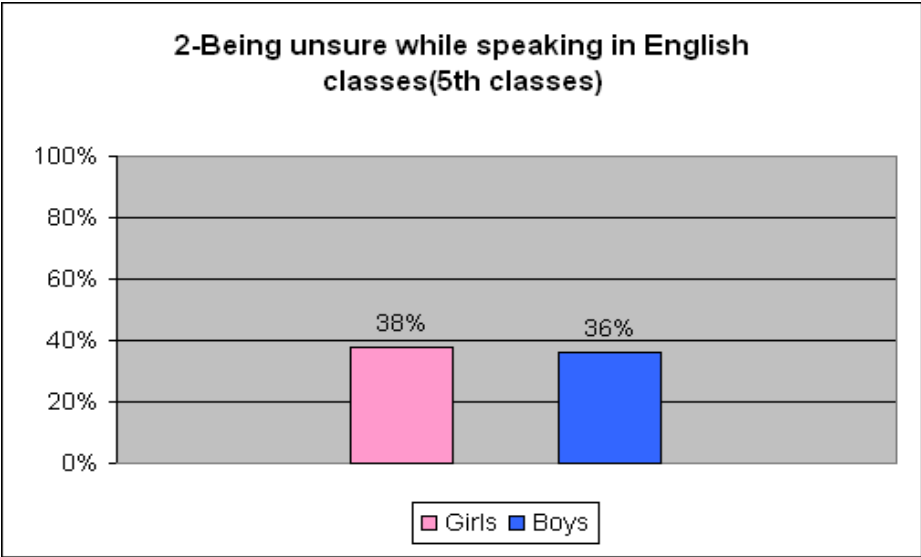
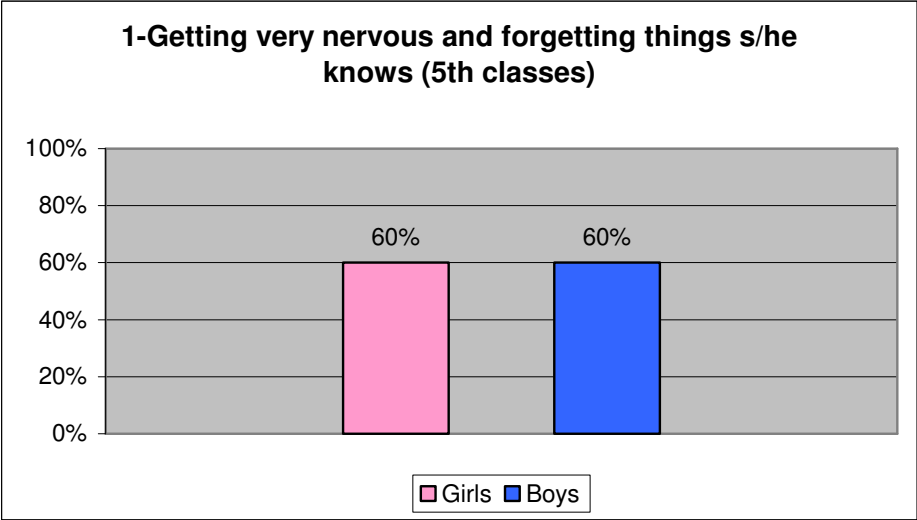




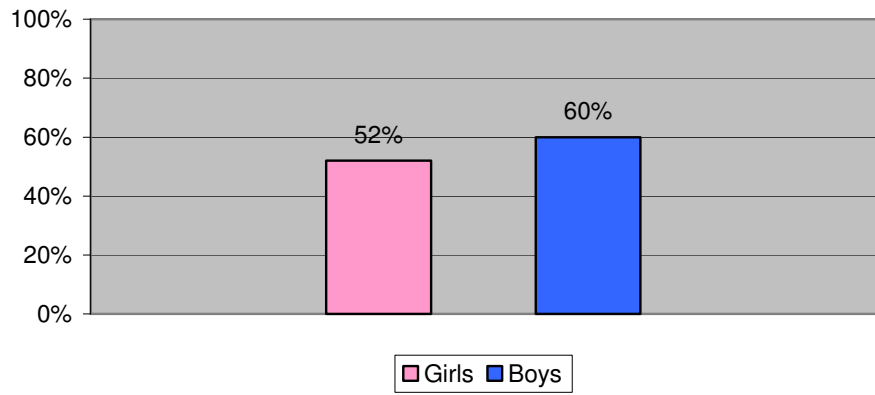
**APPENDIX 3**

**B-COMPARISON OF GIRLS AND BOYS IN 5TH CLASSES  
(GRAPHS)**

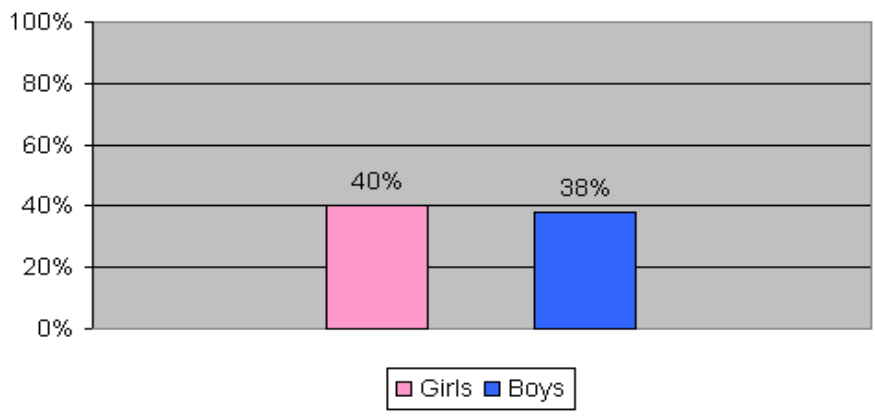
**GROUP 1- COMMUNICATION APPREHENSION**



**3-Feeling his/her heart pounding when s/he is going to be called in class (5th classes)**

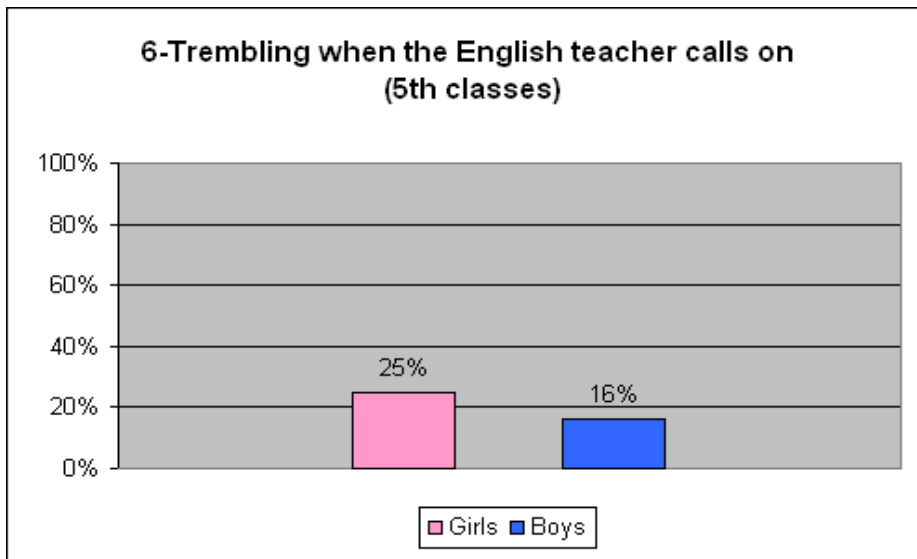
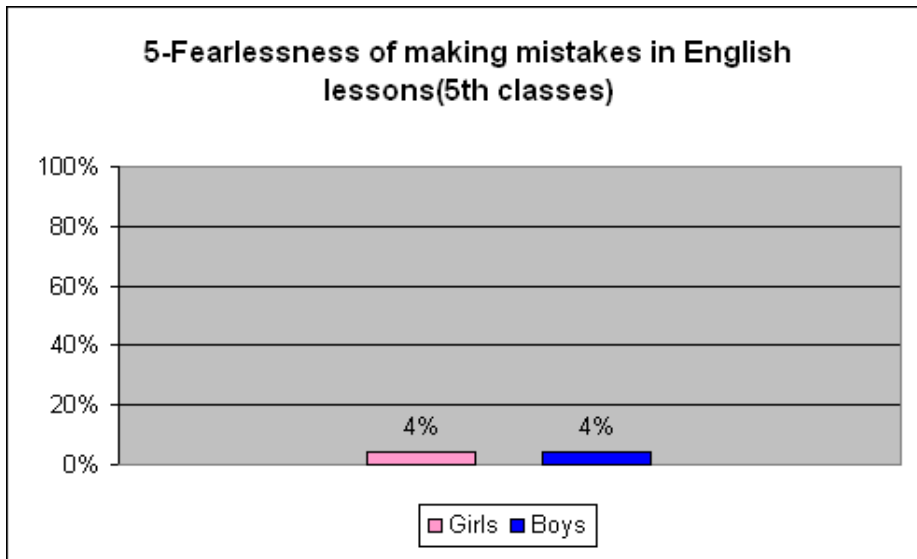


**4-Being anxious even after plenty of preparation for the course(5th classes)**

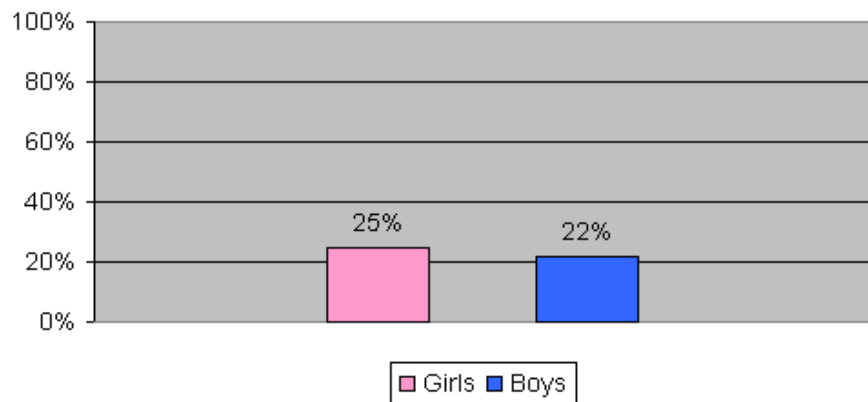




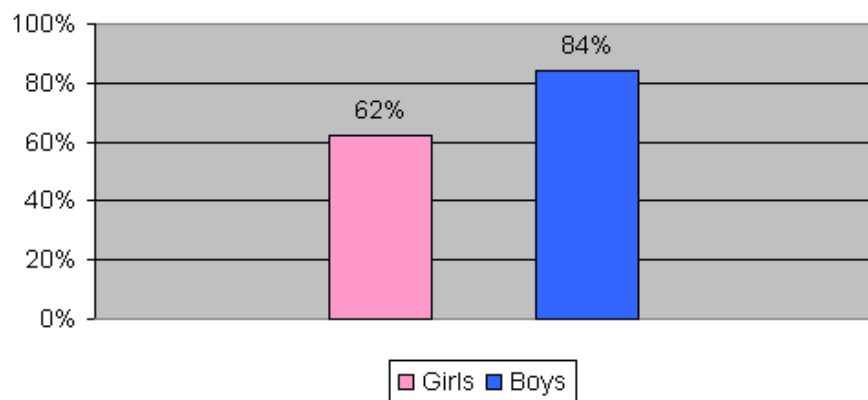
## GROUP 2-FEAR OF NEGATIVE EVALUATION

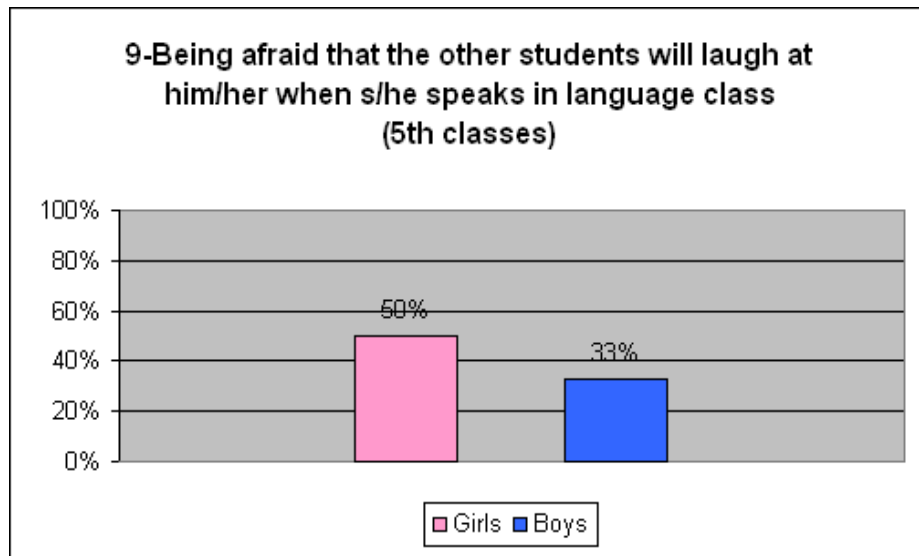


**7-Fearing that the English teacher is ready to correct every mistake s/he makes (5th classes)**

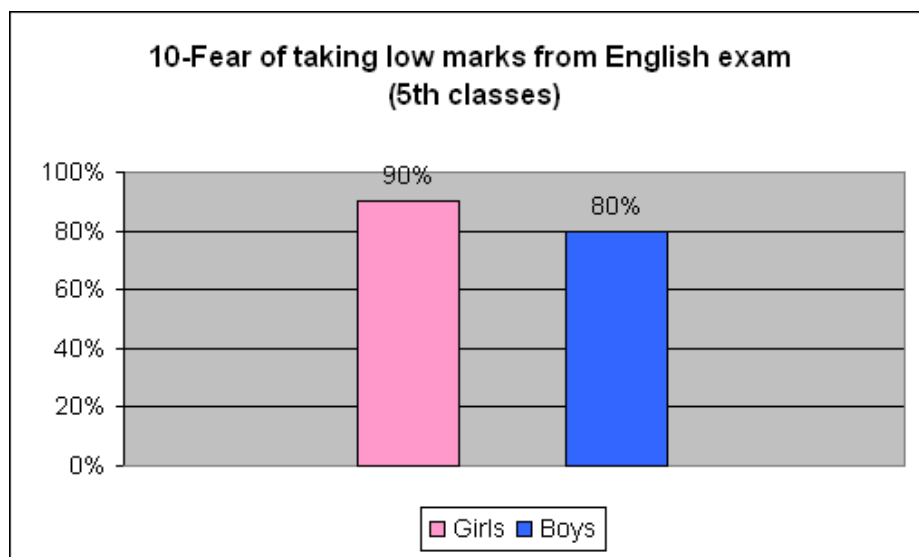


**8-Thinking that the other students are better in English(5th classes)**

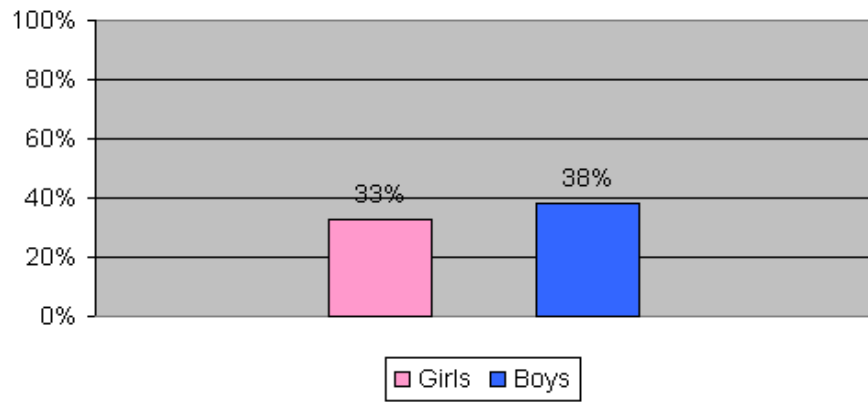




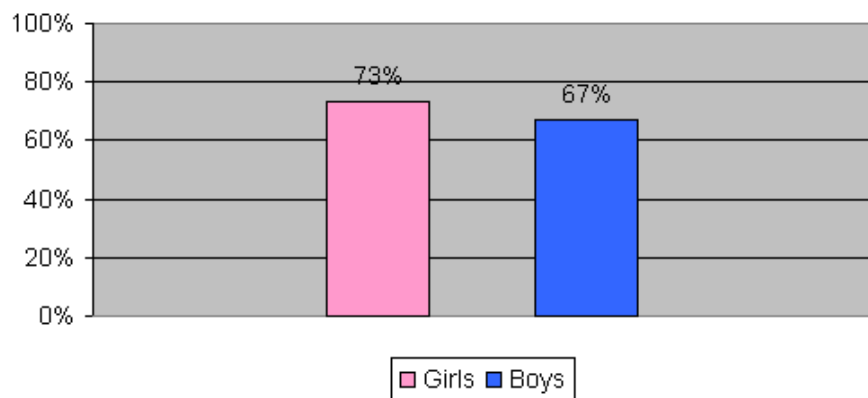
**GROUP 3- TEST ANXIETY**



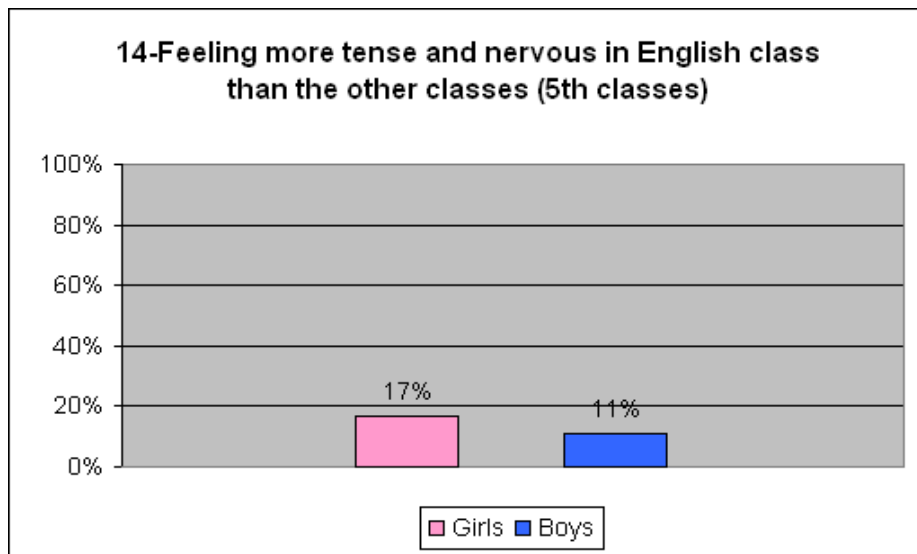
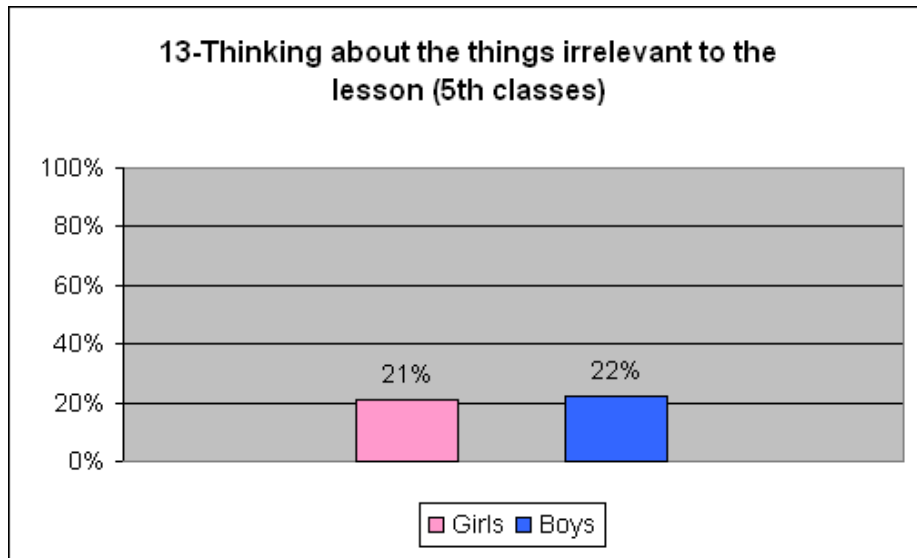
**11-Getting more confused even after studying more (5th classes)**

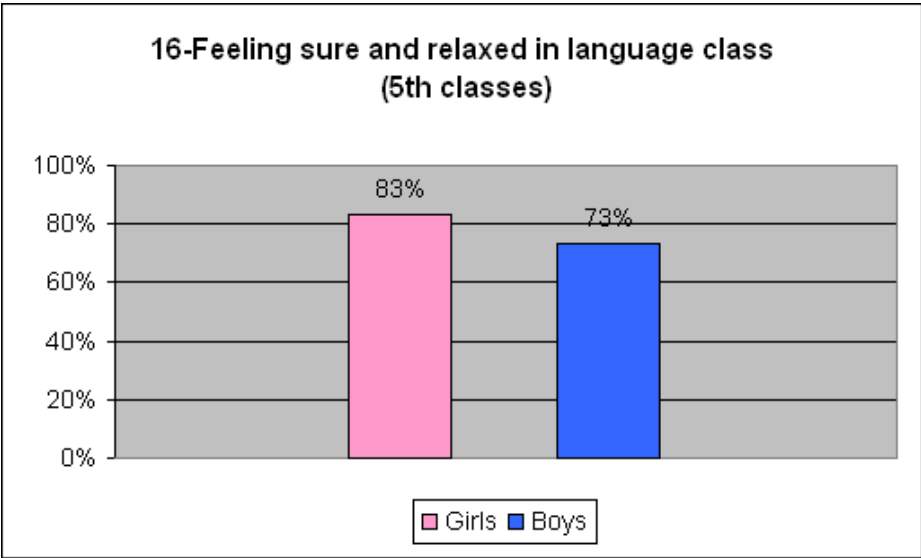
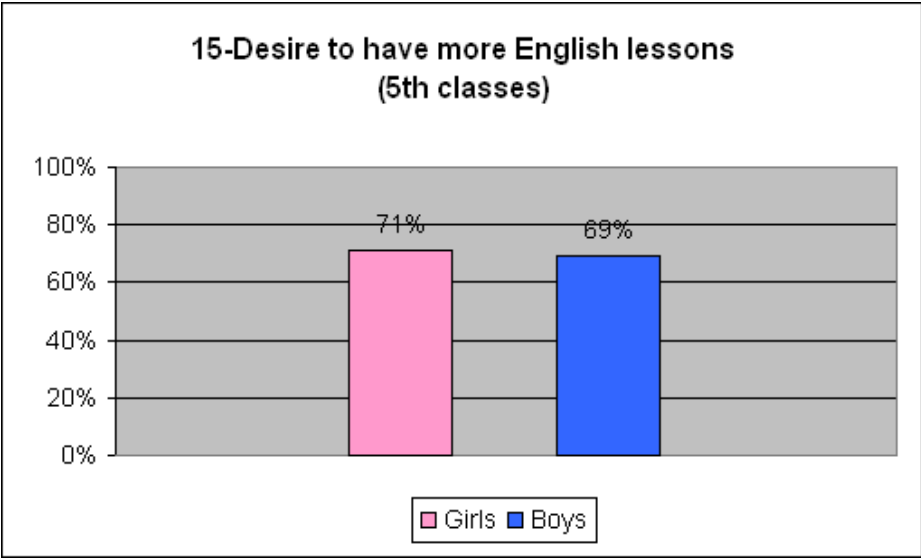


**12-Thinking that English exams are easy (5th classes)**

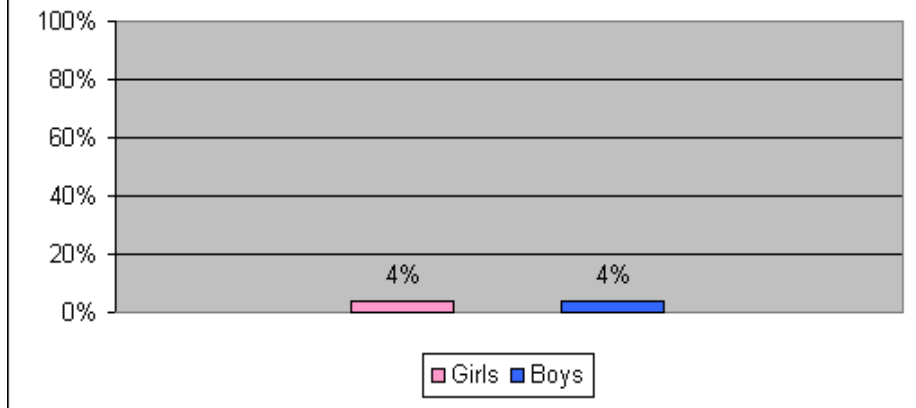


## GROUP 4-BELIEFS, PERCEPTIONS ABOUT LANGUAGE LEARNING





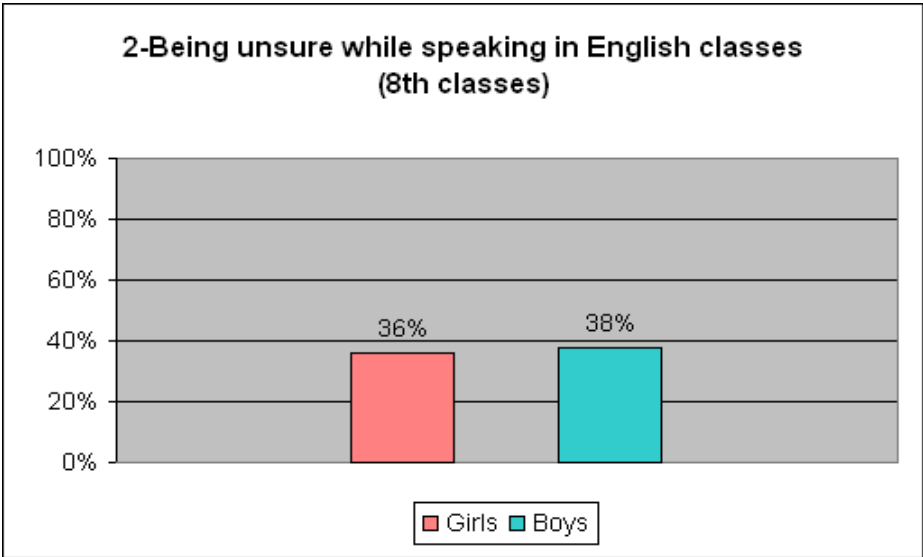
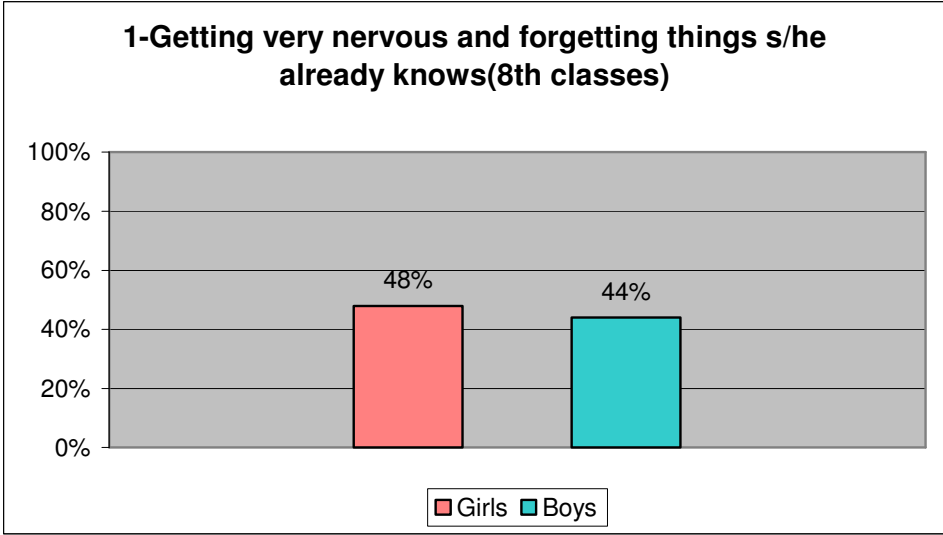
**17-Unwillingness to come to school when there is English lesson (5th classes)**



**APPENDIX 4**

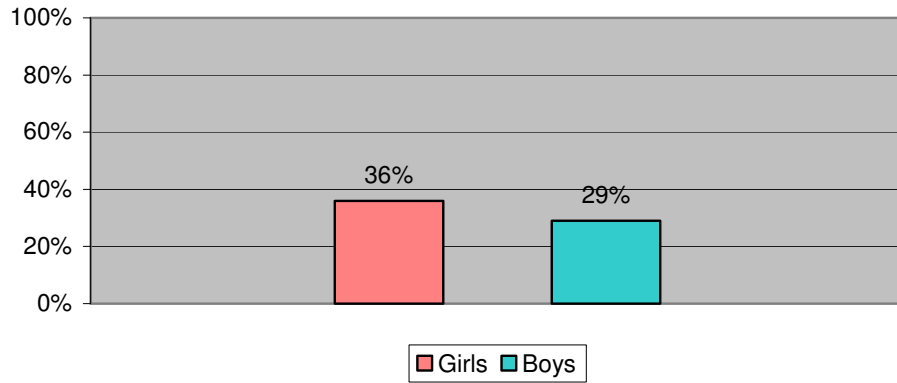
**C-COMPARISON OF GIRLS AND BOYS IN 8TH CLASSES  
(GRAPHS)**

**GROUP 1- COMMUNICATION APPREHENSION**

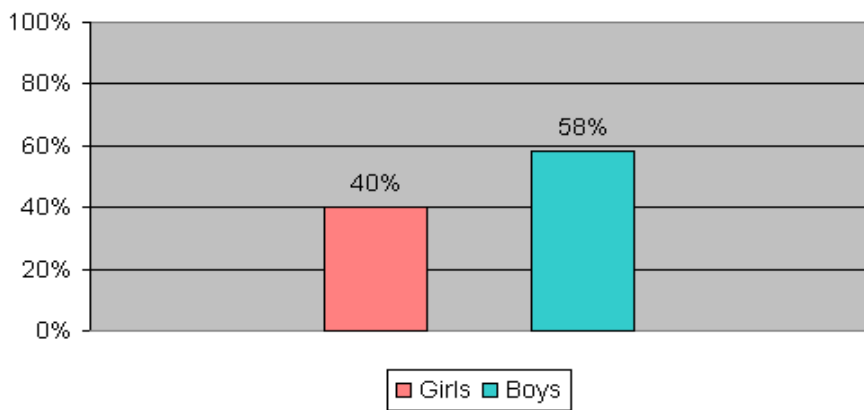




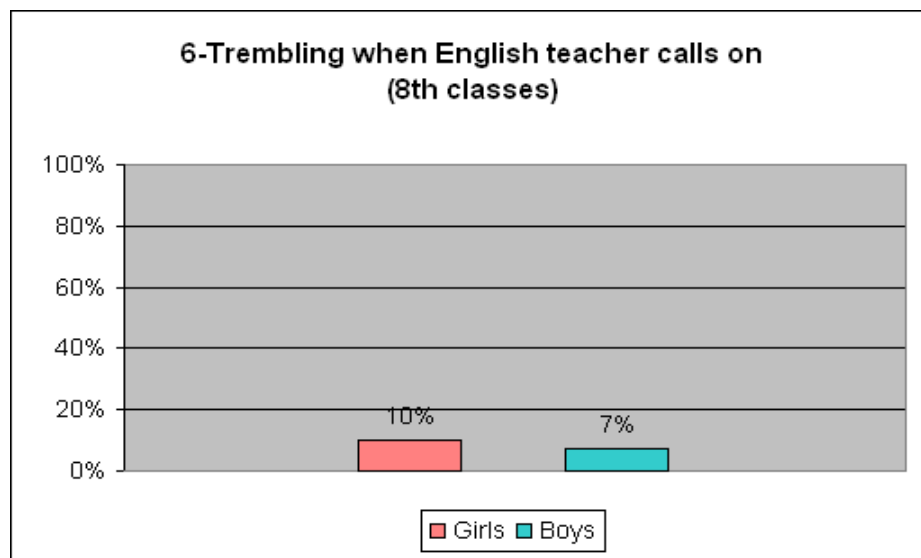
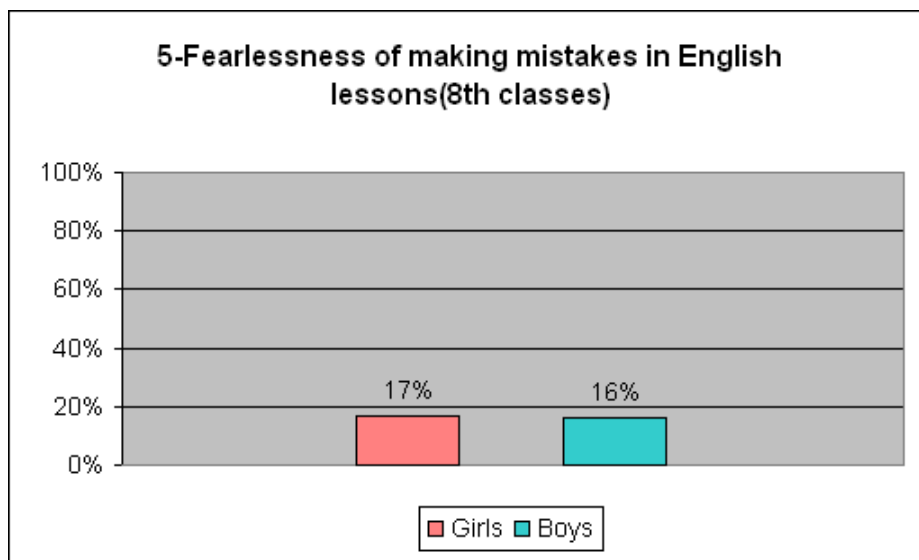
**3-Feeling that his/her heart pounding when s/he is going to be called in the class(8th classes)**



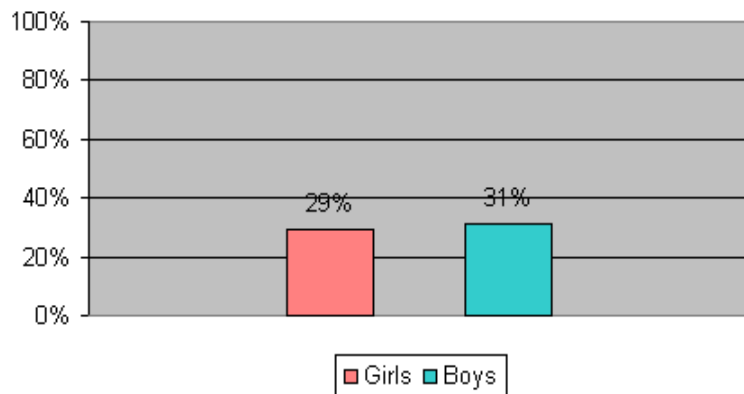
**4-Being anxious even after plenty of preparation for the lesson (8th classes)**



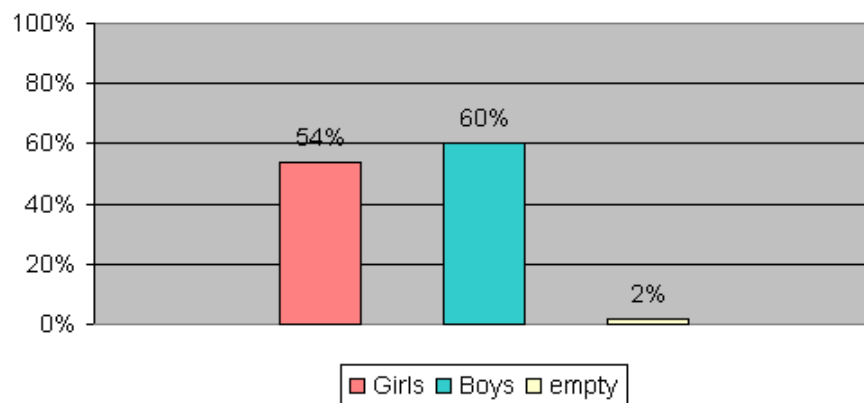
## GROUP 2-FEAR OF NEGATIVE EVALUATION



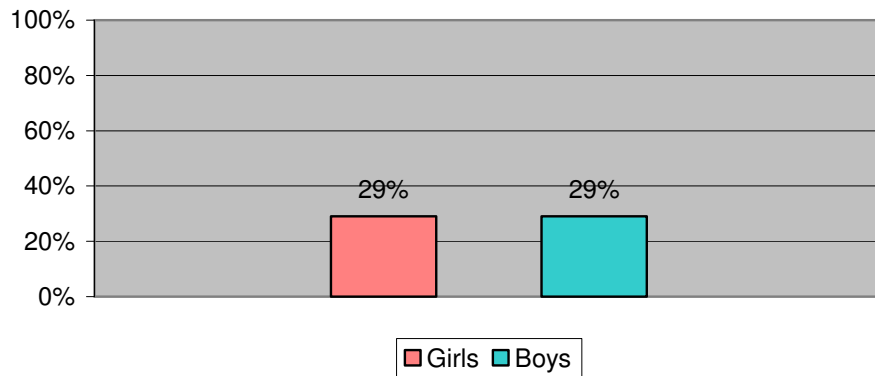
**7-Fearing that English teacher is ready to correct every mistake s/he makes (8th classes)**



**8-Thinking that the other students are better in English(8th classes)**

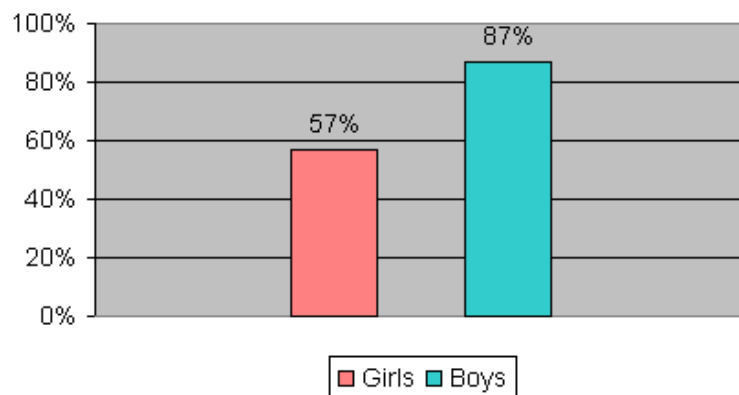


**9-Being afraid that the other students will laugh at him/her when s/he speaks in language class (8th classes)**

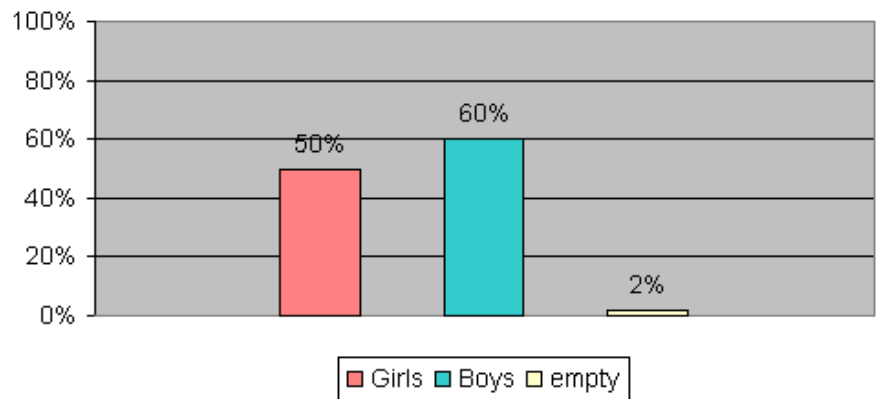


**GROUP 3- TEST ANXIETY**

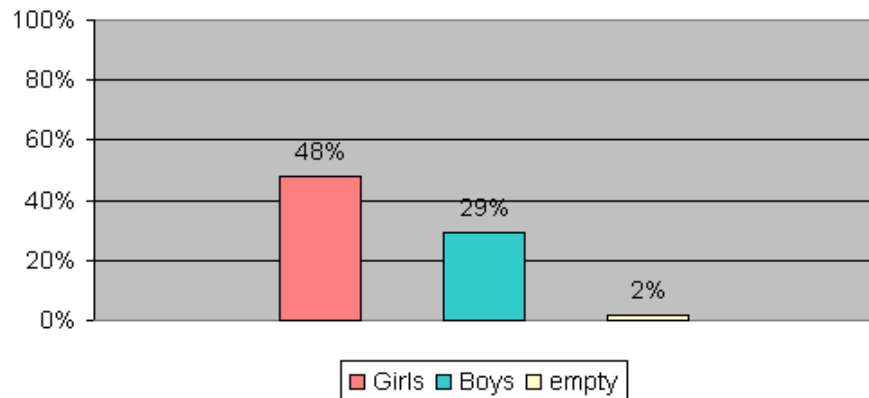
**10-Fear of taking low marks from English exam (8th classes)**



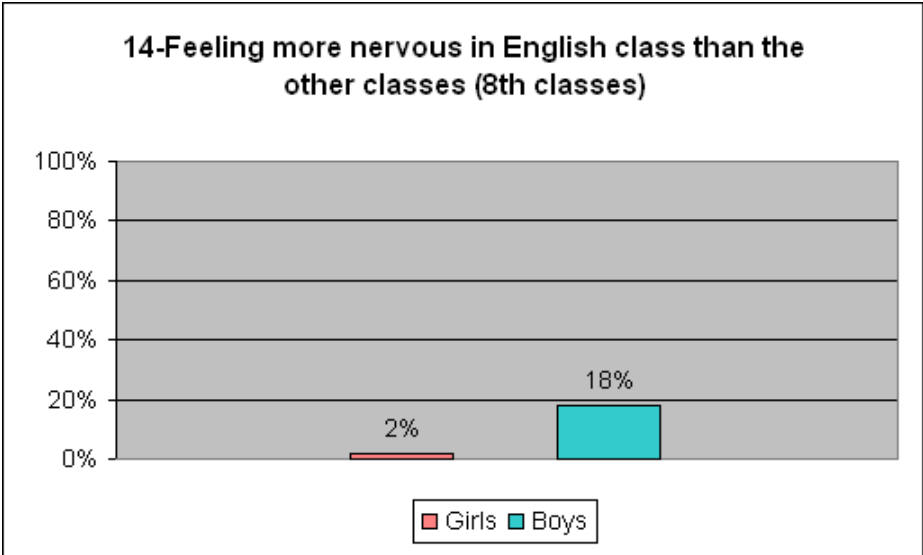
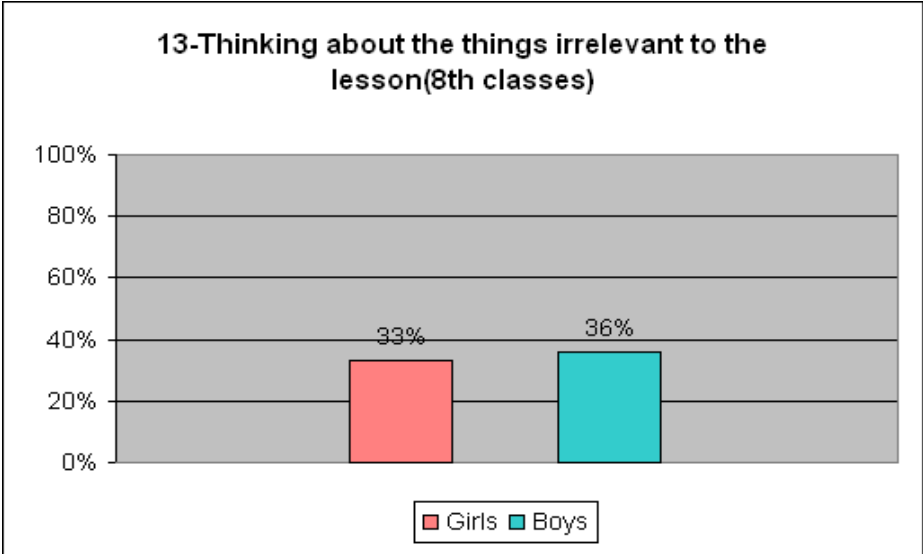
**11-Getting more confused even after studying more(8th classes)**

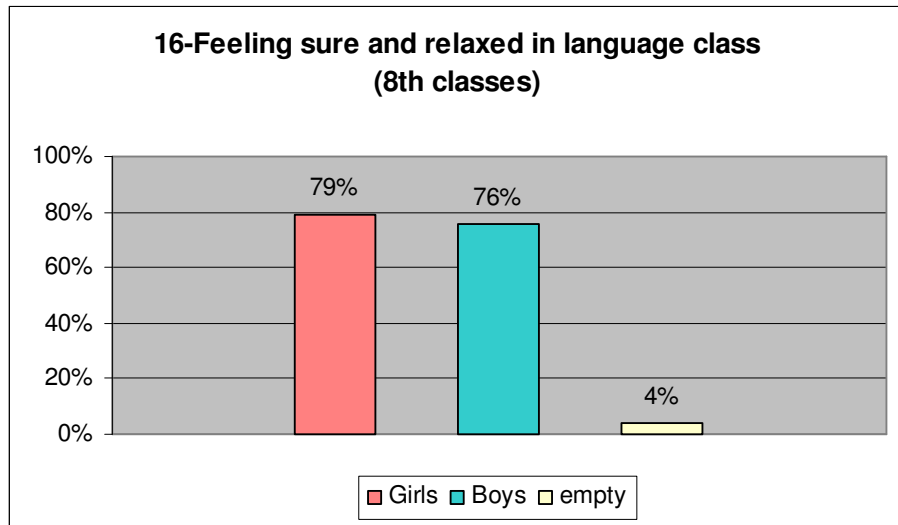
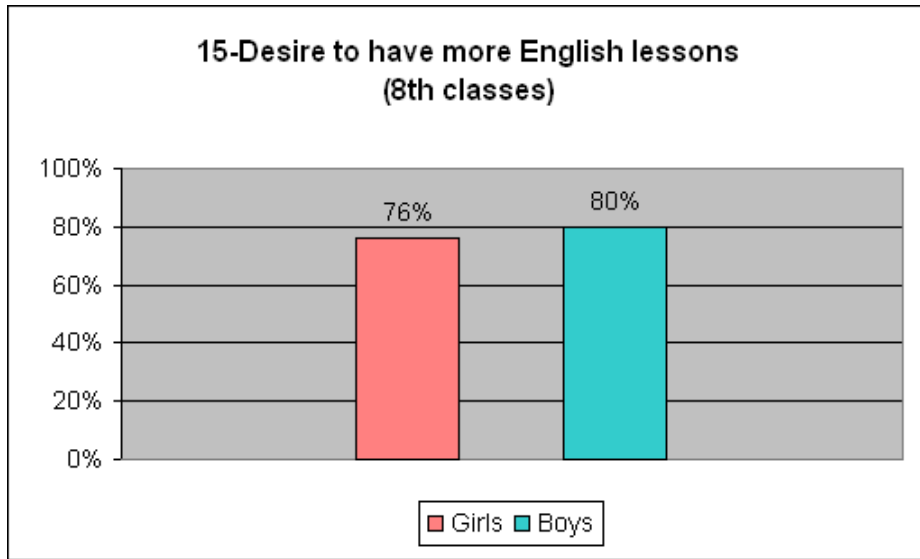


**12-Thinking that English exams are easy (8th classes)**

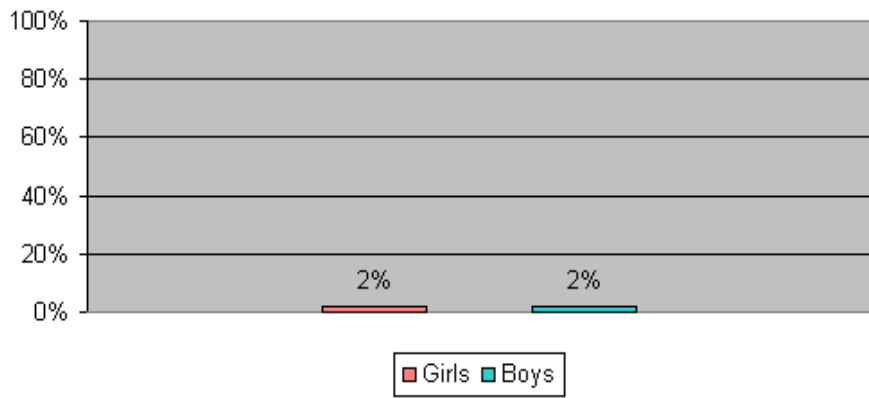


**GROUP 4-BELIEFS,PERCEPTIONS ABOUT LANGUAGE LEARNING**





17-Unwillingness to come to school when there is English lesson(8th classes)

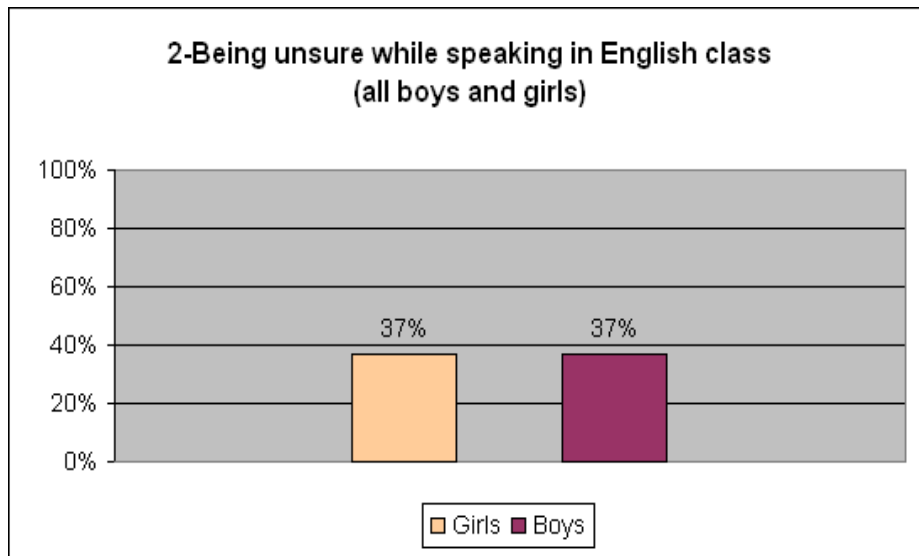
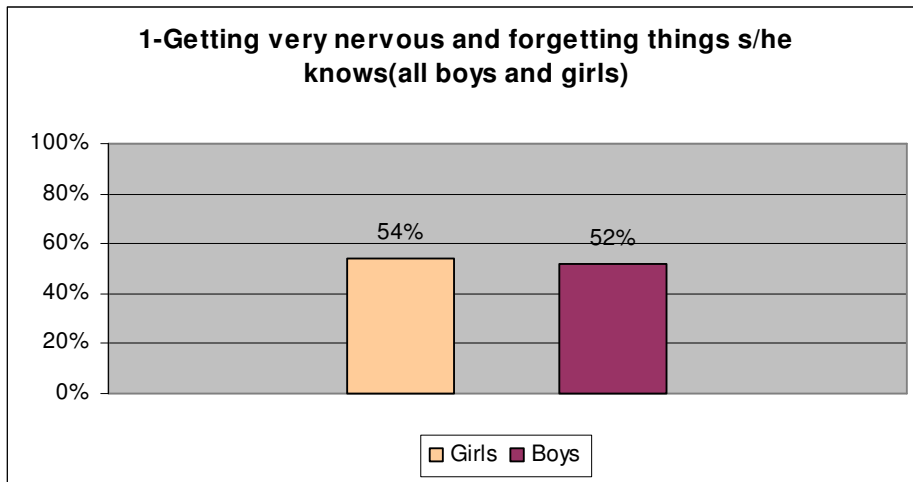


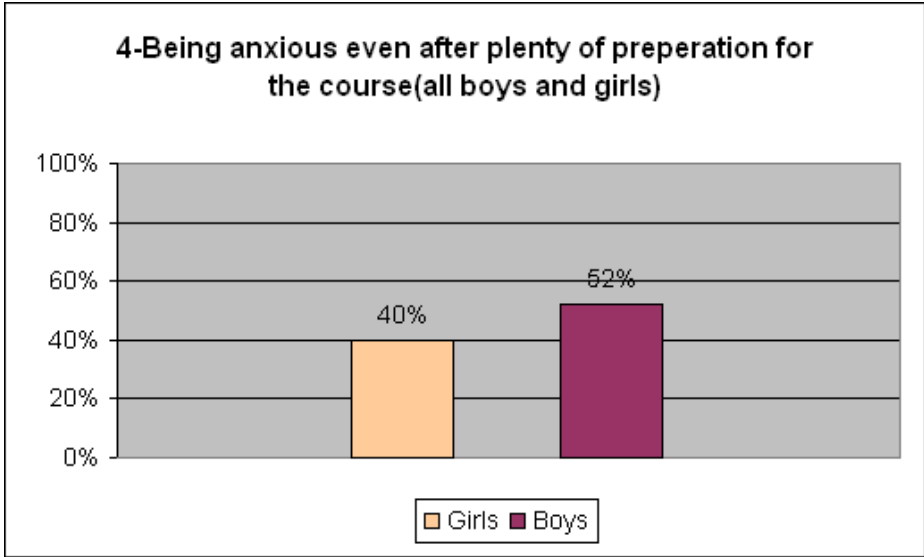
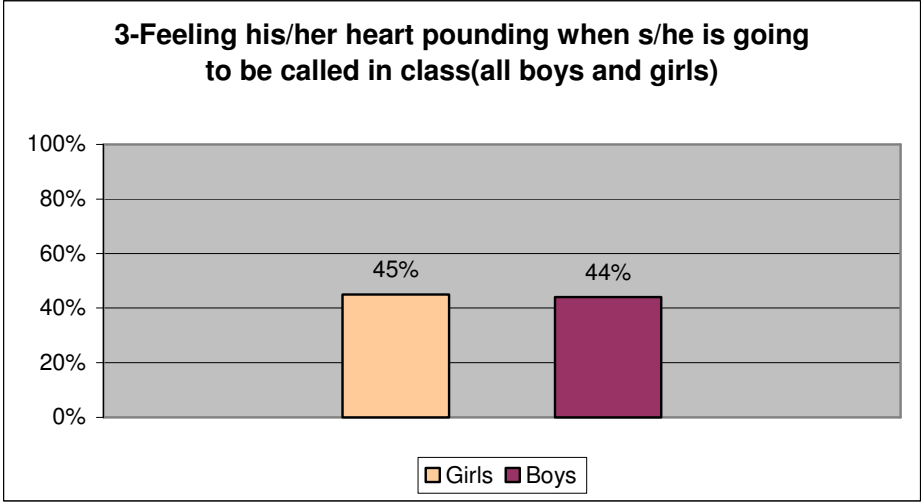


**APPENDIX 5**

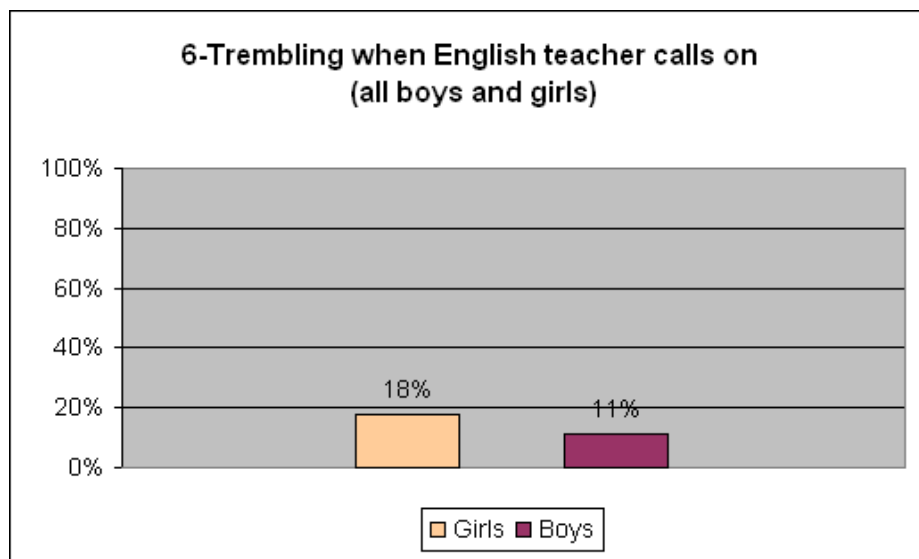
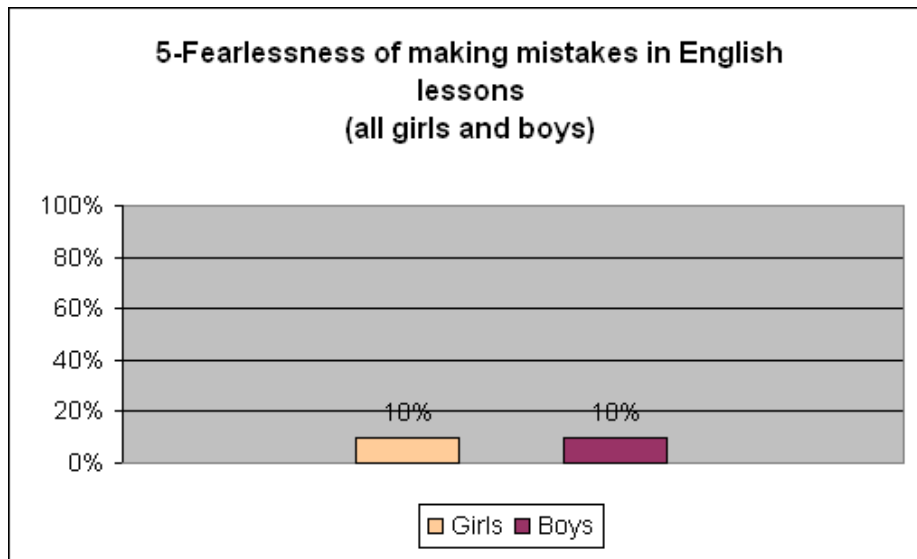
**D-COMPARISON OF GIRLS AND BOYS IN GENERAL**

**GROUP 1- COMMUNICATION APPREHENSION**

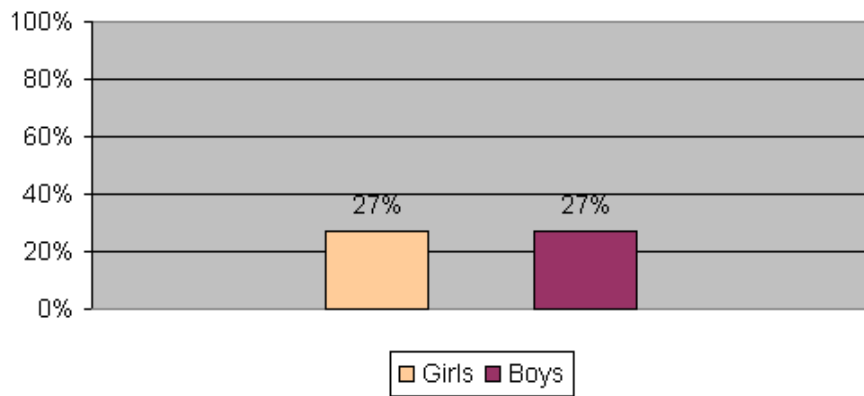




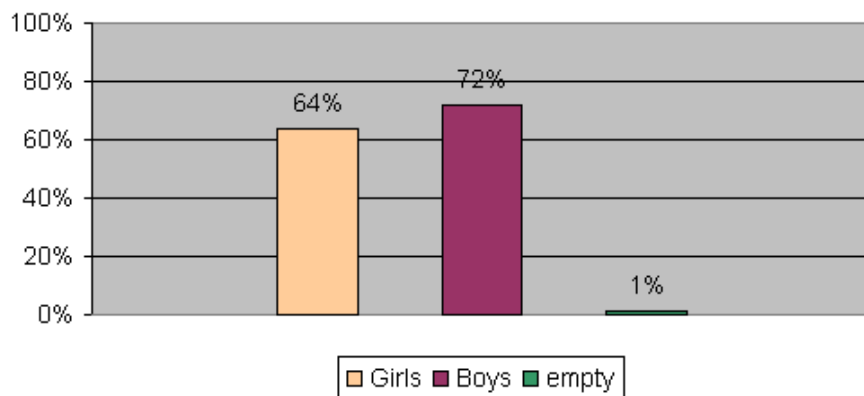
## GROUP 2-FEAR OF NEGATIVE EVALUATION

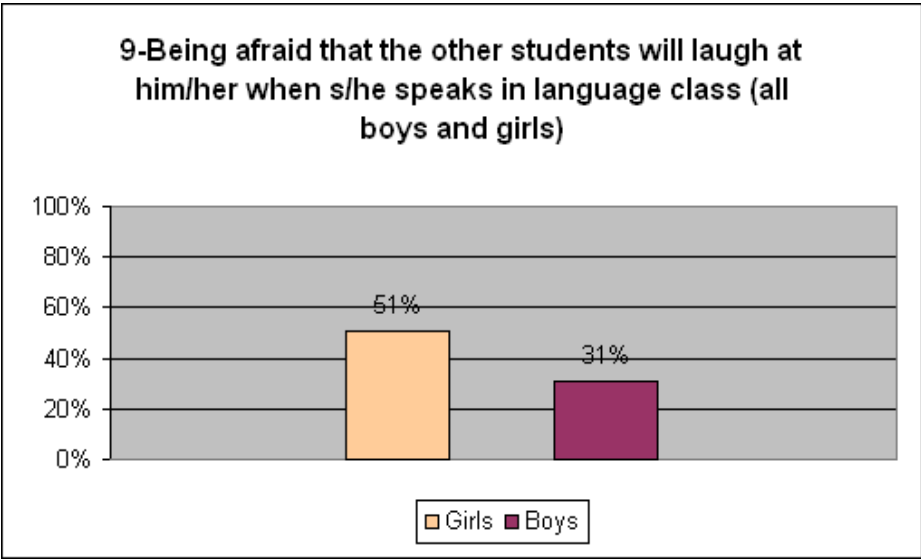


**7-Fearing that the English teacher is ready to correct every mistake s/he makes(all boys and girls)**

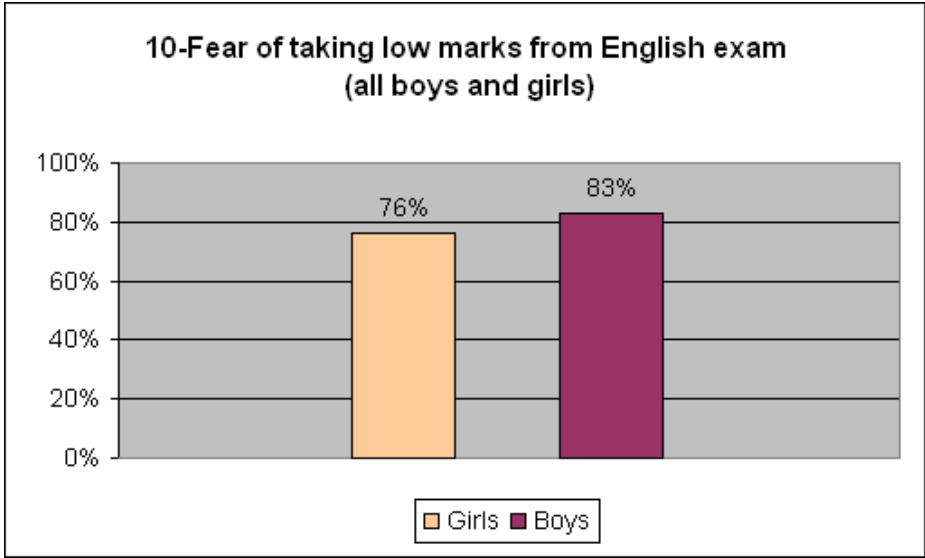


**8-Thinking that the other students are better in English(all boys and girls)**

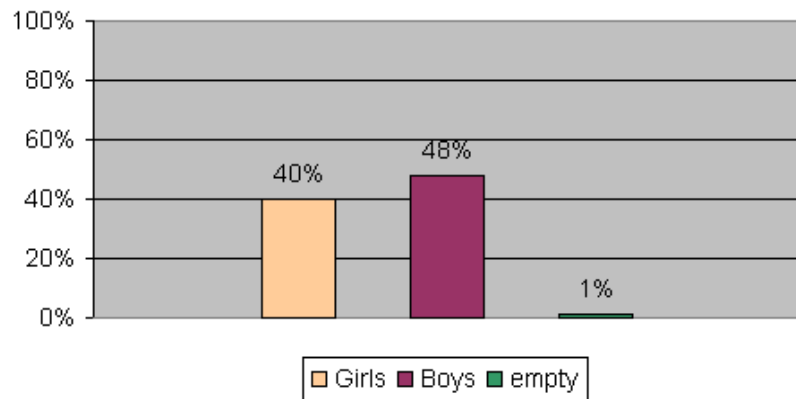




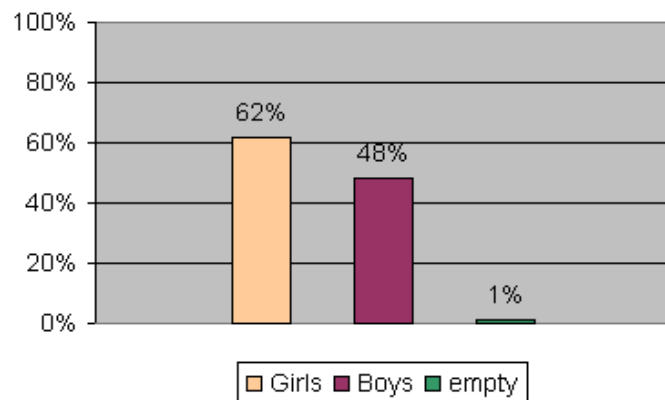
**GROUP 3- TEST ANXIETY**



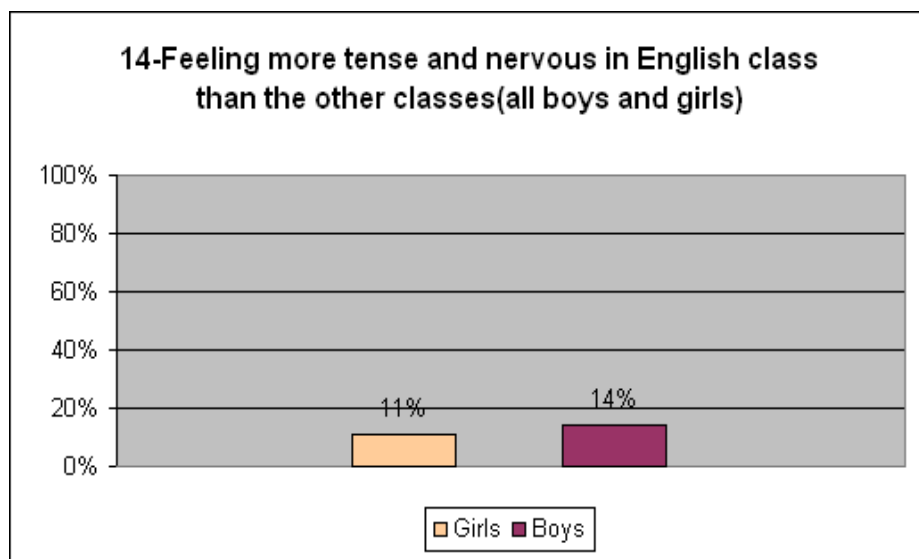
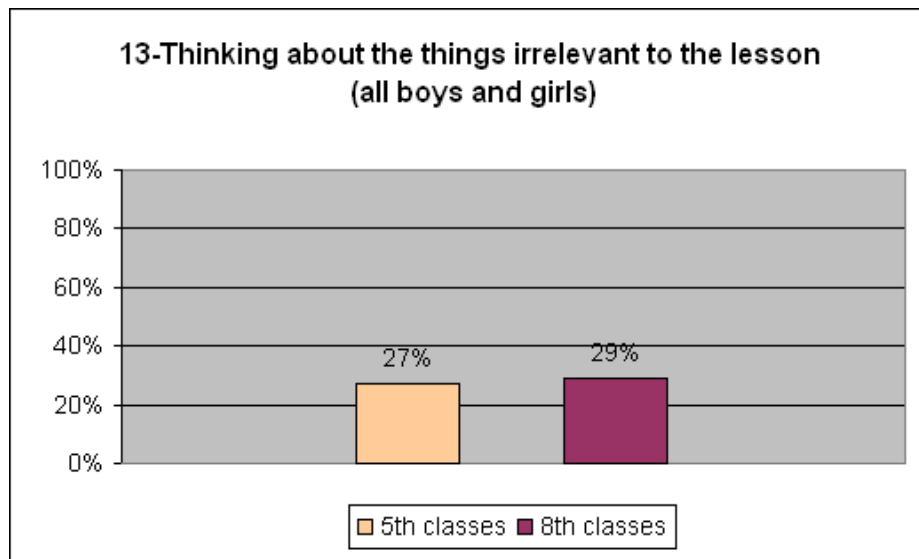
**11-Getting more confused even after studying more  
(all boys and girls)**



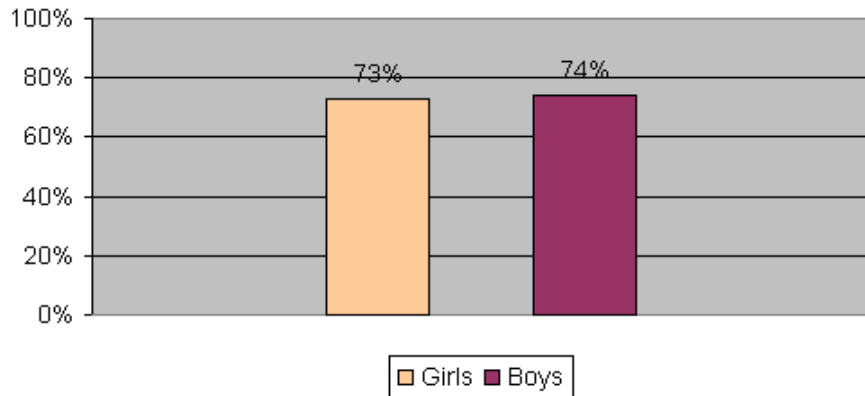
**12-Thinking that English exams are easy  
(all boys and girls)**



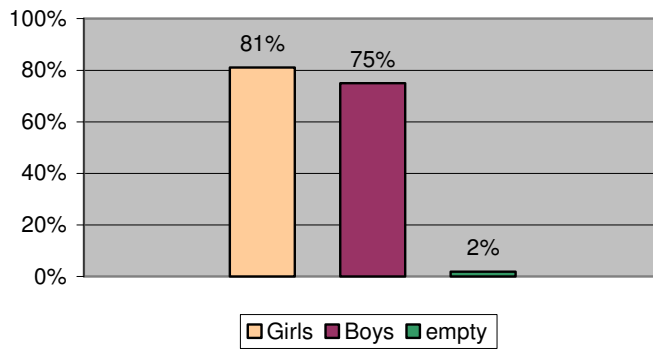
## GROUP 4-BELIEFS, PERCEPTIONS ABOUT LANGUAGE LEARNING



**15-Desire to have more English lessons  
(all girls and boys)**

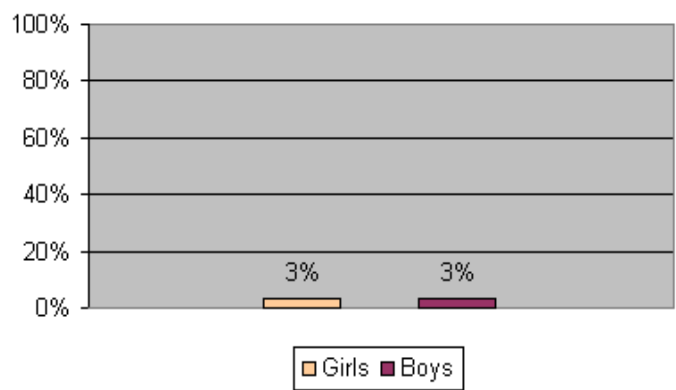


**16-Feeling sure and relaxed in language class  
(all boys and girls)**





**17-Unwillingness to come to school when there is English lesson (all boys and girls)**



## ÖZGEÇMİŞ

1982 yılında Antalya’da doğdum. İlkokul 4, 5, orta ve lise öğrenimimi Aydın’da tamamladım. 1999 yılında Aydın Lisesi Yabancı Dil Ağırlıklı Bölümünden, 2003 yılında ise Uludağ Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi bölümünden mezun oldum.

Aynı yıl, Uludağ Üniversitesi, Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı’nda yüksek lisans öğrencisi olmaya hak kazandım ve Milli Eğitim Bakanlığına bağlı olan Bursa Yıldırım ilçesi Sait Süheyla Bildirener İlköğretim Okuluna İngilizce Öğretmeni olarak atandım.

Yrd. Doç. Dr. Derya Döner Yılmaz danışmanlığında “Türk ilköğretim okulu öğrencilerinde sınıf içi yabancı dil kaygısı” isimli teze başladım.

Aydan SERTÇETİN



