Ortaokul Öğrencilerinin Yabancı Dil Kaygıları Üzerine Bir Çalışma: Öğrenci ve Öğretmen Algıları

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Öz

Bu araştırmada, temel olarak ortaokul öğrencileri ve öğretmenlerinin yabancı dil kaygısı algıları incelenmiştir. Ayrıca bu çalışma, devlet ve özel ortaokul öğrencilerinin yabancı dil kaygı düzeylerini karşılaştırmayı da amaçlamıştır. Bunun yanı sıra bu araştırmada cinsiyet ve not gibi demografik değişkenlerin, yabancı dil kaygısı üzerindeki etkileri ortaya konmaya çalışılmıştır. Bu araştırmanın örneklemini Türkiye'nin Sakarya ilindeki devlet ve özel ortaöğretim okullarından rastgele seçilen 379 ortaokul öğrencisi ve 9 İngilizce öğretmeni oluşturmuştur. Veriler, öğrenciler için bir ölçek ve öğretmenler için açık ve kapalı uçlu sorular içeren bir anket olmak üzere iki veri toplama aracıyla toplanmıştır. Nicel veriler betimsel ve çıkarımsal istatistiklerle analiz edilmiş, nitel veri analizi için içerik analizi yapılmıştır. Araştırma bulguları, devlet okulu öğrencilerinin orta düzeyde yabancı dil kaygısı yaşadıklarını, özel okul öğrencilerinin ise düşük düzeyde yabancı dil kaygısı yaşadıklarını ortaya koymuştur. Mevcut araştırmanın bulguları, devlet ve özel okul öğrencilerinin yabancı dil kaygıları arasında anlamlı bir farklılık olduğunu göstermiştir. Her iki okulda da kızlar erkeklere göre daha kaygılı olduğu görülmüş; ancak özel okulda iki cinsiyet grubu arasındaki fark anlamlı olduğu bulunmuştur. Bu çalışmada not, yabancı dil kaygısını yordayan bir faktör olarak kabul edilmemesine rağmen her iki okulda da 8. sınıfların en kaygılı grup olduğu sonucuna ulaşılmıştır. Çalışmanın öğretmenler ile ilgili sonuçlarında ise, öğretmenlerin öğrencilerinin kaygılarının farkında oldukları ve bu kaygıyı azaltmak için faydalı stratejiler uyguladıkları bulunmuştur. Ayrıca öğretmenlerin, öğrencilerinin yabancı dil kaygısını azaltmak için pedagojik yönergelerinde uyarlama yollarına gittikleri de bulunmuştur. Son olarak araştırma bulguları, öğretmen ve öğrenci algıları arasında sınav kaygısı açısından bir farklılık olduğunu göstermiştir.

Anahtar Sözcükler: Yabancı dil kaygısı, yabancı dil öğrenme, öğrenci algıları, öğretmen algıları

GENİŞLETİLMİŞ TÜRKÇE ÖZET

Giriş

Dil öğretmenliği mesleği son 30 yıldır köklü bir değişim geçirmektedir. Dil öğretiminde yöntem üzerine genel bir karşılaştırma hayal kırıklığı yaratan sonuçlara yol açabilir ve Skehan'a (1991) göre bu başarısızlığın olası nedeni, bu tür çalışmaların tüm öğrencileri bir arada gruplandırmasıdır. Diğer bir deyişle, öğrenenlerin kendilerine has özelliklerini göz ardı ederek onları aynı konuma getirirler. Bu benzersizlik, her insanın kendi inanç sistemi içinde içsel tutarlılık için hissettiği temel ihtiyaçlardan oluşur ve bunlar onların bireysel farklılıklarının (veya değişkenlerinin) sonucudur (Brown, 1973). Dörnyei (2005), bireysel farklılıkların ikinci dil öğrenme başarısının en belirleyici yordayıcıları olduğunu belirtmektedir. Ayrıca Sparks ve Ganschow (1991), verimli yabancı dil öğreniminin bireysel farklılıklara müdahaleyi içermesi gerektiğini belirtmektedir.

Bireysel farklılıklar, içinde pek çok değişkeni barındıran bir örtük terimdir. İkinci ve yabancı dil öğrenme bağlamında, Oxford (1992) bireysel farklılıkları "yaş, cinsiyet, motivasyon, kaygı, benlik saygısı, belirsizliğe tolerans, risk alma, işbirliği, rekabet ve öğrenme stratejileri ve stilleri" (s. 30) ve başarılı öğretim uygulamaları gerçekleştirmek için bu değişkenler hakkında fikir edinmenin son derece önemli olduğunu düşünmektedir. Öte yandan Aydın (2008) yabancı dil öğreniminde bireysel değişkenlerin etkili rollerini teyit ederek bireysel farklılıkları "öğrencilerin inançları, tutumları, yetenekleri, motivasyonları ve duyuşsal durumları" (s. 422) olarak gruplandırmaktadır.

Kaygı, çeşitli değişkenler arasında yalnızca bir duyuşsal değişkendir ve "rahatsızlık duygusu" olarak tanımlanabilir (Gardner ve Smythe, 1975, s. 54). Horwitz ve ark. (1986) kaygıyı "otonom sinir sisteminin uyarılmasıyla ilişkili öznel gerilim, endişe, sinirlilik ve endişe duygusu" olarak tanımlar (s. 125). Young'a (1992) göre, "anksiyete, hoş olmayan bir duruma veya duygusal duruma ya da bireyin istikrarlı bir kişilik özelliğine atfedilir" (s. 5). Bu tanımlar bize kaygının herhangi bir öğrenme bağlamında yaşanabileceğine dair ipucu verir. Bununla birlikte, yabancı ve ikinci dil dersleri, öğrenciler arasında kaygı yaratmaya özellikle eğilimlidir. Kaygı ile ilgili daha önceki araştırmalar, kaygı ve ikinci dil öğrenme ilişkisi hakkında çelişkili ve kafa karıştırıcı sonuçlar ortaya koysa da (Scovel, 1978), yabancı dilde kaygı düzeylerinin daha yüksek olabileceğine dair kanıtlar (Horwitz ve diğerleri, 1986; MacIntyre ve Gardner, 1991) vardır. Diğer sınıflara göre daha fazla, yani öğrenciler yabancı dil derslerinde diğer sınıflara göre daha fazla kaygı yaşamaktadırlar. Çalışmalar (Krashen & Seliger, 1976; Cheng, Horwitz & Schallert, 1999) resmi dil öğrenme ortamının resmi olmayan ortamdan ziyade kaygı ile daha doğrudan ilişkili olduğunu gösterdiğinden, "sınıf" özellikle vurgulanmalıdır. Yabancı dil öğrenimi birçok öğrenci için rahatsız edici ve hatta travmatik deneyimlere neden olabilir (Luo, 2013). Öğrenenler travma yaşamasalar da, yabancı dil konuşanları içten sevmelerine ve öğrenmeye motive olmalarına rağmen, öğrenmeye karşı zihinsel bir engelleri vardır (Horwitz ve ark. 1986).

Kaygı ve yabancı dil öğrenimi doğrudan ilişkilidir ve öğrenmeyi ve performansı engelleyebilir. Ancak yabancı dil kaygısının olumsuz etkileri hem karmaşık hem de çok boyutludur (Kleinmann, 1977; Dewaele ve MacIntyre, 2014). Mevcut çalışmanın dört temel amacı vardır: resmi ve özel ortaöğretim okullarında öğrenim gören öğrencilerin yabancı dil sınıf kaygısı (FLCA) düzeylerini ölçmek; Öğretmenlerin öğrencilerinin yabancı dil kaygılarına ilişkin algılarını elde etmek ve öğretmenlerin algıları ile öğrencilerin gerçek psikolojik kaygı durumları arasında bir fark olup olmadığını öğrenmek için bu okullar arasında anlamlı bir fark olup olmadığını araştırmak amaçlanmıştır.

Yöntem

Mevcut çalışma, yabancı dil kaygısı hakkında daha derin bir anlayışa sahip olmak için karma yöntem araştırma tasarımını benimsemiştir. Öğrenci olarak toplam katılımcı sayısı 379'dur. Devlet okulu öğrencilerinden 105'i erkek, 102'si kadın olmak üzere toplam 207 öğrenci yer almaktadır. Özel okuldaki öğrenci sayısı 94'ü erkek, 78'i kadın olmak üzere 172'dir.

Bu çalışmada 9 öğretmen yer almıştır. Devlet okulunda görev yapan İngilizce öğretmeni sayısı 4, özel okulda ise 5 İngilizce öğretmeni bulunmaktadır.

Tartışma ve Sonuç

Araştırma bulgularına göre devlet ortaokulu öğrencilerinin FLCA düzeyi orta düzeyde bulunmuştur. Literatürde bu çalışmayı destekler nitelikte başka araştırmalar da bulunmaktadır. Örneğin Çermik (2015), örneklemini 7. sınıf öğrencilerinden oluşan Abu-Rabia'nın (2004) araştırmasına paralel olarak sekizinci sınıf öğrencilerinin orta düzeyde FLA yaşadığını bulmuştur. Öğrencileri en çok kaygılandıran durum sınava girmektir. Diğer bir deyişle, öğrenciler sınavları sırasında en yüksek kaygıyı yaşarlar; ancak bu sonuçlar Aida'nın (1994) ve MacIntyre ve Gardner'ın (1989) çalışmalarından farklılık göstermektedir. Sözü edilen bu akademisyenler, sınav kaygısının yabancı dil sınıflarına özgü olmayan bir derse yönelik genel kaygının bir unsuru olduğunu bulmuşlardır; yani sınav kaygısının bir dilin iletişimsel yönü ile ilgili olmadığını vurgulamışlardır. Ancak, araştırmacı, öğrenciler 8. sınıfın sonunda yüksek bahisli bir sınava girdiğinden, Türkiye'deki yabancı dil derslerinde sınav kaygısının önemli bir faktör olabileceğine inanmaktadır.

Özel okul öğrencilerinin sınav kaygısı orta düzeyde, genel kaygı düzeyi ise düşük sayılabilir. Sınav kaygısının yabancı dil öğrenmeye özgü olmadığını düşünen bilim adamları olduğu için sorgulanabilir bir olgudur; yani, öğrenenler için genel bir sorundur (Aida, 1994; MacIntyre ve Gardner, 1989; In'nami, 2006). Ancak Horwitz ve diğerlerinin (1986) iddialarını destekleyen başka araştırmalar da (Young, 1986; Gürsoy ve Arman, 2016) bulunmaktadır.

Bu çalışma, öğretmen ve öğrencilerin FLA hakkındaki görüşleri arasında tutarsızlıklar veya boşluklar olup olmadığını ortaya çıkarmayı amaçlamaktadır. Öğretmenlerin yabancı dil derslerinde öğrencilerinin engellemeler yaşadığının çok iyi farkında oldukları anlaşılmaktadır. Öğretmenlerin çoğu bu kaygıyı iletişim kaygısına ve olumsuz değerlendirilme korkusuna bağlamaktadır. Ancak, sınavlarında en fazla kaygıyı öğrenciler yaşıyor. Bu bulgu, öğretmen ve öğrenci algıları arasında bir boşluk olarak sayılabilir. Sarason (1984) sınav kaygısını; "kaygı, önemli ölçüde, dikkati ve eldeki görevin verimli bir şekilde yerine getirilmesini azaltan, müdahaleci, müdahaleci düşüncelerin bir sorunudur" (s.936). Bu açıklamadan sınav kaygısının öğrencilerin performansı üzerinde belirgin bir etkisi olduğu ve dikkatle ele alınması gerektiği sonucuna varılabilir.

A Study on Secondary School Students' Foreign Language Anxiety: Students' and Teachers' Perceptions

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Abstract

This study examines secondary school students' and their teachers' perceptions of foreign language anxiety. Also, the current study aims to compare public and private secondary school students' foreign language anxiety level. Gender and grades were also investigated to reveal their effects on foreign language anxiety among students. The sample group of this study consisted of 379 secondary school students chosen randomly and 9 English language teachers from public and private secondary school in Sakarya province, Turkey. The data were collected through two measurement tools, a scale for students and a questionnaire for teachers, which included open and close-ended questions. The quantitative data were analyzed through descriptive and inferential statistics, and for the qualitative data analysis, content analysis was conducted. The findings of the research revealed that public school students experience moderate level of foreign language anxiety, while private school students experience low level of foreign language anxiety. The findings of the current study demonstrate that there is a significant difference between public and private school students in terms of their foreign language anxiety. In both schools, females were more anxious than males; however, the difference between two gender groups was significant only in private school. Grade was not a predicting factor for foreign language anxiety in the current study. However, in both schools, 8th graders were the most anxious group of all. As for the teachers, they were well aware of their students' anxieties, and they implemented useful strategies for decreasing this anxiety. Also, they adapted their pedagogical instructions in order to reduce their students' foreign language anxiety. However, research findings demonstrated that there was a discrepancy between teachers' and students' perceptions in terms of test anxiety.

Keywords: Foreign language anxiety, foreign language learning, student perceptions, teacher perceptions

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Introduction

Language teaching profession has been undergoing a radical change for the last 30 years. A general comparison on methodology in language teaching may have disappointing results, and according to Skehan (1991), the possible reason for this failure is that such studies group all the learners together. In other words, they put learners in a position that they are same by ignoring the unique characteristics of them. This uniqueness is composed of the basic needs that each person feels for internal consistency within his belief system and they are the results of their individual differences (or variables) (Brown, 1973). Dörnyei (2005) remarks that individual differences are the most determining predictors of second language learning success. In addition, Sparks and Ganschow (1991) indicate that efficient foreign language learning should include interference with individual differences.

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

Affective states or variables constitute the core of this study. Before determining the affective variables in foreign and second language learning, it is beneficial to define the term "affect". Scovel (1978) defines the term affect as "a cover term under which is swept a wide range disparate constructs and behaviors" (p. 129). The constructs and behaviors mentioned are called as affective variables meaning "emotionally relevant characteristics of the individual that influence how she/he will respond to any situation" (Garner & MacIntyre, 1993, p.1). Affective variables are formed of only emotional states of a learner unrelated to cognition. They are "the emotions of pleasure and displeasure that surround the enterprise of a task such as second language learning" (Scovel, 1978, p.131). In a learning situation, it is important to raise positive feelings among learners to facilitate achievement (Dewaele & MacIntyre, 2014). Accordingly, Horwitz (2000) thinks that there are various affective variables, which seem to have contributions on foreign language learning and achievement. In order to find out whether there is an actual connection between these variables and language learning, a large body of research has been conducted by scholars (Horwitz, Horwitz & Cope, 1986; Young, 1991; MacIntyre & Gardner, 1991; Gradman and Hanania, 1991; Oxford, 1992). Analysis of these studies suggests that there are strong correlations between affective variables and achievement measures involve anxiety (MacIntyre and Gardner, 1994).

Anxiety is only one affective variable among various affective variables, and it can be defined as "feelings of discomfort" (Gardner & Smythe, 1975, p. 54). Horwitz et al. (1986) describe anxiety as "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of autonomic nervous system" (p. 125). According to Young (1992), "anxiety is attributed to an unpleasant condition or emotional state or to a stable personality trait of an individual" (p. 5). These definitions give us clue that anxiety can be experienced in any learning context. However, foreign and second language classes are particularly prone to arise anxiety among learners. Even though earlier studies on anxiety demonstrates contradictory and confusing results about anxiety and second

language learning relation (Scovel, 1978), there are evidences (Horwitz et al., 1986, MacIntyre & Gardner, 1991) that anxiety levels may be higher in foreign language class than in other classes, namely, students experience anxiety in foreign language classes more than other classes. "Class" should be particularly highlighted since studies (Krashen & Seliger, 1976, Cheng, Horwitz & Schallert, 1999) show that formal language learning setting is more directly related to anxiety than the informal setting. The foreign language learning may cause uncomfortable and even traumatic experiences for many learners (Luo, 2013). Although learners do not have traumas, even they have sincere liking for speakers of foreign language and motivated for learning it, they have a mental block against learning it (Horwitz et al. 1986).

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

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

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

anxiety be heightened and taken seriously by teachers and students alike" (p.12). For this reason, it is useful to study foreign language anxiety from different perspectives to offer pedagogical suggestions for instructors, and decision makers.

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

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

It seems that instruction has a significant value in forming anxiety among learners, which emphasizes the role of instructor. If teachers recognize their student's anxieties, they can provide students with effective strategies. Sometimes teachers may assume that poor performances of learners may stem from their lack of motivation or attitudes, whereas learners actually deal with foreign language anxiety (Gregersen, 2003).

Conceptual Framework and Related Studies

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

Affective Variables in Language Learning

In a same second or foreign language class, instructed by the same foreign language teacher and through same textbook or activities, some learners are somehow more successful than others are. There is an underlying reason for this achievement difference depending on individual himself/herself. To overcome the failure of the foreign language learners, it is necessary to find out

the characteristics of a good language learner and make use of these characteristics to improve performance of unsuccessful learners. For progress, Krashen suggests affective filter (1982), namely learner should act as a receptive channel for language input to take in the available target language messages (as cited in Horwitz et al., 1986). Similarly, Sparks and Ganschow (1991) state " good language learners are seen as individuals who are not only acquirers but also have low affective filters" (p.6). It can be inferred that learners' emotional state is directly related to foreign language learning and achievement and this emotional state of learner can be grouped under the term of affective variables.

Scovel (1978) defines affective variables as "converse of cognitive variables that is they are everything which impinges on language learning which is unrelated to cognition" (p.129). In parallel with Scovel, Gardner and MacIntyre (1993) define the term as "emotionally relevant characteristics of the individual that influence how she/he will respond to any situation" (p.1). There is a large body of research concerning on affective variables and foreign language learning (Gardner & MacIntyre, 1993a; Gardner & MacIntyre, 1993b; Cohen & Norst, 1989; Kleinmann, 1977; Samimy & Rardin, 1994; Aydin, Yavuz & Yeşilyurt, 2006). The common result of these studies is that certain affective measures influence learner behaviour in a foreign language-learning context. This influence demonstrates itself as avoidance in using structures (Kleinmann, 1977) and willingness to use structures (Horwitz, 1995). In literature, affective variables have been studied questioning their role as aids and barriers, significantly the latter to search for the ways of reducing them and thus enhancing the efficiency within learner (Cohen and Norst, 1989). However, it is not as easy as it seems, Samimy and Rardin (1994) note, "the nature of affective states is personal, dynamic and context bound" (p.381), besides, they are sometimes only the observable manifestations of a deeper issue inside a learner (Sparks and Ganschow, 1991). It is highly important not to generalize these variables simply as positive and negative. Norton (2000) draws attention towards this generalization problem noting affective states' changing nature over time and space, and possibly coexisting in contradictory ways in a single individual (as cited in Wang, 2009). In other words, while a single individual may react positively in a learning task, he/she may react negatively towards same learning task another time.

As Brown suggests (1973), it is extremely challenging to deal with complex process in a complicated organism and to type and classify groups of individuals together. On the other hand, for an optimal foreign language instruction teachers should tailor their instruction to affective needs of their learners because typical classroom procedures fail to meet needs of learners and also they may act as an exceptional opportunity for the improvement of language instruction (Young, 1991; Horwitz, 1995). Although it is an enormous task to define and reveal the nature of affective variables, the benefits seem obvious both for the learner and the teacher and various salient factors stand out. MacIntyre and Gardner (1994) claim, "some of the strongest correlations between affective variables and achievement measures involve anxiety" (p. 284). In this study one the most significant affective variables, foreign language learning anxiety is studied.

Foreign Language Anxiety

Studies on the role of anxiety in foreign language learning (FLL) started in 1970s. Bachman (1975) conducted a research on motivation and attitude of twenty-one Venezuelan students learning English at a university setting. The results of her study showed that there was no significant correlation between motivation and attitude with any of the anxiety measures. Following Bachman, Chastain (1977) studied anxiety along with affective variables in a university context. The sample

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

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

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

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

Gardner (1994) define FLA "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (p. 284). In the present study, Horwitz et al.'s (1986) definition was adopted because of its distinct role, and including implications of both sources and manifestations of FLA.

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

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

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

As well as studies concerning learning English as a FL, there are various studies, which aim to determine FLA in other target languages. Aida (1994), whose study had American participants learning Japanese as a FL, found significant negative correlation between FLCAS scores and students' final grades. In addition to this research, Saito and Samimy (1996) did a research on Japanese learners at three levels: beginning, intermediate and advanced. The result of this study demonstrated that level of FL had an impact on FLA, since advanced learners had the highest level while intermediate learners had the lowest, and the beginners fell between the other two. The results of this study were supported by very recent studies from Turkey, Elaldı (2016) and Tuncer and Doğan (2015). Both studies investigated FLA levels of Turkish university students learning English as a FL, and they found that progress in FLL does not mean that it causes low anxiety among learners on the contrary; learners become more anxious as their proficiency level increases. Namely, the nature of FLA has an evolving and increasing manner. The findings of these studies (Saito and Samimy, 1996, Elaldı, 2016, Tuncer and Doğan, 2015) can be explained by MacIntyre and Gardner's (1989) emphasis on the emotional role of anxiety, that is, anxiety is developed as an emotional reaction towards FLL as learners progress in the process of FLL. However, investigating the FLA level of beginner level of Turkish university students who studied English as a foreign language, Demirdaş and Bozdoğan (2013) found out that even elementary level of students could experience a significant high level of anxiety impeding their achievement. FLA is a challenging phenomenon to make a sweeping statement, as agreed. Nevertheless, these studies shed light on FLA phenomenon proving that FLA is experienced in different instructional levels as well as in different target languages.

As Young (1990) mentioned above, there are a number of studies designed to examine other variables and anxiety in literature. For example, Onwuegbuzie, Bailey and Daley (1999a) aimed to determine demographic and self-perception factors' relation to FLA on university students. The major findings included that three aspects of self-perception had an effect on FLA, and these were students' expectations on their success in FL courses, perceived self-worth and perceived scholastic mastery. Students' expectations on their achievement on their FL courses had the biggest impact since high anxiety among learners resulted in decreasing the quality of their beliefs in their achievement. These beliefs are gained through learners' previous experiences, namely high anxiety is a result of their negative previous experiences and these beliefs lead to decrease in their achievement. The level of students' self-esteem determines the quality of their effort to deal with anxiety producing situations. Concerning demographic variables, this research found that older students reported higher levels of FLA. The possible cause for this situation is that the ability to learn the most challenging points such as phonology and morphology deteriorates with age. In other words, the older learners get, the poorer cognitive performances they have because they approach FLL more cautiously in order not to make mistakes.

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

Anxiety is mostly associated with negative feelings so the question of whether enjoyment is the opposite of anxiety was tried to be answered in Dewaele and MacIntyre's (2014) study. They hypothesized that enjoyment and anxiety are dependent factors in FLL; however, the findings taken from 1746 FL learners all around world demonstrated that they seemed to be independent emotions, and not opposite ends of the same dimension. The results of this study are not easy to interpret, in that the absence of anxiety doesn't mean the presence of enjoyment or vice versa. That is to say, one can experience anxiety from time to time, and he or she can also enjoy FL classes. There are cultural group differences regarding FLA and enjoyment for example, Asians reported least joy and highest anxiety while American group appeared to have the most enjoyment and the lowest anxiety. Besides of culture group differences, gender differences may be distinct characteristics of FLA. With higher level of anxiety, females have higher level of enjoyment than male participants. Öztürk (2012) found similar results related to gender differences regarding FLA and motivation in FLL. Female students are more motivated to learn a foreign language while they are more anxious in

speaking FL than male students. He also found negative correlations between FL speaking anxiety and motivation level of university students. The quantitative data collected from sample group provided literature with sources of FLA. The possible triggers of FLA are spontaneous speaking in the classroom, and during this process, the fear of making mistakes, the attitudes of peers, teachers, the absence and presence of self-confidence.

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

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

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

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

communication in the target language. Most of the time private schools hire English teachers who are native speakers of English to improve pronunciation of students, while in government schools teachers of English are Turkish.

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

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

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

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

Keeping that in mind, this study aims to investigate both secondary school students' and teachers' perceptions of foreign language anxiety. To the best of researchers' knowledge, there is not a specific study comparing public and private middle school students and teachers concerning

foreign language anxiety. Therefore, there is a gap in literature questioning implementation differences of English instruction as a foreign language in private and public school and investigating its impact on both students and teachers. The investigation may present literature the pearls and pitfalls that instructors should adopt or avoid. The uniqueness of this context will give answers about the possible sources of anxiety experienced by learner, besides it will provide empirical evidence for further research studies. In sum, the data gathered in this study will guide other teachers in the area to measure their students' foreign language anxiety and to deal with their students' foreign language anxiety.

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

Methodology

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

Research Design

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

Setting

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

Students in private school have more hours of compulsory English lesson than public school students. 5th and 6th grade students have 10 hours while 7th grades have 8, and 8th graders have 6 hours of English a week. The curriculum and syllabi followed are parallel with public schools. However, there are more activities centered on students' oral reception and production skills regarding speaking and listening. Students' course books are written by native speakers of English, which support instruction by means of authentic reading and listening texts. The instruction is mediated through English; in other words, students' native language is not permitted during

instruction, besides there is an Australian English teacher so that learners are regularly exposed to native speaker accent and pronunciation. The school makes use of online applications supplying students with extracurricular activities like reading texts, games, and drills for consolidation. Beside of paper-pencil homework, students are in charge of doing homework as a part of applications. The last but not the least, most of the students has been studying English since kindergarten so they get used to speak English in a confident way.

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

Participants

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

Table 1.

The distribution of participants into gender, grade and school type

| Grade | | | Gender | | |
			Female	Male	Total
5	School	Private	13	30	43
			30,2%	69,8%	100,0%
		Public	23	26	49
			46,9%	53,1%	100,0%
	Total		36	56	92
			39,1%	60,9%	100,0%
6	School	Private	19	24	43
			44,2%	55,8%	100,0%
		Public	23	24	47
			48,9%	51,1%	100,0%
	Total		42	48	90
			46,7%	53,3%	100,0%
7	School	Private	27	19	46
			58,7%	41,3%	100,0%
		Public	26	29	55

			Male	Female	Total
			47,3%	52,7%	100,0%
	Total		53	48	101
			52,5%	47,5%	100,0%
8	School	Private	19	21	40
			47,5%	52,5%	100,0%
		Public	30	26	56
			53,6%	46,4%	100,0%
	Total		49	47	96
			51,0%	49,0%	100,0%
Total	School	Private	78	94	172
			45,3%	54,7%	100,0%
		Public	102	105	207
			49,3%	50,7%	100,0%
	Total		180	199	379
			47,5%	52,5%	100,0%

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

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

Table 2.

Teachers' distribution into school and gender

	Male	Female	Total
Private	1	4	5
State	0	4	4

Data Collection Instruments

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

Foreign Language Classroom Anxiety Scale (FLCAS)

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

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

The questionnaire items are answered on a five point Likert scale (1) "strongly disagree", (2) "disagree", (3) "neither agree nor disagree", (4) "agree", (5) "strongly agree". FLCAS consists of 33 items, which "are reflective of communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom." (Horwitz et al., 1986, p.129). During analysis, researchers used their own groupings of these 33 items in the previous researches. For example, Aida (19.94) grouped scale items under categories of speech anxiety, fear of failing, comfortableness with foreign language and negative attitudes while Çermik (2015) categorized them as communication apprehension, fear of negative evaluation, test anxiety and general feeling of anxiety. In order to get clear data analysis, scale items are classified as communication apprehension, fear of negative evaluation, test anxiety, and general feeling of anxiety experienced in FL classroom like Çermik (2015). Item 1,3,4,9,12,14,16,18,20,27,29,32,33 are grouped under the category of communication apprehension; items 2,7,13,15,19,23,24,25,31 are grouped under the category of fear of negative evaluation; items 8,10,21 are grouped under the category of test anxiety, and finally items 5,6,11,17,22,26,28,30 are grouped under the category of general feeling of anxiety.

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

Teacher Questionnaire

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

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

1.   What is your view on student anxiety in foreign language learning? (What kind of role do you think anxiety play in foreign language learning?)

2.   Can you attribute a positive aspect to anxiety? (Please give some detail)

3.   Do language learners experience an equal amount of anxiety in all four-skill areas? (If your answer is No, please explain which skill or skills is/are more anxiety provoking for students.)

4.   How do you see anxiety manifested in your students? (What are the reactions of students when they are anxious?)

5.   What kind of measures or techniques do you use to reduce student anxiety in the classroom?

In addition to these five questions, there are demographic questions such as teaching experience and gender added to the questionnaire (Appendix B). The rationale behind using questionnaire method is that it is one of the most commonly used descriptive tools for capturing data in educational research. According to Nunan (1992), "the purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and /or events at a single point in time" (p.140). In order to avoid deceptive features like not being honest in expressing ideas, giving socially desirable answers (Cohen et al., 2007), self-administered questionnaire is preferred since "it tends to be more reliable because it is anonymous, it encourages greater honesty, and it is more economical than the interview" (Cohen et al., 2007, p. 351).

Before administering questionnaire, participants were relieved by stating there were no correct or incorrect answers and they should feel free to express their own beliefs, finally they were given enough time for completing their survey. For data analysis, there are basic categories developed by the researchers. These are: teachers' view on FLA, positive and negative aspect of anxiety, most anxiety provoking skill/skills, manifestation of anxiety and teacher strategies for reducing FLA. Under each separate category, answers of participants are detailed, and interpreted according to individual participant response. Where required, sub-categories are also developed so that there emerge patterns for interpretation of answers.

Data Collection Procedure

The researchers applied data collection instruments, after required permissions (Governership of Sakarya, 2019: 29065503-44-E.7744350) for the study were granted. The measurement tool (FLCAS) for students firstly administered to the students in private school and state school afterwards respectively. The study took place in April, on the second term of 2018-2019 educational year. In order not to create pressure on students, their teachers applied questionnaires to students. Teachers were informed about the aim of the study and questionnaire. After informing teachers about the administering procedure, and key points, students answered the questions under their teachers' supervision.

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

Data Analysis

There are qualitative and quantitative data obtained in this study. Each of these data will be analyzed respectively. In the first part of data analysis, quantitative data gained from public and state school students will be presented. In order to get results from quantitative data, Statistical Package for the Social Sciences (SPSS) 25 is used. So as to obtain the FLA level of students, mean scores of the students will be calculated. In order to analyze the data, numerical mean values are determined. As

Horwitz (2008) explained, students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students whose average 4 and above are probably fairly anxious. The researchers use low level for not very anxious, moderate level for slightly anxious and high level for fairly anxious students in interpretation.

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

Table 3.
Test of Normality Results

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

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

The qualitative data collected from teachers will be studied following quantitative data analysis. The answers of teachers' questionnaire will be analyzed through content analysis. This will be achieved according to basic categories, under each separate category; summary of the results will be presented according to individual participant response. Where appropriate, sub-categories will be developed to explore the patterns. The qualitative narrative will be generated from this data.

Results of Quantitative Data

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

The first question of the research aims to find out the FLA level of public school students. For this goal, the data obtained from FLCAS is analyzed. Descriptive analysis of public secondary school students' answers on FLCAS's all items in Table 4 reveals that mean score of all participants is 2.98 and standard deviation is .53. This statistical analysis demonstrates that students in public secondary school have moderate level of FLCA.

Table 4.
FLCA level of public school students

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

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

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

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

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

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

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

Table 6.
FLCA significance among grade groups

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

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

Table 7.
Difference between FLCA and grade levels

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

It can be seen that all grades of public school experience approximate level of FLCA. The mean scores of each grade (M=2.96; 3.00; 2.95; 3.01) reveal that all grades have moderate level of FLA.

While 8th graders have the most FLA (M=3.01), 7th grades have the least anxiety (M=2.95) in their English classes.

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

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

Table 8.
FLCA difference between gender groups

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

The gender differences in terms of FLCA can be interpreted according to the result of significance value between groups. It can be seen that significant value is 0.26(p=0.26), which is above 0.05 meaning there is no significant difference between genders in terms of FLCA. The details of each gender group are summarized in the Table 9.

Table 9.
FLCA according to gender

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

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

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

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

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

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

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

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

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

Private school students experience low level of anxiety in three categories (CA, FNE, general feeling of anxiety). However, private school students experience moderate level of TA, namely, FL tests are the most anxiety provoking situations for students since it has the highest mean value (M=2. 93), general attitude toward FL (M=2.85) classes follows test anxiety. The least mean value of data is gained in the sub-category of fear of negative evaluation (M=2.58) group in other words; students experience least anxiety when they feel they are being evaluated.

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

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

Table 12.
FLCA significance among grade groups

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

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

Table 13.
Descriptive analysis of grades

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

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

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

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

Table 14.

Significance difference between gender groups

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

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

Table 15.

FLA according to gender

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

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

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

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

Table 16.

FLCA difference between private and public school

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

Table 16 reveals that there is a significantly meaningful difference regarding FLCA of two schools (p=0.00 <0.05). The comparative analysis of private and public schools' students in terms of communication apprehension, fear of negative evaluation, test anxiety and general feeling of anxiety is presented in Table 17.

Table 17.

Comparative analysis of CA, TA, FNE and general feeling of anxiety

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

Table 17 summarizes the differences in private and public school regarding four components of FLCA. As for the communication apprehension, it can be claimed that there is a significant meaningful difference between public and private school students (p= .00 <.01). Students in public school experience more anxiety in communication (M=3.03) through foreign language than private school students (M= 2.72). There is no meaningful difference between two types of school in terms of test anxiety (p= .25> .01). Students experience moderate level of anxiety in English tests since their mean results have approximate value (M=2.93; 3.08). The perception of evaluation in English lesson differs significantly between two groups (p= .00< .01). Students in public school are more afraid of being evaluated (M= 2.91) than private school students (M=2.58).

General feeling of anxiety towards English lesson has similar results in both groups. There is no meaningful difference between two groups based on their answers to general feeling anxiety questions (p= .07> .01). However, public school students' general attitudes towards English lesson (M=2.94) can be counted as more anxious since their anxiety level is higher than private school students (M=2.85). In sum, public school students are more anxious in English classes than private school students according to the statistical analysis of the data. In the second part of the data results section, teachers' questionnaire results are mentioned to comprehend teachers' beliefs and thoughts on their students' FLA.

Results of Qualitative Data

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

The participants of this study are 4 English teachers from public school and 5 English teachers from private school. For descriptive convenience, pseudo-initials are used for each participant. For data analysis, each participant is introduced with his or her demographic information and his or her answers are analyzed through content analysis. There are basic categories developed by the researcher for data analysis, these are: teachers' view on FLA, positive and negative aspect of anxiety, most anxiety provoking skill/skills, manifestation of anxiety and teacher strategies for reducing FLA. Under each separate category, answers of participants are detailed and interpreted according to participants' responses. Where required, sub-categories are also developed so that there emerge patterns for interpretation of answers.

Descriptions of Participants

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

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

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

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

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

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

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

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

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

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

Analysis of Research Question 4: What are the teachers 'perceptions about their students' foreign language anxieties?

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

Teachers' views on FLA

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

Anxiety and Motivation

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

Anxiety and Stress

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

Anxiety and Fear of Making Errors

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

Anxiety and Environment

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

Positive and Negative Aspects of Anxiety

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

Teachers' opinions about FLA show that most of the time, anxiety leads students develop new techniques, and try to solve the problem in another way. Participant B, E, F and I think anxiety keeps students alerted, motivated and ready for constant struggling to learn. Participant B states "students' anxiety keeps them motivated, excited and awake about their lessons" while participant E indicates " anxiety provokes students to ask questions as they withdraw during the class and asking questions leads them theoretical success". The last but not the least, participants H and D conceive that anxiety is crucial for students taking lesson seriously. Their anxiety level pushes them study for getting a good grade in lessons.

The Most Anxiety-Provoking Skill-Skills

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

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

Some of teachers express that their students experience anxiety during speaking and listening activities. Participants A, C and D observe that their students' level of anxiety increase when their students listen or speak in FL class. Finally participant G advocates that students experience an equal amount of anxiety in all four-skill areas. She thinks that anxiety is a chain, which affects one another, besides her students are afraid of making mistakes in all skills. Students may feel criticism by others while performing in all skills.

Manifestations of Anxiety

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

These manifestations of FLA become students' characteristics in time like participant E claimed: "when students are anxious, they make it really clear. They either prefer keeping quiet and

taking notes or blush when they realize that they are where the majority speaks the language. This makes them more introverted".

Teacher Strategies for Reducing FLA

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

Pedagogical Practices

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

Creating a Relaxing Classroom Environment

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

Analysis of Research Question 5: Is there a gap between students' psychological state of anxiety and their teachers' perceptions?

The descriptions of both public and private school FL teachers' perceptions of their students' FLA have supporting results of their students' perspectives. However, there are also some gaps between students' and teachers' perceptions of FLA. Firstly, teachers are aware of the fact that a FL classroom may be an anxiety-provoking environment for their students. This awareness causes teachers developing and improving their pedagogical practices and their attitudes in their lessons, nevertheless their students experience anxiety to a degree; specifically, for public school teachers whose students have moderate level of FLA.

Secondly, most of the teachers agree on the debilitating effect of anxiety on achievement. They treat anxiety as a trigger to study hard for the lesson. Teachers' questionnaire findings reveal that their students experience high level of anxiety in listening and speaking through FL. These two skills are directly related to communication apprehension and fear of negative evaluation, sub-groupings of FLCAS. However, their students' answers show that they feel high level of FLA in their

testing situations. The comparison of teachers' and students' data show that there is discrepancy between teachers' assumptions about students' test anxiety and students' perceptions of test anxiety.

Finally, teachers are responsive to students' FLA manifestations; moreover, they implement their own methods or techniques when encountered these manifestations. There are a number of common manifestations among students. However, findings demonstrate that it is challenging to make a generalization. However, it is understood that the decreasing strategies are working since their students' communication apprehension and fear of negative evaluation anxieties are lower than their test anxiety.

Discussion and Conclusion

Research Question 1

The FLCA level of public secondary school students is found as moderate level according to the findings of the research. There are other studies in literature, which have supporting results of this study. For example, Çermik (2015) found that eighth graders experience moderate level of FLA parallel with the research of Abu-Rabia (2004) whose sample consisted of 7th grade students. The most anxiety-provoking situation for students is taking test. In other words, students experience the highest anxiety during their tests; however, these results differ from Aida's (1994) and MacIntyre and Gardner's (1989) studies. These mentioned scholars found out that test anxiety is an element of general anxiety towards a lesson not unique to FL classes; namely, they emphasized that test anxiety is not related to the communicative aspect of a language. However, the researcher believes that test anxiety may be a significant factor in FL classes in Turkey, since students enter a high stake exam at the end of 8th grade. Students feel obliged to learn a foreign language for this test in addition to communication aspect of a FL. Segool et al. (2013) conducted a comparative study on typical testing situation and high-stakes testing situations. The results of their study show that students perceive high-stakes testing situations more stressful, and they show more cognitive and psychological symptoms of test anxiety in a high-stakes testing.

Test anxiety and communication apprehension anxieties have approximate value according to the findings of public secondary school students. Even though students have moderate level of communication apprehension anxiety, their scores are higher than fear of negative evaluation and general feeling of anxiety. As a situational specific anxiety, public school students may get shy and prefer acting indifferent in production and comprehension phases of a FL like the results of Argaman and Abu-Rabia's study (2002). The possible reasons for communication apprehension are listed by Daly (1991) such as genetics, personal history, learned helplessness, adaptation of first communication skills and acquired models of communication, it is probable that students suffer from one of these situations (as cited in Young, 1991). The third most anxiety sub-category of FLA is general feeling of anxiety in FL classes. This category focuses on general attitude towards a FL classes not specially related to a skill or a situation. FLA and achievement studies show that students may develop a negative attitude towards a lesson because of inefficient teaching techniques, and learners' unsuccessful and negative experiences in the past (Bailey et al., 1999; Samimy and Rardin, 1994). The accumulation of these negative experiences causes FLA feeling among students.

The least anxiety-provoking situation for public school students is evaluation situations. The fear of negative evaluation is at the bottom of the list, it is interesting since there are studies which claim that fear of negative evaluation is a distinct FLA component (MacIntyre and Gardner, 1989; MacIntyre, 1995; Aida, 1994; Cheng, 1998; Aydin, 2008). These results of current study may be related to the age of the participants who have tolerability to make mistakes and leave unfavourable impression. Also, students' proficiency level may be a significant factor for these results, since advanced level students are prone to suffer from being evaluated negatively when compared to elementary level learners (Kitano, 2001).

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

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

Research Question 2

The second sample of this research is composed of private school students. There are 172 students for private school included in this study. The answers of these students to overall anxiety measuring show that they are not anxious in terms of learning English as a foreign language. When analyzing the items, according to each sub-grouping, it can be seen that students have the most anxiety in test situations. Private school students test anxiety level is moderate while their overall anxiety level can be counted as low. Test anxiety is a questionable phenomenon as there are scholars who think that it is not unique to foreign language learning; namely, it is a general trouble for learners (Aida, 1994; MacIntyre and Gardner, 1989; In'nami, 2006). However, there are other studies (Young, 1986; Gursoy and Arman, 2016) that supported Horwitz et al.'s (1986) claims. According to In'nami (2006) test performance is influenced by personal differences; however, it is not so simple, she claims that "the test-taker characteristics and test task characteristics have effects on each other, and as a consequence, test performance results from these interactions" (p.318). These interactions can have huge impact on students' negative feelings, in a particular high-stake testing situation.

Gursoy and Arman (2016) asserts that high stake exams push students and teachers to put the exam results in the center of education and also they state "foreign language learning as one of the compulsory courses of the curriculum have its share in this environment with teachers focusing on accuracy rather than the communicative aspect of the language" (p. 196). The high level of test anxiety of private school students may be caused thanks to these aforementioned situations.

Students' general attitudes towards English lesson have the second most anxiety level of all four categories. Students may feel anxious in a foreign language class owing to feeling of risking their self-image. According to Wang (2009), "the overarching experience of threatened sense of self, and the maintenance of social psychological security in a second language are quite common for learners" (p.49). This threat results in lacking the comfort in conveying self-image through foreign language and causes anxiety among learners. The current study findings show that private school students have low anxiety of communicating in foreign language. The findings have contradictive results to Young's (1990) study, which found significant correlations between FLA and communication apprehension. Moreover, Young (1990) correlates communication apprehension with psychological constructs like self-esteem and social anxiety. It is widely accepted that communication apprehension is a distinct factor of FLA, Zhao (2009) states "foreign language required continual evaluation by more fluent students or teachers so students in foreign language classroom may be sensitive to the evaluation" (p.13). Students' low level of anxiety in foreign language communication implicates that they feel at ease in conveying messages through foreign language, and they do not face with risks or threats.

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

The comparative analysis of private school students in terms of their grade and gender is another question asked in this research. There is no significant difference reported in FLA among grades was found like Cheng's study (2002). The answers of students to overall items demonstrate that 8th grades and 5th grades are most anxious group while 7th grades are the least anxious group of all. The claim made by MacIntyre and Gardner (1991) that " as experience and proficiency increase, anxiety declines in a fairly consistent manner" is not consistent with current study findings since the results show that although 8th graders are more experienced and have higher proficiency than other groups, their anxiety level is the highest one of all groups. However, Saito and Samimy (1996) concluded their research with findings that advanced learners have the highest level of FLA. The underlying reason for this high anxiety among 8th grades may be because of the exam they will enter at the end of the educational year, and they are aware of that their achievement of FL will be measured through this high-stake tests. Another possible reason is that advanced level of curriculum

where a greater emphasis is on vocabulary difficult to master and long reading texts both in exams and course books.

It is interesting that 5th grades have higher level of anxiety than 6th and 7th grades, in other words, it is wrong to assume that younger students are eager to learn a new foreign language. As Mc Laughlin (1992) suggests children have inhibitions like adults when they make mistake (as cited in Sertçetin, 2006). There are various studies, which prove that in some situations, younger students have more anxiety in language learning. For example, Dewaele and MacIntyre (2014) conducted a study including various demographic and affective variables, and finally they got the results that older participants reported low level of FLA. Similarly, in their very recent study on both groups of students, Bas and Özcan (2018) investigated FLA in terms of age and gender, and they found out that younger students have more FLA than older ones. Finally, Sertçetin (2006) found similar results on her study comparing anxiety level of 5th to 8th grade. In her study, 5th grades have significantly high level of FLA similar to 8th grades.

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

Research Question 3

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

In a public school, students have fewer hours of English, which can change the focus of a foreign language classroom. Time limitation, together with the burden of curriculum may drift the focus to accuracy from communication. As a result of this drifting, students may feel the pressure of performing accurately, and this may cause higher level of anxiety (Öztürk & Çeçen, 2007). Overemphasis of accuracy may inhibit public school students' communication skills, and they may reject speaking until they have a perfect performance. Gregersen and Horwitz (2002) claim that perfectionist individuals would like to speak flawlessly, just like a native speaker, and do not tolerate critical behaviors of others, so they would rather remain silent until they are quite sure about their sentences. They also compete with others, either idealized or a real person. This competitiveness is studied by Bailey (1983); her study suggests that competitiveness can lead to foreign language classroom anxiety (as cited in Wang, 2009). Public school students' previous experiences can be counted as a contributing factor for their higher level of anxiety. Students' in public school have limited number opportunities for improving proficiency in FL. It is possible that the quality and quantity of their FLL experiences may be a determinant factor. According to Cheng et al. (1999), "a language learner's varied experiences in acquiring each of the four language skills, and his or her history of success, and failure in performing each skill might lead to differentiated attitudes,

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

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

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

The last but not the least, in public school, individual differences may be ignored during instruction because the language classrooms are crowded. Anxiety decreasing strategies such as group work or pair work may not be implemented. The absence of including these variables into instruction may be one of the crucial reasons for public school students' higher level of anxiety (Dörnyei, 2005; Sparks and Ganschow, 1991). Public school students may suffer from these aforementioned sources of FLA. However, there are only personal characteristics listed in this sub-section, the teacher related factors will be analyzed in the following discussion sub-section.

Research Question 4

Teachers as a source or easing factor in FLA are also investigated in this study. Each of the participants is aware that their students suffer from FLA, and they make use of their own strategies or methods to solve this apprehension since it is one of the most problematical areas in learning (Ehrman and Oxford, 1995). It is crucial for teachers to comprehend their students anxiety level as an affective state of learner, thus they can interfere with the process. As Horwitz (1995) suggests "language teachers cannot change the incoming cognitive abilities of students, the student's native language, or the overall sociocultural context of language learning in their communities. Thus, the affective domain stands out as an exceptional opportunity for the improvement of language instruction" (p. 578). Paying attention to students' affective needs, teachers confront their students' erroneous beliefs about language learning and increase students' motivation to learn a foreign language. As well as students' affective and cognitive states, teachers' beliefs about language

teaching seem to play an important role in generating FLA. In some situations, teachers may have perfectionist tendencies, and pass these tendencies to their students (Gregersen & Horwitz, 2002). However, participants of this study do not have this kind of tendency, on the contrary, they encourage their students to make mistake, and remind them making mistakes is the only way to learn a foreign language. This reminding gives a hint about these teachers' classroom procedures, in that they reduce classroom tension and create a friendly and collaborative atmosphere (Gregersen, 2003). Teachers' classroom implementations include positive reinforcements or positive comments in order to support their students to deal with the fear of negative evaluation as Kitano suggests (2001). In other words, they recognize that they should be emphatic and facilitative towards each learner's foreign language learning process (Samimy & Rardin, 1994).

Most of the participants advocate the facilitative impact of anxiety. They mention that anxiety pushes students to study more, and to try new techniques and creates alertness inside of learner. However, they argue that it should be low, in non-threatening manner. Like Rardin suggests in Young's study (1992), "this source of energy will continue to flow constructively depending upon the level of threat to the self-concept" (p. 14). The participants treat listening and speaking as the most anxiety provoking skills like Worde's study (2003). The reason for high ranking of these mentioned two skills, especially for speaking, is because of learners' erroneous beliefs about language learning. Young (1991) explains that learners cling to unrealistic beliefs about speaking such as "pronunciation is the most important practice in language learning" (p.428) and consequently this negative attitude of learners often affect negatively oral performance of the learner (Woodrow, 2006). Teachers also touch upon peer recognition regarding speaking anxiety. The participants of Dewaele and MacIntyre's study (2014) reported, "activities such as speaking in front of peers can have a liberating, even cathartic effect on those who normally avoid being at the center of attention" (p. 257). As for the listening, Argaman and Abu-Rabia (2002) proposes that comprehension influences listening anxiety of learners in a way that students may have "difficulty in distinguishing sounds and structures when listening to a text in the foreign language" (p.148). Also, they suggest that unpreparedness is a distinct factor for both skills, namely learners experience anxiety when they are not prepared for listening or speaking.

Anxiety as a psychological construct has observable manifestations so it is crucial for teachers to recognize these signals, and produce solutions for them. Also they may give teachers clues about students' deeper distress towards language learning, as Ohata (2005b) mentions, "surface manifestations of student anxiety can be viewed as only a tip of the iceberg, supported by many other hidden factors below" (p. 14). Common manifestations among public and private school students' FLA are hiding from teacher, avoiding eye contact, being quiet, aggression, shaking, blushing and forgetting. These mentioned findings are in line with Worde's (2003) study, in whose study, students reported that they "get all red", "just completely blank out", "losing patience and become angry" (p.8). Each of the teachers runs their own but similar strategies during classroom procedures to reduce FLA among learners. Like Young (1991) suggests that teachers hold brief discussions with their students, and they give examples from their own language learning experiences, this leads forming bound between instructor and students. In order to ease the tense in the classroom, teachers benefit from jokes, which is a distinct teacher characteristics such as sense of humor, patience and being friendly can act as an aid for decreasing anxiety level (Young, 1990). Koch and Terrel (1991) emphasized that pair works, group works, songs, and plays can lead students achievement and these are implemented in FL classes by the participants of the current study,

besides, teachers do not call out their students one by one; on the contrary, they call out their students randomly which is suggested by Daly (1991) to decrease anxiety level (as cited in Onwuegbuzie et al., 2000). These mentioned strategies are ones of the most influential techniques for creating a low anxiety classroom.

Research Question 5

The last question this study aims to reveal whether there are discrepancies or gaps between teachers' and students' opinions of FLA. It is understood that teachers are well aware of that their students experience inhibitions in FL classes. Most of the teachers attribute this apprehension to communication apprehension and fear of negative evaluation. However, their students have the most anxiety in their tests. This finding can be counted as a gap between teachers' and students' perceptions. Sarason (1984) explains test anxiety; "anxiety is, to a significant extent, a problem of intrusive, interfering thoughts that diminish attention to and efficient execution of the task at hand" (p.936). It can be inferred from this explanation that test anxiety has a distinct impact on students' performance, and it should be handled carefully. The secondary school students, as participants of this research, will enter a high-stakes test at the end of their secondary school education, and their test anxiety stems from this high-stakes testing. Segool et al. (2013) have supportive findings for this claim, in which study, students undergo more anxiety in high-stakes test situations than classroom tests. Nevertheless, this high level of test anxiety has some confusing points for example it can be a signal for a more general problem not unique to foreign language class; in other words, students can experience high level of test anxiety in other school subjects such as Math, Science, etc. Supportively, Aida (1994), in her examination study of FLCAS, revealed that test anxiety is not third component of FLCAS, it is an indicator of a more general phenomena. One way or another, test anxiety influences students' performance in foreign language classes, and it somehow causes students not to show their actual proficiency level, and even they gain a passing grade they are unsatisfied since they hope for a perfect performance as Horwitz et al. (1986) states "test anxious students often put unrealistic demands on themselves and they think that anything less than an excellent performance is a failure" (p. 128). As for FL learning situations, test anxiety shows up in speaking and listening tests (Young, 1986; Philips, 1992; Vogely, 1998; Chan & Wu, 2004).

Language testing as a source for FLA is investigated by Young (1991), and she proposes that language test anxiety is felt under highly evaluative circumstances, encountered with unfamiliar and ambiguous test content. The unfamiliarity and ambiguity result in arousal of test anxiety among students. There are some extrinsic factors for students test anxiety. Parents, for example, may be an important source for students' anxiety, since they sometimes set unreachable goals for students, and have unrealistic expectations. Individuals' financial conditions may act like Sertçetin asserts, "economic problems, 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".

Limitations of the Study

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

Data collection instruments might not be accepted enough to get detailed information from the participants. For further studies, other data collection instruments other than two questionnaires can be included in future research in order to obtain more extensive data about foreign language anxiety. Finally, foreign language anxiety is investigated from a general point of view, in that, other variables such as achievement, the most anxiety provoking skills and the sources of anxiety are not included in this study. In further research, researchers may focus on specific areas to have deeper understanding of the phenomena.

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