FOREIGN LANGUAGE LEARNING

ANXIETY OF HIGH SCHOOL STUDENTS IN KOSOVO

(Yüksek Lisans Tezi)

Bener KOVAÇ

Eskişehir, 2017

FOREIGN LANGUAGE LEARNING ANXIETY OF HIGH SCHOOL STUDENTS IN
KOSOVO

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MA THESIS

Department of Foreign Language Education

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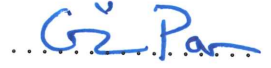Supervisor: Assoc. Prof. Dr. Belgin AYDIN

Eskişehir

Anadolu University Graduate School of Educational Sciences

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JÜRİ VE ENSTİTÜ ONAYI

Bener KOVAÇ'ın "Foreign Language Learning Anxiety of High School Students in Kosovo"başlıklı tezi 11.04.2017 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

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Second language learning is a complex process. Learning the vocabulary and grammar structures, even developing the necessary skills for communication may not be enough. You also need to learn about the culture of the foreign language. While this might be found enjoyable for some students, others might find the process threatening and may experience anxiety in the language classroom. Anxiety has a great negative effect on learning a foreign language.

This study investigated the degree of foreign language classroom anxiety of Turkish High School Students in Kosovo. Moreover, it aims to find out if there are any differences between the anxiety levels of the learners in terms of their achievement in the foreign language, knowing more than one language and type of high school. This study was conducted with 169 learners of English in four different high school contexts; *Technical High School*, *The High School* of *Economics, Medical High School* and *Science High School* with 169 students. All of them were the first grade students.

The data collected through Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire were statistically analyzed to identify students' anxiety levels. The questionnaire was administered to the subjects in their regular class hours in different school settings. Their mid-term grades were gained from their class teachers to identify the relationship between their level of anxiety and their success measured by their course grades. The relationship between learners' anxiety and their language background and their education context was also analyzed statistically. The analysis of the results revealed that students learning English generally experience a moderate level of language anxiety. No significant relationship was identified between students' foreign

language anxiety scores and their level of success, between being monolingual and multilingual. Their educational context and their level of anxiety did not correlate either. According to the results of the study, foreign language anxiety cannot be considered a negative psychological phenomena in Kosovo.

Keywords: Foreign language anxiety, achievement, language background, educational background.

ÖZET

KOSOVA'DA LİSE ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENME KAYGISI

Bener KOVAÇ

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı - İngilizce Öğretmenliği Programı
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Danışman: Doç. Dr. Belgin AYDIN

İkinci dil öğrenimi karmaşık bir süreçtir ve sadece kelime bilgisi ve dilbilgisi yapılarının kazanılmasını değil, aynı zamanda iletişim becerilerinin geliştirilmesini ve kültür bilincini de içerir. Bazı öğrenciler ikinci bir dil öğrenmede kendilerini güvende hissederken diğerleri süreci tehditkar bulurlar ve dil sınıfında aşırı kaygı yaşayabilirler. Kaygı, bir yabancı dili öğrenmede büyük etkiye sahiptir. Bu çalışma, Kosova'daki Türk lise öğrencilerinin yabancı dil sınıf kaygısının düzeyini araştırmıştır. Çalışmada öğrenenlerin kaygı düzeyleri arasında başarı açısından, birden fazla dil bilmek ve lise türüne göre farklılık olup olmadığı araştırılmıştır. Bu çalışma, dört farklı lisede 169 İngilizce öğrenen öğrenci ile yürütülmüştür; Teknik Lise, Ekonomi Lisesi, Tıp Lisesi ve Fen Lisesi. Veriler öğrencilerin kaygı düzeylerini belirlemek için istatistiksel olarak analiz edilen FLCAS ölçeği ile toplanmıştır. Anket, deneklere farklı sınıf ortamlarında düzenli ders saatlerinde verilmiştir. Kaygı seviyeleri ile başarı arasındaki ilişkiyi saptamak için öğrencilerin dönem sonu ders notları öğretmenlerden elde edilmiştir. Analiz sonuçları, İngilizce öğrenen öğrencilerin genelde orta düzeyde dil kaygısı yaşadıklarını ortaya koymuştur. Tek dilli ve çok dilli öğrencilerin yabancı dil kaygı düzeyleri ile başarı seviyesi arasında anlamlı bir ilişki ortaya çıkmamıştır. Okul türüne göre yabancı dil öğrenen lise öğrencilerinin kaygı düzeyleri de birbiriyle istatistiksek olarak anlamlı bir şekilde ilişkili bulunmamıştır. Araştırmanın sonuçları, kaygının Kosova'da olumsuz bir psikolojik olgu oluşturmadığını göstermektedir.

Anahtar Kelimeler: Yabancı dil kaygısı, başarı, dil geçmişi, eğitim geçmişi.

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmanın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalardan bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilemeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer vermediğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı"yla tarandığını ve hiçbir şekilde "intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durum saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

Bener KOVAÇ

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1. INTRODUCTION

There are various factors affecting students' foreign language learning experiences. Their instructional activities, approaches, opinions about teachers and their attitudes towards their peers, how they perceive what is happening in the classroom are mostly related to the students' success or failure in language learning (Tse, 2000). Research on foreign language anxiety has increased rapidly in the last three decades because anxiety is common in foreign language learning preventing language learners from achieving a high level of language acquisition and resulting in individual differences in foreign language learning (Skehan, 1991).

As Javid (2014) states, language anxiety has a powerful impact on the foreign language learning process and learners' scope of success.

According to Gregersen and MacIntyre (2014), foreign language anxiety originates in the perceived differences of how learners reflect themselves in their first language and their foreign language. They believe that students' learning another language have the feeling of "*inability*" (p. 2) in communicating their own personality in another language. This perceived inability therefore, causes learners to feel anxious and perform even worse in the foreign language. Thus, identifying students with high anxiety levels is important in designing classroom activities to suite to both cognitive and affective needs of the learners. The link between anxiety and learner characteristics can assist us in understanding how learners perceive foreign language learning and provide us with further insights (Aida, 1994).

This study primarily aimed to explore the extent to which EFL learners experience anxiety. The relationship between foreign language anxiety and their success in the foreign language, as well as knowing more than one language and type of high school were also investigated in the study.

1.1. Background of the Study: Why is Anxiety Important?

Tallon (2009) explains that many factors determine the outcome of the learning process, including individual differences such as cognitive abilities, personality characteristics, learning styles, social contexts, and affective aspects. He points out that one of the most important affective variables in learning a foreign language is foreign

language anxiety. The effects of anxiety on foreign language learning have been extensively reported in social and educational psychology.

MacIntyre and Gardner (1991) believe that foreign language anxiety is based on negative expectations leading students to worry and emotionality. These negative emotions then lead to cognitive interference producing poor performance. In turn, poor performance and negative reactions strengthen the expectations of anxiety and failure.

According to Pekrun (1992) the important aspect of anxiety is the way in which an individual processes threatening situation. The level of anxiety depends on the individual's assessment of the situation which they believe to be intimidating and the way they deal with this situation. He claims that anxiety influences our information processing, which limits creativity.

In the literature foreign language anxiety is considered to be situation specific because most of the time the learner tries to use the language, he/she might experience similar negative feelings. In classroom situation language teaching, the manner of error correction, the level of perceived support, and the teaching style are related to the anxiety of students (Kim, 2001). Recently, studies related to anxiety have focused on skills like speaking, writing, reading, and listening. Moreover, the relationship between anxiety and success, languages, type of schools, and emotional intelligence have attracted the attention of many researchers. The studies focusing on students' language anxiety who learn English as a foreign language have been conducted recently in Turkish context. Most of the studies reveal negative effects of anxiety on students' learning process.

1.2. Significance of the Study

Although there are a lot of studies in the field of foreign language learning anxiety, there is not any research conducted on foreign language anxiety in Kosovo. Considering the learner profile with various language backgrounds, that is being monolingual and multilingual and educational backgrounds, that is various types of high schools, this study might contribute to the language learning experiences of students in Kosovo. Thus, this study can provide more precise evidence for the relationship among language background, education context and students' foreign language anxiety level in Kosovo EFL context. Because of the differences in participants' linguistic profiles, certain patterns may emerge that are linked to the local socio-educational and historical

context, including students' attitudes toward English as a second language. By exploring the relationship between levels of anxiety in foreign language and multi factors, that is academic success, linguists and educational background, this study aims to supply the literature with more data about how EFL learners are affected by their foreign language learning anxiety.

The conclusions of the study can help teachers to have a better information about their students' anxiety. After identifying the range and degree of foreign language anxiety and the relationship with other variables, this study may serve as the first step in guiding educators to decrease the anxiety reactions in the classrooms.

1.3. Research Questions

The study aims to find answers to the following questions:

1. What is the range and degree of anxiety experienced by EFL learners in the FL classroom in Kosovo?
2. Is there any relationship between students' level of anxiety and their success as measured by their course grades?
3. Is there any relationship between high school students' anxiety level and being monolingual or multilingual?
4. Is there any relationship between high school students' foreign language anxiety level and their school type?

This study aims to investigate the degree of foreign language classroom anxiety of Turkish High School Students in Kosovo. Furthermore, it aims to find out if there are any differences between the anxiety levels of the learners in terms of success, knowing more than one language and type of high school. The results of the study may contribute to this literature by drawing educators' attention to foreign language anxiety and determining the relationship between success, knowing more than one language and type of high school on learners' current attitudes and behaviors. By providing more information about the foreign language anxiety, the results of the study may help teachers and programmers to be aware of the characteristic of students' anxiety before identifying them as successful or unsuccessful. Moreover, the results of this study may guide educators to expand their work on student anxiety responses. The results of the study might also suggest that there is a need to do more work about this field in Kosovo.

Students learning English as a foreign language might also be guided with the strategies for dealing with language anxiety and creating better foreign language learning experiences.

2. LITERATURE REVIEW

2.1. What is Anxiety?

The researchers have analyzed various variables that may affect a learner's foreign language learning. The affective variables mainly including motivation orientations, learning strategies and anxiety are useful in explaining the difficulties encountered in learning a foreign language. Focusing on these variables also helps teachers facilitate the language learning environment (Dörnyei, 2003).

Foreign language is a complex process that develops in different conditions. Two types of factors might have impacts on the process of second language acquisition; cognitive and affective. While cognitive factors are related to how we process the new information in our brain, the affective factors are related to the characteristics of learners such as attitude and motivation. These factors are considerable in the process of foreign language learning but while cognitive factors have mainly been the focus of research, affective factors which are stated to be as powerful as cognitive factors (Gardner, MacIntyre, & Lysynchuk, 1990) have generally been ignored. Among affective variables, learner anxiety has been recognized as an important area of study because it can have negative results on student success. The phenomenon of FL anxiety assumed increasing importance as researchers began to note its potential effects on student performance and its possible relationship to decreased success and increased attrition in language classes.

2.2. What is Language Anxiety?

Anxiety is a complex psychological construct consisting of many variables; therefore, it is difficult to explain these variables into a single definition (Sellers, 2000). Scovel (1991) emphasized that anxiety is "a state of apprehension, and a vague fear that is only indirectly associated with an object" (p. 13). According to Fox (1993), anxiety is "related with one's believing that he is not safe, a belief that may be connected with illness, physical harm or social rejection" (p. 22). Spielberger (1983) defined anxiety as a psychological process and explained that it is a "subjunctive feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 12).

In the literature, foreign language anxiety has been described as "the feeling of tension and apprehension" which is specifically associated with learning another language (MacIntyre & Gardner, 1994, p. 284). It is the fear or negative emotional reaction occurring when a learner is expected to perform in the foreign language (Oxford, 1999; MacIntyre, 1999).

Horwitz and Cope (1986) summarize the importance of anxiety in the language learning and state that foreign language anxiety is not simply the combination of communication apprehension, test anxiety and fear of negative evaluation. They believe that foreign language anxiety is "a distinct complex of self- perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the language learning process" (p.128).

According to Tsui (1996) foreign language anxiety is different from other types of anxiety because a person might have various barriers while learning a foreign language. The reason that makes foreign language anxiety unique lies in the fact that language learning is not only a process of acquiring linguistic rules or participating in communication activities, but a process in which individual learners might be in a vulnerable position of having their own self-concept damaged and evaluated negatively (Tsui, 1996). In addition to this information, Horwitz et.al (1986) claimed that, no other field of study implicates self- concept and self-expression to the degree that language study does.

Similarly, for Oh (1990) foreign language anxiety is a "situation-specific anxiety students experience in the classroom which is characterized by self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions in the language classroom" (p. 56).

According to MacIntyre and Gardner (1989), language learners do not originally have anxiety when they start learning. Anxiety is developed in the course of language learning. It is a "learned emotional response". A teacher cannot realize anxious learners in the first meeting with a class. It occurs inside the students after starting to form impressions and attitudes towards language learning. If students' first impressions about language learning are negative, anxiety may begin to occur. In their investigation they identified the reason of anxiety not in the student but in the language learning experience, which shows that the teachers may play a negative role on development of anxiety in their students. Several students made comments regarding the speed of the

course and complained that teachers "just keep on going" and do not layer and reinforce the grammar items. An extremely anxiety-provoking technique, and one used by most foreign language teachers, is calling on students one after another in seating order. The most explicit description of this technique was given by a student who said, "I think that builds tension, builds anxiety, just sitting there knowing that in a few minutes you're about to be called. Students reported becoming frustrated when the teacher would correct the error before they had time to completely express a response. As a result, the teacher will either make or break the course, that's how the students look at it.

2.3. Types of Anxiety

Anxiety is divided into two types by Horwitz and Young (1991), as facilitative anxiety and debilitative anxiety. They claim that facilitative anxiety reduces the emotional barriers when a new learning task at hand motivates the student to overcome the obstacles to be encountered during the task. In contrast, debilitative anxiety makes the student get away from the learning task through developing avoidance behaviors. Unlike facilitating anxiety, debilitating anxiety damages the learning process. It doesn't motivate the learner at all. It causes the learner to feel tensions. The learner cannot perform a new task and avoid learning.

Trait anxiety is a personal tendency of feeling anxious in any situation (Spielberger, 1983). According to Spielberger, state anxiety occurs when one perceives a stimulus or situation as harmful, dangerous or threatening (1983). In state anxiety people have the tendency to show anxiety only under particular situations, such as before making a presentation or just before taking an exam (Papi, 2010). A strong correlation between state and trait anxiety was reported that is, people having trait anxiety are more likely to have state anxiety.

Foreign language anxiety is considered to be situation specific because anxiety might be experienced only when the learner attempts to use the foreign language and not in any other situations. Participating in class activities, written exams and public speaking are some facts in which situation specific anxiety can be observed (Zhanibek, 2001). According to MacIntyre and Gardner (1991), situation specific anxiety is a specific type of anxiety which appears regularly. In the case of language learning, situation specific anxiety might refer to learners' negative feelings caused by learners" insufficient knowledge of language (Balemir, 2009; MacIntyre & Gardner, 1991).

One of the current studies about types of anxiety were conducted by Riasati (2011). He found that most of people who are naturally shy and tend to be more anxious than the others experience trait anxiety. Trait anxiety prevents a person in language learning process. It stems from an individual's character which is permanent.

Önem (2010) examined the relationship among state-trait anxiety, foreign language anxiety and test anxiety in a Turkish EFL setting. State-Trait Anxiety Inventory (STAI), Foreign Language Classroom Anxiety Scale (FLCAS) and Test Anxiety Inventory (TAI) were administered to preparatory English class students (n=435) in a state university in Turkey. Results revealed high and significant correlations among STAI, FLCAS and TAI responses of students.

Researchers have developed a situation-specific point of view about anxiety and this viewpoint focused on particular anxiety-provoking occasions. For this reason, anxiety has been conceptualized as a situation-specific anxiety, since it leads learners to build negative attitudes towards language learning (Chan & Wu, 2004).

2.4. Models of Anxiety

Researchers received different results when attempting to quantify the effects of anxiety on foreign language learning. Scovel (1978) claims that scholars cannot find a definite relationship between anxiety and second language success because of the unreliability of anxiety measures used (p. 126). A model that shows how language anxiety is distinguished from other anxieties was formed by MacIntyre and Gardner (1989). They believe that second language anxiety is a specific response to anxiety within the second language classroom. They indicate that "with repeat occurrences, anxiety becomes reliably associated with the language class and differentiated from the other contexts" (p. 252).

In the anxiety literature, there are some studies which are based on causal models which consider the simultaneous influence of several variables, including attitudes and motivations (MacIntyre and Gardner, 1991).

Clement (1987) explained that a self-confident language learner lacks anxiety. He believes that in bicultural or multicultural settings, self-confidence becomes a secondary motivation arising from the quality and frequency of interaction with the target language group. According to Clement, self-confidence has a direct effect on motivation and it has indirect effect on anxiety level of the learner.

Tobias (1986) emerges two models of anxiety emerged. The interference retrieval model relates to anxiety as inhibiting the recall of previously learned material at the output stage, whereas the skills deficit model relates to problems at the input and processing stages of learning, as a result of poor study habits, or a lack of skills.

Horwitz, Horwitz, and Cope (1986) showed two models of FLCAS which are three-factor model and four-factor model. The three factor model has three domains which are communication apprehension, test anxiety, fear of negative evaluation. The four factor model has four domains which are communication apprehension, test anxiety, fear of negative evaluation, and fear of English classes. Long time they have worked on these models in order to find solutions to anxiety problems learners' experience.

2.5. The Effects of Anxiety on the Language Learning Process

Tobias (1986) investigated the effects of anxiety in the three stages of learning: input, processing and output. The input stage is the first stage, in which learners are presented with new information and they try to process this new information, get the meaning of the messages in the new language. Learners' anxiety in the input stage interacts with the processing and output stages. There is a chance to miss some of the information, and they need to compensate for the missing input (MacIntyre & Gardner, 1994). MacIntyre and Gardner (1994) claimed that quick speech or written texts with complex structures are some characteristic cases in which learners may face difficulty in encoding information. Having difficulty in perceiving the new information influences learners negatively leading them to feel anxious. This expresses the fear that a receiver has when receiving information from visual or auditory sources which is associated with input anxiety (Tanveer, 2007). The second stage is the processing stage, in which learners process input or the information they received in the first stage. Processing includes storing and grouping input. Since anxiety interferes with the cognitive process, learners have to spend more time and effort to process the new information. In the fact of language learning, higher anxiety prevents learners from learning new linguistic forms at this stage (Onwuegbuzie, Bailey, & Daley, 2000). The last stage is the output stage, in which learners attempt to use the information that they have learned (Onwuegbuzie et al., 2000). The success of this stage is related to the input and processing stages. In this stage, anxiety causes learners to recognize information slowly,

even if they may have learned the material. The experienced high anxiety at this level will then result in learners' poor spoken and written products. Difficulty in performance is possible to be caused by problems created at the earlier stages. So, in this stage the success depends on the input and processing stages. All of these three stages are interdependent because learning happens when each step is successfully completed (MacIntyre & Gardner, 1994).

In addition, Chia (2012) revealed in his study that there are many factors which affect learners' level of anxiety such as learners' personality, self-perception, beliefs, attitudes, intelligence, teaching style and classroom atmosphere.

Pan and Akay (2015) similarly examined the problems that students face while learning the foreign language. They studied the effect of anxiety on students' attitudes. The result of the research indicated that, while the students had a positive attitude towards English courses, their anxiety levels were high.

MacIntyre and Gardner (1994) explained that learner anxiety affected the ability to perform in a language learning and L2 achievement negatively. They used video camera to arouse learners' language anxiety; they compared learners' performances on a computer-based vocabulary learning task. The findings showed that the learners' who were recorded by video camera resulted in high level of anxiety with poor performance in vocabulary learning than the learners who were not anxious while doing the task.

Some researchers focus on the effects of anxiety in language classrooms with respect to different variables such as success or skills development. Sarigul (2000) found that day by day students experience foreign language learning anxiety and added that there was a negative correlation between age and anxiety level of students; the younger the age they were, the less they were affected by the negative effects of foreign language learning anxiety. He concluded that when children are young they can't perceive themselves well. They aren't afraid of making mistakes like adults. These features lead them to adapt learning environments better than adults (Sarigul 2000).

Subaşı (2010) found that anxiety has a negative effect on the learners' aspiration to learn and ability of speaking, which negatively influences the learners' performance. The results of her study revealed that the fear of negative evaluation and self-perceived speaking were the important sources of anxiety and there was a negative interaction between these two variables, which accelerated the level of anxiety. Also the study questioned the interaction between dispositional fear of negative evaluation, which may

influence learners' desire to make a good impression, and self-perceived speaking ability, which may influence the learners' doubt in their successful performance.

According to Von Wörde (2003), students' perspectives on foreign language anxiety can decrease language acquisition and learner motivation. In other words, students think that the anxiety is the barrier they have to deal with. Similarly, Hammamcı and Hammamcı (2015) made a study about foreign language anxiety and its relation with language learning and the effects of foreign language anxiety to language learning. He identified that anxiety has a negative impact on foreign language learning.

2.6. Sources of Anxiety

The sources foreign language anxiety consist of concepts such as low self-esteem, low tolerance of ambiguity, problems with identity, competitiveness, fear of risk-taking, shyness, and classroom activities and methods (Oxford, 1999). Horwitz (2001) emphasizes the recognition of expressions of anxiety in learners, so that classes may be organized in a manner which minimizes student anxiety reactions.

Young (1991) in her comprehensive review of the present language anxiety literature proposed six main sources of language anxiety, which are personal and interpersonal anxieties, learners' beliefs about language learning, instructors' beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing.

On the other hand, there are two potential sources for the anxiety of college learners of Japanese in oral practice: fear of negative evaluation and his or her self-perceived speaking ability (Kitano, 2001). The study illustrated that an individual student's anxiety was higher as his or her fear of negative evaluation was stronger, and the strength of this tendency depended on the instructional level and the experience of going to Japan. Moreover, an individual student's anxiety was higher as he or she perceived his or her ability as lower than that of peers and native speakers.

Some researchers have focused on the potential sources of foreign language anxiety. Aydın (2001) identified three main sources of FL anxiety experienced by Turkish students. These are; personal reasons, teachers' manner and the teaching procedures. According to Aydın (2001), personal reasons include negative self-assessment of ability, high personal expectations and irrational beliefs about language learning. Also, teachers' manner towards learners and their error as well as the teaching

procedures can create anxiety. She indicated that one of the challenges in foreign language teaching is to provide learners a classroom environment in which they can adopt positive attitudes, a high motivation and appropriate strategies to be effective learners. In addition to this information, Von Wörde (2003) focused on the sources of anxiety that derive from classroom situation. He identified non-comprehension, speaking activities, error correction, native speakers, and pedagogical and instructional practices as the potential sources of foreign language anxiety. The interviews revealed extremely negative experiences from their language classes.

Aybirdi (2016) asked about participants' perceptions of the main sources of their FLCA. She handed out open-ended question to the University students. In her study, she found seven major sources of FLCA: a) personal issues, b) insufficient English skills, c) lack of effective learning strategies, d) teacher factors, e) grading/testing concerns, f) difficulty of the foreign language, g) poor attitude toward learning.

As can be concluded from the studies conducted so far, language learners' perceptions of anxiety might be context specific and learners in different contexts might be effected from different reasons.

2.7. Anxiety and its Effects in Different Language Skills

While it is known that anxiety has effects on all language skills, literature mostly focuses on speaking skill as the most anxiety provoking. While foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious students, and attribute their unwillingness to engage in speaking tasks to factors such as lack of motivation, or "poor attitude" (Gregersen, 2003, p. 30).

In speaking skill, the risk of not understanding the message and making mistakes is related to poor linguistic knowledge, so learners may think that they will be negatively evaluated by others and may feel anxious (Tanveer, 2007). Saltan (2003) searched for the causes of speaking anxiety experienced by EFL students in language classrooms. The findings revealed that personal reasons and teaching procedures were the most influential factors for the speaking anxiety to occur. Woodrow (2006) provided the evidence for a dual conceptualization of anxiety reflecting both oral communications within and outside the language learning classroom. The analysis indicated second language speaking anxiety to be a significant predictor of oral

achievement. In his study, the most frequent source of anxiety was interacting with native speakers. Chinese, Korean and Japanese were more anxious language learners than other ethnic groups. Wilson (2006) explained that learners fear from using the language orally. He thinks that learners' beliefs might be anxiety-provoking. Learners may feel anxious, when they have some unrealistic ideas about language learning. For instance, some learners may believe that effective speaking depends on perfect pronunciation skills.

It is clear that students are in a more difficult position when they have to speak in the target language since it needs learners to integrate many aspects of the language in a limited time (Horner and Redmond, 2002)

Subasi (2010) conducted the study which was designed to investigate an individual student's fear of negative evaluation, and their self-perceived speaking ability. A total of 55 first year students enrolling in Anadolu University, Education Faculty, ELT Department participated in the study. The results of the study indicated a positive correlation between an individual's fear of negative evaluation and their anxiety level.

Fang-peng and Dong (2010) examined the main factors related to the students' anxiety to spoken English. The researchers carried out a survey with 82 Chinese college students, in order to find out which aspects of anxiety are more effective and whether highly anxious students have a lower spoken ability or not. The results of the study indicated that the students who have higher anxiety also have the lower spoken English ability.

Similarly, Chu (2008) found that most Taiwanese college students' anxiety about speaking a foreign language and willingness to communicate in both Chinese and English were significantly negatively correlated. The students who had more foreign language anxiety in their English classes scored lower on willingness to communicate in both English and Chinese.

As a result, as Ellis (2012) explained, speaking the language is considered to be more important in terms of communication since it is pointed out that gaining grammatical and structural competence can be achieved by mastering the speaking skill. Therefore, according to Mak (2011) oral performance is regarded as the main reason behind anxiety in language classrooms.

While speaking skill had the greatest attention of anxiety research, other skills have also been studied. Listening in a foreign language, for instance, is a less studied skill in general. We know even less about the interaction between listening and learning anxiety. Elkhafaifi (2005) indicated that foreign language learning anxiety and listening anxiety are separate but related phenomena that both correlate negatively with achievement. His study also revealed significant negative correlations among FL learning anxiety, listening anxiety, and selected demographic variables. For Krashen (1982) listening comprehension can indeed be "highly anxiety provoking". He believes that listening is a receptive skill, like reading, but it involves serious time constraints on processing. Possible difficulties in hearing resulting from learner impediments, acoustic inadequacies, and factors related to the speaker (e.g., unfamiliar accent, lack of clarity and proper enunciation), must be taken into account.

Bekleyen (2009) examined listening anxiety among language teacher candidates at Dicle University, Diyarbakır. The findings revealed that teacher candidates had high foreign language listening levels. The results showed that the sources of their anxiety was their failure to recognize the spoken form of known words.

Chang (2010) explained that by providing extensive listening instruction, students' listening performance improved, although this instructional approach resulted in higher anxiety scores. Legac's (2007) study, 112 monolingual and bilingual grades 7-8 students answered a battery of questionnaires. The study showed that general anxiety was significantly highly related to listening anxiety, that bilingual students' level of listening anxiety was much lower than that of monolingual students, and that both general anxiety and listening anxiety negatively affected students' listening test performance.

In a similar vein, Atasheneh (2012) focused on listening comprehension to investigate the correlation between listening test results and foreign language anxiety. The results showed negative correlation between FLCAS and listening comprehension. Using the statistical technique of t-test, the results indicated that the high anxious participants had a significant improvement in the second listening comprehension test results due to the reduction of their level of anxiety in the treatment semester.

Reading in a FL and how it is affected by anxiety is another issue researchers have been focusing on. According to Sellers (2000), reading in any language is a cognitively demanding process, involving minimally the coordination of attention,

memory, perception, and comprehension processes. Lee (1999) believes that anxiety occurs if readers have limited interactions with the text.

According to Gönen (2005), the sources of FL reading anxiety cannot be generalized for all the language learners in different contexts in which individuals learn different target languages other than English. As a result of her analyses, three main sources of FL reading anxiety were identified in a Turkish EFL context. Turkish students' FL reading anxiety was caused by the personal factors, the reading text and the reading course. Personal factors were inappropriate strategy use, fear of comprehension, lack of motivation, lack of self-confidence, negative background experiences and high expectations. Also she found that features of the text such as topics, unknown vocabulary, complex linguistic structures, unknown cultural content and format of the text are likely to cause anxiety. As the third source, teacher, classroom environment, course book, compulsory reading and fear of evaluation were items of reading course which cause anxiety among the learners.

As reported by Alkhateeb (2014), students' perception regarding their reading performance appears to be associated with their anxiety. Confident learners experience low anxiety and believe they will perform well, while less confident learners with higher anxiety tend to think that they will not be able to complete the reading tasks well.

In another study aiming at the relationship between reading and anxiety, Gönen (2009) addressed 50 first year students at Anadolu University, English Language Teaching. In her study three main sources of FL reading anxiety were identified through qualitative analyses: the personal factors, the reading text and the reading course.

In a similar fashion, Şahin (2011) investigated, the factors that learners believe to provoke foreign language anxiety in reading tasks and the strategies that they use to cope with this anxiety. The study revealed that, learners of English had a high level of (83%) foreign language reading anxiety. As a result of the study five major items of foreign language reading anxiety were identified: reading tasks, the attitude of the teacher, the nature of the reading text, personal factors and the classroom environment.

Last but not the least, Zoghi (2012) examined the factor structure and psychometric properties of the English as a Foreign Language Reading Anxiety Inventory in which EFL learners experience reading anxiety. He found that reading anxiety is context-relevant and arises from the classroom settings where the teacher, reader, and text interact.

Writing skill has even been less focused in the anxiety literature. Studies on L2 writing anxiety describe the relationships of L2 writing anxiety to L2 writing performance (Hadaway, 1987; Wu, 1992). Cheng (2002) found significant differences among freshmen, sophomores, and juniors; L2 writing anxiety appeared to increase linearly with increased time of study. Marra and Marra (2000) explained that writing anxiety negatively affects writing performance as well as the self-image of the learners.

According to the study of Kara (2013), the three causes of anxiety in writing courses are the most attention grabbing: "writing itself, writing as a skill and the teacher." He found that learners have writing anxiety because they do not have a writing habit and they occasionally wrote in their previous experience and they are not used to writing and express themselves in writing because in their previous education they are familiar with taking tests.

Aljafran (2013) tried to find out whether Saudi EFL students experience anxiety in their academic writing in the science colleges. The results revealed that participants share the same moderate feeling of English writing anxiety. The weakness of students was past English education, lack of confidence in writing and inappropriate evaluation.

Similarly, Çinar (2014) investigated the effects of using peer feedback on EFL students' writing anxiety and their perceptions towards the use of peer feedback in writing class at Zirve University. The results of the study indicated that the students believed using peer feedback in writing classes decreased their writing anxiety, increased their confidence, and improved their writing by collaborating with and learning from each other. On the other hand, the quantitative results of the study showed that the use of peer feedback in writing classes reduced their writing anxiety in terms of cognitive, somatic, and avoidance anxiety.

2.8. Language Proficiency and Anxiety

Studies show contradictory results concerning the relation between language anxiety and proficiency level. For example, Frantzen and Magnan (2005) found that true beginners showed higher anxiety levels and received lower final grades than false beginners of Spanish and French. On the contrary, Llinas and Garau (2009) found that advanced level students were the most anxious ones. They also found that students with high levels of anxiety did not necessarily exhibit lower course achievement in comparison to students with low levels of language anxiety, unlike in previous studies.

Balemir (2009) for instance has found that the learners' speaking anxiety level did not show differences according to their proficiency levels. The sources of anxiety have been identified as self-assessment, self-comparison to others, oral exams and fear of negative evaluation.

Some studies have researched the relationship between foreign language anxiety and proficiency level and success (Batumlu & Erden, 2007; Liu, 2006). In these studies they found that there is a negative correlation between language anxiety and learners' proficiency or success. For example, Batumlu and Erden (2007) explored the relationship between foreign language anxiety and success at a university in Turkey. The participants were selected from three different proficiency levels from preparatory classes. The data were collected through the Foreign Language Classroom Anxiety Scale. Students' foreign language anxiety levels were compared with the average score of two mid-terms. The results indicated that the learners with higher level of foreign language anxiety had lower success (Batumlu & Erden, 2007).

Liu (2006) investigated the relationship between foreign language anxiety and learner' proficiency levels. Liu used triangulation methods such as: observations, survey, interviews and reflective journals. The participants were taking the course English Listening and Speaking at a university in Beijing, China. All of them were first year students. Foreign language Classroom Anxiety Scale was used to measure their anxiety levels. The results of the study showed that the students with a higher level of proficiency felt less anxious, and the most of the students were feeling anxiety while speaking English in the class.

Cöbek, Baştürk and Uğur (2016) examined the anxieties of students from English language teaching (ELT) department at Abant Izzet Baysal University. In this study the overall grade point average and pupil's grade affect anxiety was investigated. The results showed that freshmen students had higher anxiety than other class levels and anxiety was negatively correlated with grade point average.

On the other hand, Cheraghian et al. (2008) conducted a research investigating the relationship between anxiety and educational performance among university students. They found that that most of the students had low and moderate levels of anxiety. Moreover, they found no significant relationship between anxiety and the students' total average score.

MacIntyre (1999) explained that the relation between FLA and perceived proficiency develops over time. Beginning language learners might be in the situation of vicious cycle. Highly anxious learners with low perceived proficiency might avoid L2 communication, in effect keeping themselves away from the opportunity to improve their proficiency and experience: "Without an improvement in proficiency, it is unlikely that the person will experience a reduction in anxiety or an increase in perceived competence" (Baker & MacIntyre, 2000, p. 316).

As a result, more research should be conducted in order to provide the literature with evidence for the possible effects of learners' proficiency level on their degree of foreign language anxiety because the studies which investigated the relationship between foreign language anxiety and proficiency is limited.

2.9. Language Background and Anxiety

There are some studies which show the relationship between language background and anxiety. They generally indicate a positive relationship and conclude that people who know more languages experience less anxiety. The study of Dawaele (2007) informs us that quadrilinguals and trilinguals had lower levels of foreign language anxiety in their L2 compared to bilinguals. Dewaele's (2007) explanation for this information is that trilinguals and quadrilinguals have become better communicators as a result of their multilingualism and that their self-confidence, as well as their self-perceived communicative competence has grown as a result. In some situations participants with knowledge of more languages reported significantly lower levels of FLA in the L1 and L2, and in more situations in the L3 and L4. The researchers explained that the relative weakness of the effect in the L1 and L2 are linked to the fact that regular use means that speakers are less likely to have to mobilize all their resources to produce the L1 or L2.

Pavlenko (2005) has examined the relationship between FL anxiety, proficiency, and multilingualism. She provides a comprehensive overview of various emotions related to multilingualism, including language choice in multi-linguals. She focused on L1 anxiety as a result of past traumatic events, such as an attack or other negative emotional attachments to the L1. She claimed that the study of anxiety has been framed in classroom language learning of middle-class American and that researchers' are less reflective of experiences of immigrants and guest workers, who strive to join the global

marketplace and whose fears are fueled not by test-taking anxiety but by gate-keeping practices and power relationship that present them from accessing the target language community and resources' (p. 35).

According to Dewaele and MacIntyre (2014), as the number of languages known by an individual increases, so does the enjoyment experienced in learning foreign languages. Thus, knowing the fewer languages means experiencing less enjoyment and more anxiety. Hence, in the past, studies which investigate the link between multilingualism and anxiety have shown that the number of languages known is related to the amount of anxiety the individual has when learning an additional foreign language (Na 2007; Wei 2007; Tanveer 2007).

Confirming the others, the findings of Çakar (2009) indicated that participants who studied other foreign languages beside English have less anxiety than participants who have not studied other foreign languages. This means that knowing more than one language encourages students to learn a new language easier. Similarly, Dewaele, Perides, and Furnham (2008) found that participants who started to learn second and third languages at a younger age are less anxious than who didn't learn any extra languages. In other words, knowledge of more languages lowers the levels of foreign language anxiety.

2.10. Environment and Anxiety

The relationship between language anxiety and the environment is another variable focused by the researchers. The place language learning takes place might be a factor for the anxiety learners experience. Doğan found that the school type –state or private- did not have any effect on the students' anxiety level, whereas students' high anxiety level effected their success negatively. On the contrary, Çakar (2009) found differences in foreign language anxiety level and students' school type. The results showed that participants who received the education in private high school got lower anxiety scores than those who were educated in state schools, that is, in Anatolian, general, super, and technical schools. The difference is explained with the fact that private school graduates start learning English at an earlier age and their English lessons are more intensive compared to the state schools.

Takada (2003) conducted a research about the relationship between previous language study in elementary school and foreign language anxiety in junior high school.

Whereas the former found a significant relationship between prior language education and foreign language anxiety the latter found no significant correlation.

In addition, Donovan and MacIntyre (2005), taking into account the results of their study on 741 students of junior high school, high school and university, conclude that university students tend to experience a higher level of foreign language anxiety in comparison to junior high school and high school subjects.

Çelebi (2009) also explored the sixth grade learners attending three different middle schools in Karaisalı, Adana, Turkey. Students' fears of making errors in English L2, their peers' reactions, family pressure, and self-confidence were found to be effectual on students' anxiety negatively. On the other hand, students' goals for learning English as a foreign language were recognized to be effective on their attitudes towards English lessons.

Similarly, Baş (2014) investigated the reasons of foreign language learning anxiety levels of high school students. He found that the reasons of foreign language learning anxiety of high school students were the speaking activities, listening activities, teaching methods and techniques, fear of making mistakes, learning environment, teachers' attitudes, and exams in the research.

Research into language anxiety shows that, the teacher should create a low-threat, positive learning environment (Arnold, 2011) where teacher support and encourage anxious learners to participate and to praise of their self-perception as FL users. Also, certain personality types might be inclined to suffer more or less from foreign language anxiety, the level of anxiety can be reduced by the participants' environment (Dewaele & Li, 2013). Gregersen and MacIntyre (2014) list 15 anxiety-reducing activities that FL teachers can use "to create a classroom comfort environment" (p. 13). As a result, language anxiety involves personal and environmental factors and they all play a crucial role in second language learning.

In this chapter, an overview of the literature on foreign language anxiety was presented. The next chapter will focus on the methodology.

3. METHODOLOGY

3.1. Participants

169 students learning English as a foreign language in Kosovo participated in the study. They were all first grade high school students. Since one of the independent variables of the study was students' L1 background, they were asked to give background information about their languages. The following table gives information about students' use of language.

Table 1. *Subjects' L1 background*

L1 Background	Number (N)	Percentage (%)
Monolingual	64	37,9
Multilingual	105	62,1
TOTAL	169	100

As seen in Table 1, 64 (37.9%) of the participants were monolingual, and 105 (62.1%) of them were multilingual. When they were asked to indicate their use of language according to different skills, the following information was gathered based on their self-statements.

Table 2. *The distribution of multilingual students' use of language*

Language		Good		Average		Never	
		F	%	F	%	F	%
Turkish	Reading	163	96.4	6	3.6	0	0
	Writing	161	95.3	8	4.7	0	0
	Speaking	164	97	5	3	0	0
Albanian	Reading	109	64.5	60	35.5	0	0
	Writing	102	60.4	65	38.5	2	1.2
	Speaking	65	38.5	97	57.4	7	4.1
Bosnian	Reading	21	12.4	35	20.7	113	66.9
	Writing	12	7.1	28	16.6	129	76.3
	Speaking	16	9.5	36	21.3	117	69.2

As seen in the Table above, for most of the students (94.7%) Turkish and Albanian language skills are above the mid-level in terms of reading, writing and

speaking while this rate is quite low in Bosnian language. Compared to the other languages, the number of students having a good or average level language skills in Bosnian is in a low rate. In other words, a great proportion of the students who participated in the study are proficient in Turkish and Albanian, but only a small number in Bosnian language.

Students regarding the language used at home and among friends are presented in Table 3.

Table 3. *Places of languages used by the students*

	Turkish		Albanian		Bosnian	
	F	**%**	**F**	**%**	**F**	**%**
Languages spoken at home	148	87.6	14	8.3	7	4.1
Languages spoken with friends	117	69.2	45	26.6	7	4.1

As shown in Table 3, 148 of the students (87.6%) speak Turkish at home, while 14 speak Albanian (8.3%) and 7 speak Bosnian (4.1%). Similarly, 117students (69.2%) speak Turkish with their friends, 45 of them (26.6%) speak Albanian, and 7 students (4.1%) speak Bosnian among their friends. As seen, mainly students speak Turkish both at home and with their friends.

When subjects were categorized according to their high school contexts, the following information was gathered.

Table 4. *Subjects' school type*

School type	Number (N)	Percentage (%)
Technical High school	21	12.42%
The High School of Economics	25	14.80%
Medical High School	48	28.40%
Science High School	75	44.37%
TOTAL	169	100

As seen in the Table 4, 44.80% of the students are from Science High School, the 28.40% of the students are from Medical High School, the 14.80% of the students are from the High School of Economics and 12.42% of the students are from the Technical High School.

3.2. Context of the Study

Participants of the study were students attending high schools which were located in Prizren, Kosovo. There are four types of schools in Kosovo, each one aiming to give different types of education to students. Science High school is the oldest school in Prizren. The field of science education includes mainly work in science content, science process, but also social science and teaching pedagogy. This school has a language laboratory with audio visual materials, flashcards, posters, source books, a tape recorder, and projector. Also there are additional measurements such as open-ended questions, written compositions, oral presentations, projects, experiments, and portfolios of student work.

The Medical High School addresses those students who are specifically interested in medicine or pharmacy and begin to allow them to learn about these fields early in their education. Students gain college readiness skills, medical and pharmacy school preparation through their participation in various activities and workshops. Since English is the international language of medicine, it is the language of medical documentation. The students follow a text book involving activities related to all four skills, grammar and vocabulary. Especially in vocabulary they learn some group of words about medicine.

High School of Economics, within the scope of its activities, includes economic and law courses, which belong to the field of economics, law and administration. The field of educational materials in the High School of Economy refers to a subset of the book, games, Internet, and software publishing industries that is focused on providing resources to a variety of educational market segments. They use Pre-Intermediate level of an integrated course book, with some additional resources about law and economy. Typically, resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. The test in High School of Economics consist of 1) multiple choice, 2) true/false, 3) matching, 4) short answer, 5) essay, 6) oral, and 7) computational.

The Technical High School System continues to be a leading force in the state by providing a unique and rigorous learning environment that focuses on both academic and career technical education, helping to meet the needs of Kosovo. There is integrated academic and technical curricula so students recognize and understand the value and

purpose of their lessons. All students are provided with extra-curricular experiences related to their professional areas. Students are selected with the graduation exam score and diploma grade point average. Their main book for English learning is Pre-Intermediate level of an integrated course book. Also, they learn English with subjects including poetry, drama, spoken language and writing nonfiction. The schools have been supported by Ministry of Education, Science and Technological Development of the Republic of Kosovo, while the lectures are held in accordance with the curriculum prescribed by the appropriate regulation for each educational profile. Students are selected with the graduation exam score and diploma grade point average. The participants of the present study took two hours of English lessons per week in a total of 40 weeks in 2015-2016 academic year. Students take English test two times in one semester. Also they take some quizzes during the end of the semester. The teachers develop rating scales for assessing homework performance among students in the school. Items on the scales were intended to assess student strengths as well as deficits in homework performance.

3.3. Instrument

The Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign Language Classroom Anxiety Scale (FLCAS) which contains 33 items and uses a five-point Likert scale was used in the study. FLCAS, developed by Horwitz, Horwitz and Cope in 1986, is the most widely used instrument to investigate the level of anxiety students are experiencing. The answers to the statements range from (5) strongly agree to (1) strongly disagree. According to Horwitz et al. (1986), the internal reliability measure of the FLCAS carries an alpha coefficient of 0.93. The FLCAS was translated into Turkish by Aydın in 2001. Since subjects in the study mostly use Turkish as their first language, Turkish version was used not to cause any comprehension problems due to misunderstanding or not understanding at all. Demographic information asking for the participants' high school type and their language background was included in the first part of the questionnaire. The Cronbach's Alpha reliability coefficient of FLCAS in the present study was found to be .92 for the whole scale, which indicates that the instrument is reliable.

3.4. Data Collection procedures

The data were collected by administering the FLCAS to the subjects in their regular class hours in their school settings. They were informed that their participation was voluntary and the answers they would give to the questionnaire would be used to facilitate their language learning process. Students' course grades were determined combining the students' performance from various sources.

Later, their midterm English grades were gained from their class teachers to identify the relationship between their level of anxiety and their success measured by their course grades. The results students gained from their midterms, oral performance, reading tasks and homework are all combined and students get a grade over 100. This grade then was converted into a 5-point system as explained in Table 5 below;

Table 5. *Grading system*

Percentage (%)	Grades
80-100	5=Very good
60-79	4=Good
40-59	3=Average
25-39	2=Passing
0-19	1=Failure

3.5. Data Analysis Procedure

In the study, the data were analyzed by using descriptive and inferential analysis techniques. In this section, the data analysis procedures that were followed to answer each research question are described. Table 6 presents the analysis procedures for the research questions along with the justification for employing those particular procedures.

Table 6. *Analysis Procedures Employed*

Research Question	Procedure	Reason
Range and degree of anxiety	Descriptive statistics	To describe the subjects' anxiety levels
Anxiety and success	Pearson Product-Moment Correlation	To reveal the relationship between two variables
Anxiety and L1 background	Independent Samples T-Test	To reveal whether two independent variables (i.e. being monolingual or multilingual) have an effect on the dependent variable (i.e. anxiety)
Anxiety and school type	One-way ANOVA	To reveal whether three or more independent variables (i.e. different school types) have an effect on the dependent variable (i.e. anxiety)

4. RESULTS

In this part the data obtained were analyzed quantitatively by using descriptive statistics; "Pearson Product-Moment Correlation Coefficient", one-way ANOVA and independent samples t-tests. The results of these analyses are presented below in accordance with the research questions guided the study.

RQ1 What is the range and degree of anxiety experienced by EFL learners in FL classroom in Kosovo?

In order to answer the first research question, descriptive statistics were used, and Table 7 below shows the results of the descriptive statistics related to the subjects' anxiety scores.

Table 7. *Descriptive statistics related to anxiety scores*

Statistics	Value
Mean	94,24
Median	97,00
Std. Deviation	25,92
Skewness	0,02
Std. Error of Skewness	0,19
Kurtosis	-0,55
Std. Error of Kurtosis	0,37
Range	113
Minimum	39
Maximum	152

Analysis of descriptive statistics shows that the minimum scores subjects could get from the FLCAS was 39 and the highest 152. The arithmetic mean for the scale was determined to be 94.24 and the standard deviation 25.92. In the scale coefficient of Skewness was found to be 0.02 and the Kurtosis Coefficient was found to be 0.37. The Skewness and Kurtosis coefficients were in the range of (-1, +1), which means that the scores did not deviate from the normal distribution.

In order to see the degrees of anxiety across the research sample, the procedure followed in the Turkish adaptation of the FLCAS in Aydin (2001) was employed.

Accordingly, the participants were categorized as being high, medium or low anxious based on the distribution of all the participants. This procedure included the following:

Low	=	Mean – SD = Score lower than this
Medium	=	Score between (Mean – SD) and (Mean + SD)
High	=	Mean + SD = Score higher than this

This procedure resulted in the following categories of students;

Table 8. *Participants' Scores*

Level of Anxiety	Anxiety Score	Number (n)	Percentage
Low	0 - 68, 31	35	20
Medium	68, 32 -	111	65
120,15		23	14
High	120, 16+		

As seen in the table above, the majority of the students were identified having medium anxiety level (65%). 20% of the students had low anxiety level while 14% of them had a high FL anxiety.

RQ: 2. Is there any relationship between students' level of anxiety and their success measured by their course grades?

Pearson Product-Moment Correlation coefficient was used to answer this research question. With this analysis, a single correlation coefficient and significance value was produced. The results are presented in Table 9.

Table 9. *Results of Pearson Product Product-Moment Correlation Analysis*

			Anxiety	Achievement
Spearman's rho	Anxiety	Correlation Coefficient	1	.003
		Sig. (2-tailed)	.	.970
		N	169	169
	Achievement	Correlation Coefficient	.003	1
		Sig. (2-tailed)	.970	.
		N	169	169

As is seen in Table 9, there wasn't any significant relationship between students' foreign language anxiety scores and the level of success in the study (r=.003, p=.970).

In other words, the students' anxiety in the foreign language was not related to their achievement.

RQ: 3. <u>Is there any relationship between being monolingual or multilingual and high school students' anxiety level?</u>

The mean score of students' language anxiety was examined to find if there were any significant differences by the number of languages used and the findings were presented in the table 10.

In order to find out if language anxiety was related to students' language background, t-Test analysis was conducted. The results of the t-Test analysis are presented in Table 10 below.

Table 10. *Results of the Independent Samples T-Test Analysis*

Gender	N	X	SD	df	t	Sig. (2-tailed)
Monolingual	64	97.38	24.74	167	1,231	0.220
Multilingual	105	92.32	26.55			

p>0.05

It was revealed that there was no statistically significant difference between monolingual students' (X=97.38, SD= 24.74) and multilingual students' (X=92.32, SD=26.55) language learning anxiety scores ($T_{(167)}$ = 1.231, p = 0.220).

RQ 4. <u>Is there any relationship between high school students' foreign language anxiety level and their school type?</u>

Within the research question the mean score of the high school foreign language anxiety was examined to find if there are any differences among the school type. The results are given in Table 11.

Table 11. *Anxiety scores according to school type*

Type of high school	N	Mean	Std. Dev.	Min.	Max.
Science high school	75	93.07	26.72	39	145
Medical high school	48	100.58	27.25	53	152
The High School of Economics	25	89.36	24.54	42	140
Technical high school	21	89.71	19.53	61	135
Total	169	94.24	25.92	39	152

According to the type of high school foreign language anxiety score averages ranged from 89.36 to 100.58. A significant difference between means was examined and the findings were presented in the Table 12.

Table 12. *ANOVA Results*

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3036.153	3	1020.051	1.533	0.208
Within group	109810.379	165	665.517		
Total	112870.533	168			

As seen in Table 12, no statistically significant difference between the type of high school and level of anxiety ($F_{(3,165)=}1.533$, p=0.208) was found. Considering that the highest mean score was 100.58 and the lowest score was 89.71 it could be said there wasn't statistically difference between the type of high school and level of anxiety. The overall mean between these schools were 94. 24 and this score indicated that the participants were in similar anxiety level.

5. DISCUSSION

The current study focuses on foreign language learning anxiety of high school students in Kosovo. The relationship between anxiety and various factors were studied; the range and degree of anxiety experienced by EFL learners, students' level of anxiety and success; being monolingual or multilingual and high school students' anxiety level; the relationship between high school students' foreign language anxiety level and their school type.

Regarding the first research question, students learning English at school contexts were identified as having mostly moderate levels of anxiety. Only 14% of the students had high level of anxiety. This result can be perceived as a positive one because not many students were identified with a high anxiety level. Students' having moderate level of anxiety can be explained with the political situation in the country. Since the country has been greatly influenced by the war conditions, teenagers might have more serious reasons to be highly anxious than a language learning situation.

In the second research question no significant relationship between students' foreign language anxiety scores and the level of success (rs=-0.01, p=0.991) was identified. While most of the studies in literature on the relationship of language anxiety and language success suggest a negative correlation between the two, the findings of this study conform to Butumlu and Erden's (2007), Chen and Lin's (2009), Nisi and Yamini's (2009) and Atasheneh & Izadi's (2012) studies owing to the fact that both studies didn't indicate any significant relationship between anxiety and level of success measured by course grades. Significant relationship between students' foreign language anxiety scores and the level of success was identified in many studies (Dordinejad and Ahmadabad, 2014; Jaina and Sidhu 2012; Liu, 2006). For example, Chakrabarti (2012) found the correlation between English achievement test scores and anxiety scores as being negative and statistically significant (r value is -.361 which is significant at .01 level). Vahid and Kashani (2011) found that the total FLCAS scores had a significantly moderate negative correlation (r=-.0586, p<.01) with the total final English exam scores of the participants from a private school in the North of Tehran, Iran. It meant that the respondents with lower English language learning anxiety were likely to achieve higher scores on the final English exam, and students with higher English language learning anxiety tend to obtain lower scores on the final English exam. Only few studies reported

a positive relationship between language anxiety and language achievement (Liu, 2006; Oxford, 1999). As a result, it can be stated that anxiety has been identified as a negative factor interfering learners' success in the long learning process.

The third research question focused on identifying the relationship between anxiety and students' linguistic background. The study found that there was no statistically significant difference in terms of being monolingual and multilingual. This result doesn't confirm the results of most of the studies in the literature. Literature suggests that trilingual and quadrilinguals are mostly less anxious when speaking their L2 than bilinguals. One possible explanation for this is that trilinguals and quadrilingual become better communicators as a result of their multilingualism (Baker, 2000) and that their self-perceived competence increases as a result. Studies on foreign language anxiety, typically report higher levels of anxiety in using the L2 compared to the L1. Dewaele et al. (2008) found a significant increase in foreign language anxiety for languages learnt later in life across situations. This finding was not confirmed in the present thesis. In most of the studies it was found that there are significant differences between anxiety and being monolingual or multilingual. In contrast, in this research it was revealed that there was no significant difference between monolingual students' and multilingual students' language learning anxiety scores. This result will contribute a different vision and perspective to literature.

The study of Dawaele (2007) informs us that quadrilinguals and trilinguals had lower levels of foreign language anxiety in their L2 compared to bilinguals. Similarly, Dewaele, Perides, and Furnham (2008) found that participants who started to learn second and third languages at a younger age are less anxious than the ones who started later.

The responses of the students to the fourth research question indicate that there weren't any significant differences between the type of high school, namely Science High School, Technical High School, The High School of Economics and Medical High School and their level of foreign language anxiety. In this sense, the findings obtained from the present investigation seem to conflict with those obtained in most of the previous studies. In a study Deb, Chatterjee and Walsh (2010) yielded that adolescents from Bengali medium schools (24.6) were slightly more anxious than their English medium counterparts (21.6). This was explained by the growing trend to view Bengali medium schools as inferior to English medium schools and adolescents. The mother

tongue for most children in Kolkata is Bengali, with English being the most widely-used second language and Hindi being the third. Two other studies by Madhumala (2012) and Çiçek (2014) confirm differences in the anxiety levels of the students according to the school types they attend. Similarly, Çakar (2009) found differences in foreign language anxiety level and students' high school types. The results showed that, participants who received the education in private high school got lower anxiety scores than those who were educated in Anatolian, General, Super, and Technical schools.

It is possible that the participants from different high school types in the present study don't differ in terms of anxiety. That environmental factors are almost equal for all the students may have caused the participants to experience similar levels of anxiety. For example, all the participants from 4 different schools are taught by the same two teachers and the course-books are the same. Moreover, their traditions, access to technological tools, language backgrounds and frequency of exposure to the target language are similar. In sum, the environmental factors may have prevented the participants from experiencing differential levels of anxiety.

To summarize the results of the current study, it can firstly be stated that language anxiety is not a big problem for students learning English in Kosovo. It has always been easier to learn foreign languages in multilingual societies and this might lower the level of anxiety of students in this study. That the language being learned is encountered very often in daily lives makes the students more familiar with it, thus helping the learners adapt to the language easily. Kosovo is one such country where exposure to the target language, English in this case, is abundant. First, it is a country where members of United Nations and the soldiers of NATO live. In addition, international festivals attracting tourists to the country such as Doku Fest, Ngom Fest, Sculpt Fest, Jazz Fest, etc., create ample opportunities for teenagers to speak English with foreigners.

Another factor which may be contributing to low levels of language learning anxiety is the similarities between the native and the target language. Especially, Albanian grammar and vocabulary are very similar to English. Therefore, the English language learners don't start to build their English from scratch as it is not completely a different language to them because of these similarities. This, in turn, enables language learners to start learning English one step ahead of many other societies and by this way they have less anxiety about learning.

Language background, educational background and success of the learners did not make any significant differences in the anxiety levels of the learners either.

6. CONCLUSION OF THE STUDY

The aim of this study was to find out the relationship between success and foreign language anxiety levels of Turkish High School Students in Kosovo. Moreover, it also aimed to find out if there were any differences between the anxiety levels of learners in terms of knowing more than one language and type of high school. Students' attending the first grade of high schools in four different contexts were chosen as the subjects of the study. Taking into account the answers to the research questions and according to the methodological design of the study, the following conclusions can be given.

The study which was conducted in Kosovo indicates that students' level of anxiety is almost the same. Student's books are similar in all high schools and also they live almost in the same environmental and social conditions. Some English teachers are working in more than one school. It could be said that although these schools are different, the students' profiles are not so different and the results of the study prove this reality.

Language success is not a predictor of English language anxiety, as found in this study. In other words, high level of language success does not mean low levels of anxiety or vice versa. As in the research there wasn't any significant relationship between students' foreign language anxiety scores and the level of success (r=.003, p=.970).

This result can be explained by two arguments that relate to the context of Kosovo. On the one hand, Kosovo has a multi-lingual environment in which most of the people can interact in Turkish and Albanian, and sometimes in Bosnian. So, it can be argued that students in this environment feel more integrated to the foreign language compared to their peers in a country without this level of language variety. Therefore, students may not feel much anxious in their English classes at school possibly because they are already familiar with the experience of expressing themselves in a language that is not their mother tongue. On the other hand, Kosovo is a country that went through a war and had major difficulties in the recent past. From this perspective, since individuals have had far more serious problems than being anxious in a foreign language, they may indeed feel comfortable in engaging in the activities in their English classes at school.

Being monolingual or multilingual revealed that there was no statistically significant difference. When language matters are considered, students' attitudes towards and perception of the English language are almost the same. Almost all the students, experience similar levels of anxiety during the end of the academic year.

Similarly, students from four schools (Technical high school, The High School of Economics, Medical High School and Science High School) aren't anxious at the beginning and during their student experience. English education concept and socio-cultural environment are the same for these students, which may be responsible for similar levels of anxiety among the participants.

In addition to the above information, it can be argued that students from Kosovo are less anxious than their peers from most of the other countries that did not go through a war in the recent past. One of the biggest factors for anxiety is experiencing war in the past, and when we compare that kind of anxiety with the language anxiety, we possibly get a low level of anxiety as a result. Students might think that nothing could be more worrying than war.

6.1. Limitations of the Study

The study was carried out with first grade High School students in Kosovo. Therefore, the results are specific to this sample and cannot be generalized for all the language learners in different foreign language learning contexts. Another limitation of the study is that the students' hometown, tradition, culture and nationality are same. Comparing the different population and different countries students' might change the anxiety level of the students. As for the methodological issues, this study is descriptive and is based on the self-report of the participants. To have in-depth data, other types of data sources such as observation and diary could also be included in the study to ensure data triangulation.

6.2. Implications

This study has concluded that the results of high school students' level of anxiety could be attached to a foreign language learning setting. This can have negative impact on some students regardless of their success, being monolingual or multilingual and their school type. This could be high schools or else in some circumstances instructors should assist their students in overcoming their feelings of uneasiness and

discomfort. The study revealed that even the anxiety level is not too high in some cases small amount of anxiety was observed.

Another important point in this context is that there was no relationship between success and anxiety. This can show that the students who are not successful may have a tendency to have a lower level of language anxiety in the context of Kosovo. Most of the students are multilingual and learning new languages for them is not worrying.

In addition to our understanding of second language success, language anxiety is fundamental to understand how learners approach language learning, their expectations for success or failure.

The study indicated that there was no statistically significant difference between monolingual students' and multilingual students'. In Kosovo's educational system students are having two English lessons in a week which may not show big differences in terms of anxiety level. Furthermore, analyzing the students in long period of time may change the differences of anxiety level.

In the study, there was no statistically significant difference between the type of high school and level of anxiety. In Kosovo's educational system high school students are more likely to have less English class hours during their previous education. Also they graduate from similar primary and secondary schools. This means that in all these schools there are similar student profiles and that might be a reason why there was no statistically significant differences between the type of high school and level of anxiety.

6.3. Suggestions for Further Research

When the findings of the study are taken into account, some suggestions can be made for further research. As a first step, repetition of the study is necessary in order to confirm the existing findings. This could be done with wider and more diverse samples of EFL students from both in Kosovo and in Turkey to have a larger picture of students' foreign language anxiety levels.

The results of this study revealed that there aren't any relationships between level of anxiety in L2 and their range, degree, success, course grades and being monolingual and multilingual. The FLCAS questionnaire was given to all students at High Schools to get the exact average anxiety level for each school. However, these findings are not enough to make generalizations about these conclusions. In addition, qualitative studies such as focused group interviews, class observations, and journals

could be included. Another suggestion is that, this study tries to identify foreign language anxiety in general, but it can focus on the specific skill such as speaking, writing, listening and reading anxiety. Further studies should be conducted with these aspects of foreign language anxiety.

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APPENDIX I. FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

(FLCAS) - TURKISH VERSİON

YABANCI DİL KAYGI ÖLÇEĞİ

Bu anket yaptığım tez çalışması için lise öğrencilerinin yabancı dil kaygı düzeylerinin belirlenmesi amacıyla bilgi toplamak için kullanılacaktır. Vereceğiniz cevaplar bilimsel amaçlar için kullanılacaktır. İsim yazma zorunluluğu yoktur. Lütfen kendinize ilişkin durumu, rakamlardan size uygun olanını işaretleyerek belirtiniz. **Boş madde bırakmamanızı rica ederim**.

1. Öğrenim gördüğünüz lisenin türü nedir?

a) Fen Lisesi   b) Sağlık Lisesi   c) Ekonomi Lisesi   d) Teknik Lisesi

2. Aşağıdaki dillerden hangilerini ne derece bildiğinizi işaretleyiniz.

	TÜRKÇE			ARNAVUTÇA			BOŞNAKÇA		
	İyi	Orta	Hiç	İyi	Orta	Hiç	İyi	Orta	Hiç
OKUMA									
YAZMA									
KONUŞMA									

3. Evinizde hangi diller konuşuluyor?

Türkçe ( )   Arnavutça ( )   Boşnakça ( )

4. Arkadaşınızla iletişim kurarken hangi dili kullanıyorsunuz?

Türkçe ( )   Arnavutça ( )   Boşnakça ( )

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.					
2. İngilizce derslerinde hata yapmaktan korkuyorum.					
3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.					

4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.					
5. Haftada daha fazla İngilizce ders saatimin olmasını isterdim.					
6. İngilizce dersi sırasında kendimi dersle hiç de ilgisi olmayan başka şeyleri düşünürken bulurum.					
7. Diğer öğrencilerin İngilizce derslerinde benden daha iyi olduklarını düşünüyorum.					
8. İngilizce derslerinin sınavlarında kendimi endişeli hissediyorum.					
9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.					
10. İngilizce derslerinde başarısız olmak beni endişelendiriyor.					
11. Yabancı dil dersleri konusunda bazılarının niye endişe duyduklarını anlayabiliyorum.					
12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.					
13. İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.					
14. İngilizceyi, ana dili İngilizce olan insanlarla konuşmak beni heyecanlandırıyor.					
15. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.					
16. İngilizce derslerinde, önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum.					
17. İngilizce derslerine girmek istemiyorum.					
18. İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.					
19. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.					
20. İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.					
21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o					

kadar çok karışıyor.					
22. Kendimi İngilizce çok iyi hazırlanıp gitmek zorunda hissediyorum.					
23. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.					
24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.					
25. İngilizce dersleri o kadar hızlı akıp gidiyor ki, sınıfa ayak uyduramamaktan korkuyorum.					
26. İngilizce derslerinde konuştuğum zaman hem sıkılıyor hem de kafam karışıyor.					
27. İngilizce dersinde konuştuğum zaman heyecanlanırım ve aklım karışır.					
28. İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.					
29. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.					
30.İngilizce konuşabilmek için öğrenmek zorunda olduğum kurallarınsayısının çok fazla olması beni kaygılandırıyor.					
31. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.					
32. İngilizceyi, ana dili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.					
33. İngilizce öğretmenimin cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.					

ÖZGEÇMİŞ

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