



Teaching the anxiety of learning a foreign language that influences high school students in learning French as a second foreign language “The case of Denizli”

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Abstract

The purpose of this study is to determine the reasons of anxiety levels of high school students who learn French as a second foreign language. The sample of the study consisted of four hundred fifty-six students from two high schools in Denizli province in 2015–2016 academic year. In this study, the effects of variables such as learners’ gender, class level, parents’ educational background and occupation on the level of foreign language anxiety are examined. The results revealed that learners’ anxiety levels are not affected by abovementioned factors. However, it was found that medium- and low-level of anxiety have a positive impact on the student’s learning processes. It was observed that anxiety levels of secondary school students influenced their academic performance. In conclusion, it was found in line with the literature that, depending on the level, anxiety has both positive and negative effects upon foreign language learning/teaching processes.

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Keywords: Foreign language anxiety; second foreign language; high school; language teaching.

1. Introduction

Speaking and acquiring a foreign language has become a necessity in our growing, developing and rapidly changing world in order to be able to follow scientific and cultural publications, to comprehend and transmit matters correctly and to think and assess objectively. For this reason, as soon as a person comes into the world, enters into a process of dense learning/acquiring in order to be able to communicate, continue one’s life and to adapt to the environment. This process starts in family and in educational institutions and goes on throughout one’s life. Later on, the individual transfers all its experiences to the society in which he lives and to other societies. While transmitting these to other societies or while acquiring/learning information from a different culture, the individual considers foreign languages. Today, a lot of states take significant steps in order to actualize these kinds of attempts more systematically and more orderly. The most important of these attempts is the work named Common European Framework of Reference for Languages (CEFR) published by European Council in 2001. This publication, as a well-equipped reference book prepared on language

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learning/acquiring, qualifies language learners in target language(s) and guides those who teach languages.

However, in our country, foreign language learning/teaching policies that have been applied from past to present could never reach to the point intended. As can be seen from Table 1 below, there have been many studies on foreign language learning/teaching (methods, approaches and behavior, performance, motive, attention, life experience, anxiety etc., which affect the processes of language learning and teaching), in particular, on learning and teaching theories; and as a result of these ongoing studies, new regulations have been developed.

1.1. Literature review

One of the subjects studied about foreign language learning/teaching is anxiety. Anxiety, which is defined among people as worry or fear, started to be seen more distinctly in educational activities following the studies on psychology conducted by Sigmund Freud in mid-1900s. Anxiety (fr.anxiété) is defined in dictionaries as: in Turkish Dictionary of TDK (Turkish Language Association) as “sorrow, an uneasy thought, fear”; in TDK Glossary of Psychological Terms as “a worrisome feeling which appears when a strong desire or drive seem to fail in achieving one’s objective”; in TDK Glossary of Sociological Terms as “a perturbation experienced by individuals or social groups against the possibility of failure in achieving their desires or drives”. Various definitions of anxiety have been provided in a study by Tunçel (2014:127). He writes that for Barlow (2009), Casado (2001), Gardner (1989), Hortwiz (1986), Huberty (2004), anxiety is a mood which emerges in response to the kind of situations which are likely to happen in the foreseeable future; and for Scovel (1978), it can be attributed to fear that someone feels when faced with a possible threat. Similarly, Şen and Boylu (2015:14) provide a definition by Özdemir and Gür (2011) of anxiety as a state of stimulation which can be bodily, sensory and intellectual and which arises in response to a stimulator. Furthermore, Oğuz and Baysal (2015:108) provide two different definitions of anxiety; they take one of them from a study by Sapir and Aranson (1990) where it is defined as a totality of the feelings of uncertainty, dread, fear and angst that someone has when they think that something bad is going to happen; while the other one comes from a study by Spielber (1972), who defines anxiety as a kind of tension which stimulates the nervous system.

A general understanding of anxiety would perhaps express it as a feeling which appears in cases when it seems that a desire, a motive or an acquisition is likely to fall through both in language education and in current life. In the literature review, it is classified in different versions. Ellis (1994) approached anxiety in three distinct ways as personal, situational and incidental. He observed the personal anxiety as a permanent situation seen with some individuals and as a part of human personality; the situational anxiety as a reaction attained within a particular time towards a certain situation; and defined the incidental anxiety as a circumstance experienced before distinct incidents (cited in Aydın and Zengin, 2008:84). Morgan (1981) classified anxiety according to different levels. According to Morgan, intense anxiety complicates learning and affects negatively; medium-level anxiety supports learning (cited in Selçuk, 2014:133). Anxiety is a matter which highlights one’s emotional patterns.

On the other hand, MacIntyre and Gardner (1989) state that students enter into this process without any concern for language learning; however, as a consequence of negative experiences during this process, they develop negative attitudes and opinions towards the language they learn. Littlewood (1984) claims that when a language is taught in an unnatural way, it can cause students to feel themselves weak and ineligible. Besides, the opinion that they will be criticised by their teachers and will be ridiculed by their friends when they cannot correctly pronounce or speak the language increases

their anxiety level. What is more, when they feel themselves in an insecure and anxious environment, they reject to learn a foreign language and to make contact in this language (Doğan, 2008, p. 50). In fact, anxiety springs as a reaction to a problem. That is, students feel anxiety when they understand that language learning process does not work well. In such a case, students adopt a behaviour that they reject to learn language. “This unlikable feeling brings about anxiety” (Üldeş, 2005:8). This situation can be seen physically in students in different manners such as self-derogation, increased heart rate, the desire to go out, stomach aches, blushing etc.

Furthermore, anxiety has also stimulant and incentive aspects for organism besides its negative sides. On this subject, Akgün et al., (2007) underlined that anxiety has a stimulant aspect for an individual to be prepared for situations such as pain, punishment and disappointment. In education, it is accepted that low level of anxiety has direct and incentive aspects that lead to hard work for the fear of failure. For this reason, the level of anxiety, and the difficulty level of the target work should be known in order to comprehend in which situation anxiety is beneficial and in which situation it is harmful. Similarly, Tekindal (2009) states that a bit of anxiety has an incentive effect. This situation especially applies to skill-oriented matters, since skills can only be developed through repetition, and demand continuity (Melanloğlu and Demir, 2013:39).

Anxiety appears in language learning/teaching processes. This situation highly affects lingual skills of language learners such as listening, speaking, writing and reading. Because fears of misunderstanding or misinterpreting lingual rules, making mistakes in speech, being an object of derision and exam anxiety make themselves distinctly felt. Even when body of literature on anxiety is reviewed, it is seen that these appear in all language skills in different ways and levels. On this subject, Daly (1991) pointed out that anxiety is also frequently observed in writing activities as in speaking. She claimed that this anxiety results in students feel that they have to stick to the rules of good writing. Krashen (1987) pointed out to the importance of affective factors and stated that one of the factors which affect second language acquisition skill is anxiety. Besides, it is stressed in the body of literature studies that a student who draws away from anxiety can become neater in language learning and can eliminate the matters which hinder achievement (Oğuz and Baysal, 2015:109).

According to Ömer and Kaymak (1986), there are many factors that cause anxiety. One of these is social assents, that is, culture. In this framework, anxiety is awidely-known situation as seen in our educational system. Because of exams, the approaches of parents, social structure and child care methods are only some of the most important reasons for this situation. Teachers, school and social environment have also significant impactson student’s anxiety level. The existence of authoritative schools and teachers who do not support students but criticise prompts students to anxiety. Furthermore, the strict, rule-oriented and grade-based evaluation of educational policies and programmes causes fear and anxiety to increase among students (Doğan, 2008:50). Thus, anxiety is not a feeling in which the individual experiences unobtrusively or which is created by individual but a feeling affected also by environmental factors. Some of the studies made in body of literature review are as follows (Table 1):

Table 1.Some examples to researches of body of literature on anxiety.

Author(s)	Year	Publication Name	Publication Type
Horwitz E. K. Horwitz M. B. Cope J. A.	1986	Foreign language classroom anxiety	Modern Language Journal, 70, s.125-132
MacIntyre P. D. Gardner R. C.	1989	Anxiety and second language learning: Toward a theoretical clarification	Language Learning, 39 (2), s. 251-275

Young D.J.	1991	An investigation of students' perspectives on anxiety and speaking.	Foreign Language Annals, 23, s. 539-553
Phillips E. M.	1992	The effects of language anxiety on students' oral testperformance and attitudes.	Modern Language Journal, 76, s. 14-26.
Aida Y.	1994	Examination of Horwitz, Horwitz and Cope's construct of foreign language anxiety:The case of students of Japanese	Modern Language Journal, 78, 155-168.
Koralp S.	2005	A retrospective analysis of the English language learning anxiety experienced by prospective teachers of English	Master's thesis
Akpur U.	2005	Öğrenilmiş çaresizlik ve kaygı düzeylerinin İngilizce başarı düzeyine etkisi.	Yıldız Teknik Uni.,Master'sthesis
Taş Y.	2006	Kaygı nedir?	Bilkent Üni. Öğr. Gelişim ve Dan. Mer.
Atay D. Kurt G.	2006	Prospective teachers and L2 writing anxiety	Asian EFL Journal Vol. 8, Issue 4,
Atay D. Kurt G.	2007	The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL	Journal of Theory and Practice in Education, 3 (1) s.12-23.
Öztürk H. Çeçen S.	2007	The Effects of Portfolio Keeping on Writing Anxiety ofEFL Students	Journal of Language and Linguistic Studies Vol. 3, No. 2
Batumlu D. Z. Erden M.	2007	The relationship between foreign language anxiety and English achievement of YıldızTechnical University School of foreign languages preparatory students	Journal of Theory and Practice in Education,3 (1) s. 24-38
Öner G. Gedikoğlu T.	2007	Ortaöğretim öğrencilerinin İngilizce öğrenimlerini etkileyen yabancı dil kaygısı	Gaziantep Uni., Social Sciences Ins., 6(2), s. 144-155
Aydın, S. Zengin, B.	2008	Yabancı dil öğreniminde kaygı: Bir literatür özeti	Journal of Language and Ling. Studies,4(1), s. 81-94
Doğan A.	2008	Lise öğrencilerinin İngilizce öğrenimlerini etkileyen yabancı dil kaygısı	Ankara University
Aydın S	2013	Factors affecting the level test anxiety among EFL learners at elementary schools	e-International Journal of Educational Res., 4 (1), s. 63-81
Baş G.	2014	Lise öğrencilerinde yabancı dil öğrenme kaygısı	PamukkaleUni., Journal ofFaculty of Education., 2014
Oğuz A. Baysal A. E.	2015	Ortaöğretim öğrencilerinin İngilizce öğrenme kaygıları ile İngilizce öz yeterlilik inançlarının incelenmesi	Journal of Research in Education and Teaching Vol.: 4, Number: 3, 2015

1.2. The significance of the study

Studies made on anxiety levels which affect high school students' language learning are few. The common result of these studies is that high-level of anxiety affects foreign language learning/teaching considerably. In this study, the effects of anxieties in learning French as a second foreign language on school successes of students who take education in Anatolian High schools and the factors which affect anxiety are examined. Besides, this is the first study on the body of literature of French teaching as a second foreign language. In the framework of the data obtained, recognising anxiety states of

students which affect their learning French as a second foreign language and taking necessary measures are important in terms of their usage as a resource for the body of literature.

1.3. Research questions

The aim of this study is to determine whether second language learning anxieties of students differ according to their gender, class, economic and educational levels of their parents and student's success levels and whether there is a significant relationship among these criteria. The below research questions were tried to be answered in this direction:

- 1- What is the foreign language anxiety level of high school students?
- 2- Do foreign language anxieties of high school students;
 - a) Differ significantly according to their genders?
 - b) Differ significantly according to their classes?
 - c) Differ according to their parents' level of education?
 - d) Differ according to their parents' income status?
 - e) Do second foreign language French anxieties differ according to success levels?
 - f) Is there a significant discrepancy between the levels of anxiety of students choosing French as a second foreign language?
- 3- Do levels of anxiety differ among different high school institutions?

2. Method

2.1. Study model

General screening model is chosen as the most applicable pattern to the nature of this study. General screening model is one of the quantitative research approaches. This model is conducted through questionnaire or interview made on the whole population or on a sample of population or on a sample in order to reach to a general judgment about a population consisted of a large number of entities. In screening patterns, the data are obtained systematically in order to reveal certain aspects pertaining to a group. In screening patterns, the data are aimed to be described and to be explained. The data acquired in this model is not accepted as a real reason-result relationship but in case of a situation of a variable is described, conjecture of the other may give useful results (Karasar, 2013:77).

2.2. Sample / Participants

In this study, interviews were carried out with French teachers who served in the high schools of the Ministry of National Education in the first term of 2015-2016 school year on French teaching and on students' language learning status. Many issues were voiced by teachers and one of them is anxiety. After the subject of study was determined, the body of literature of language teaching and anxiety-related studies was examined. As a result of literature review, it was seen that there were no studies conducted on the effects of anxiety in second foreign language French teaching. In this context, 122 voluntaries and willing students from the NalanKaynak Anatolian High School and 334 from the Sarayköy Anatolian High School were included in this sampling after obtaining necessary legal permissions from Denizli Provincial Director for National Education. Of the participants, 300 (65%) are males and 200 (35%) are females. The whole group of students is comprised of first to fourth

graders. Their ages vary from 14 to 17. They are novice students with an A1- and A2-level competency, as indicated in the Common European Framework of Reference for Languages.

2.3. Instrument

In this study, in order to collect data, “Questionnaire for Foreign Language Anxiety Which Affect English Learning (İÖEYDKA)”, which was developed by Doğan (2008), was used. The scale is five point Likert scale in order to determine the anxiety levels of students and the articles of this scale, which is consisted of 27 articles, are graded as “Certainly Agree (5)”, “Agree (4)”, “No Idea (3)”, “Disagree (2)” and “Certainly Disagree (1)”. In the scale, the lowest possible point is 27 and the highest possible point is 135. Scale forms are consisted of items which are prepared in order to determine the effects of personal information and anxiety on French teaching. After the motive and the significance of the study were explained, the students were asked to answer questions. Afterwards, the scale was administered to 456 students from two different schools. In this study, Cronbach’s Alpha reliability co-efficient of the scale is $\alpha=0.904$. This value shows that the reliability of the scale is quite high.

2.4. Data Collection and Analysis

Consequent to data collection process, the obtained data were arranged on computer for statistical procedures. R-project 3.2.5 software program was used to analyse the gathered data. The descriptive statistics pertaining to continuous variables which took place in the study were shown with average, standard deviation, median, minimum and maximum values and categorical variables were shown with frequency and percentage. The compatibility of continuous variables to normal distribution was examined with Shapiro Wilk test. In 2 group comparisons of variables which did not show normal distribution, Mann Whitney U test and in 3 group comparisons of variables which did not show normal distribution, Kruskal Wallis test were used; and for 2 subgroup comparisons of resultant significant variables, Bonferroni-corrected Mann Whitney U test was used.

3. Results

Comparisons below p value 0.05 are accepted as statistically significant in all statistical analyses in the study. The frequency (f) and percentage values of the study are as follows (Table 2):

Table 2. Frequency and percentage distribution of students who learn French as a second foreign language.

		f	%
School	Sarayköy Anatolian High School	334	73.2
	NalanKaynak Anatolian High School	122	26.8
Gender	Female	282	61.8
	Male	174	38.2
Grade	1	148	32.5
	2	166	36.4
	3	105	23.0
	4	37	8.1

Father's Occupation	Civil servant	49	10.7
	Self employed	156	34.2
	Retired	77	16.9
	Unemployed	9	2.0
	Worker	165	36.2
Father's Educational Status	Illiterate	2	0.4
	Primary School	130	28.5
	Secondary School	124	27.2
	High School	145	31.8
	University	55	12.1
Mother's Occupation	Housewife	287	62.9
	Working	153	33.5
	Retired	16	3.5
Mother's Educational Status	Illiterate	12	2.6
	Primary School	191	41.9
	Secondary School	106	23.2
	High School	114	25.0
	University	33	7.2
French Success Level (out of 5)	1	19	4.2
	2	62	13.6
	3	102	22.4
	4	124	27.2
	5	149	32.7
How the student chose French?	I chose on my own accord	97	21.3
	I chose upon my family's request.	2	0.4
	I chose under the guidance of the school.	310	68.0
	Other.	47	1.3

The population of the study consisted of Sarayköy Anatolian High School with 73.2% and Denizli Town Centre NalanKaynak Anatolian High School with 26.8%. Of the students who participated in the study, 61.8% were female and 38.2% were male students. Of these students, 32.5% were first grade, 36.4% were second grade students. According to father's occupation, 34.2% were "Self-employed" and 36.2% were "Worker"; and according to level of education, 31.8% were "High School" and 28.5% were "Primary School" graduates. In the study, the percentage of fathers who are graduated from a university was 12.1%. There were scarcely any illiterates. It was seen that 62.9% of mothers were "Housewives" and 41.9% were "Primary School" graduates. In case mothers' and fathers' levels of education were compared, a huge discrepancy draws attention.

Of the students who participated in the study, 32.7% marked their success levels as "5", 27.2% marked as "4" and 22.4% marked as "3". On Table 2, it was revealed that success statuses of students in French lessons are above normal level. This situation shows that students are eager to learn a second foreign language.

According to the data of Denizli Provincial Director for National Education, only in four schools French was taught as a second foreign language. In the study, students were asked how they chose French and 68% of the students used the statement “I chose under the guidance of the school.” On this table, it was seen that an eager and conscious approach is not followed about second language preference. On the other hand, the fact that 21.3% of the students who participated in the study marked the option “I chose on my own accord” shows that they were eager to learn this language.

When MerkezNalanKaynak Anatolian High School and Sarayköy Anatolian High School were compared in terms of scale points, there were similar results between the two schools. According to the calculation of the data, there was no statistically significant difference between the participants in two schools ($p=0.097$). Table 3 shows the statistical data of both schools are as follows:

Table 3. Comparison of the participants in two schools (Mann Whitney U test)

Schools	Average± Stndrd. Deviation	Median	Min.	Max.	z	p
Sarayköy AHS	2.73 ± 0.71	2.70	1.15	4.63	-1.659	0.097
NalanKaynak AHS	2.62 ± 0.66	2.52	1.30	4.74		

The second variable of the study is gender. The table which shows on what level gender affects anxiety levels is as follows (Table 4):

Table 4. Comparison of gender. (Mann Whitney U test)

Gender	Average± Stndrd. Deviation	Median	Min.	Max.	Z	p
Female	2.70 ± 0.69	2.67	1.15	4.74	-0.139	0.889
Male	2.71 ± 0.72	2.67	1.22	4.63		

As can be seen in Table 4, no statistically significant difference was observed between female and male students ($p=0.889$). When foreign language anxiety was examined in accordance with student's grade level, some statistical differences emerged (Table 5):

Table 5. Comparison of scale points according to grades. (Kruskal Wallis test)

Grades	Average ± Stndrd. Deviation	Median	Min.	Max.	Chi- square	p
1	2.69 ± 0.61	2.70	1.30	4.59	9.580	0.022
2	2.83 ± 0.77	2.78	1.30	4.74		
3	2.61 ± 0.68	2.52	1.22	4.44		
4	2.47 ± 0.69	2.33	1.15	4.07		

There is statistically significant difference among grades in terms of scale point ($p=0.022$). When we analyse from which group or groups this difference stem from; it is seen that while there is significant difference between “2nd grade” and “3rd grade” and between “2nd grade” and “2nd grade”, there is no significant difference among other groups. Another variable of the study is the effect of father's

level of education on the anxiety levels of students. The table which depicts this situation is as follows (Table 6):

Table 6. Comparison of scale points according to father's level of education (Kruskal Wallis test)

Level of Education	Average ± Stndrd. Deviation	Median	Min.	Max.	Chi-square	p
Illiterate/Primary School	2.65 ± 0.66	2.56	1.22	4.74	3.025	0.220
Secondary School	2.78 ± 0.72	2.76	1.15	4.63		
High School/University	2.69 ± 0.72	2.59	1.22	4.59		

As it can also be seen in Table 6, there is no statistically significant difference between participant students' father's level of education in terms of scale point ($p=0.220$). The numbers of some of the variables are merged for they were quite insufficient for an evaluation. On the other hand, the scale point of mother's level of education is close to the scale point of father's level of education. This situation is reflected on the table as follows (Table 7):

Table 7. Comparison of scale points according to mother's level of education. (Kruskal Wallis test)

Mother's Education	Level of	Average ± Stndrd. Deviation	Median	Min.	Max.	Chi-square	p
Illiterate/Primary School		2.66 ± 0.63	2.63	1.15	4.41	0.717	0.699
Secondary School		2.75 ± 0.75	2.74	1.37	4.56		
High School/University		2.73 ± 0.75	2.67	1.22	4.74		

In table 7, no statistically significant difference can be observed among mother's level of education in terms of scale point ($p=0.699$). French lesson success grades of participant students and the statistical results are shown in Table 8 as follows:

Table 8. Comparison of scale point according to French success grade. (Kruskal Wallis test)

Fr.Success Level	Average ± Stndrd. Deviation	Median	Min.	Max.	Chi-square	p
1+2	3.02 ± 0.72	3.04	1.59	4.74	36.270	<0.001
3	2.79 ± 0.64	2.70	1.22	4.59		
4	2.70 ± 0.69	2.74	1.22	4.63		
5	2.45 ± 0.66	2.41	1.15	4.44		

There is a statistically significant difference in terms of scale point among French success grade groups ($p<0.001$). When we examine from which group or groups this difference stem from; it is observed that while there is statistically significant difference between "ones with grade points 1 and 2" and "ones with grade point 3"; between "ones with grade points 1 and 2" and "ones with grade point 4"; "ones with grade points 1 and 2" and "ones with grade point 5"; between "ones with grade point 3" and "ones with grade point 5"; between "ones with grade point 4" and "ones with grade point 5", there is no significant difference among other groups. The questions asked in the study in order to

determine students' level of second foreign language anxiety, the frequencies and percentages of these questions are shown in Table 9 as follows:

Table 9. The frequencies and percentages of questionnaire items concerning second foreign language anxiety

Line	Articles	Frequencies and Percentages					
		1 Certainly Disagree	2 Disagree	3 No Idea	4 Agree	5 Certainly Agree	
1	When it's my turn to speak on French lessons. I dither.	f	97	121	100	78	60
		%	12.3	26.5	21.9	17.1	21.3
2	I am always in a flap when I have to talk on French lessons without preliminary preparation.	f	66	68	89	135	98
		%	14.5	14.9	19.5	29.5	21.5
3	It makes me uneasy to talk with a native French speaker.	f	118	101	132	59	46
		%	25.9	22.1	28.9	12.9	10.1
4	I am very shy when it comes to talk French in class.	f	88	137	72	94	65
		%	19.3	30	15.8	20.6	14.3
5	I feel that my heart throbs when it's my turn to speak on French lessons.	f	102	129	74	93	58
		%	22.4	28.3	16.2	20.4	12.7
6	I always feel that other students speak better than me.	f	139	110	89	64	54
		%	30.5	24.1	19.5	14	11.8
7	I refrain from answering a question voluntarily on French lessons.	f	125	125	84	84	38
		%	27.4	27.4	18.4	18.4	8.3
8	My mind is confused on French lessons since I cannot organize my thoughts well.	f	49	96	126	121	64
		%	10.7	21.1	27.6	26.5	14
9	I have difficulty in learning the rules required for speaking French.	f	80	143	74	92	67
		%	17.5	31.4	16.2	20.2	14.7
10	I quail that other students will laugh at me when I speak French.	f	156	107	75	72	46
		%	34.2	23.5	16.4	15.8	10.1
11	My French pronunciation is not on a sufficient level for speaking.	f	42	38	90	149	137
		%	9.2	8.3	19.7	32.7	30
12	I get sad when my teacher corrects my mistakes while I speak on French lessons.	f	207	137	68	25	19
		%	45.4	30	14.9	5.5	4.2
13	It scares me to think that my teacher will readily correct each mistake I might make.	f	186	108	75	49	38
		%	40.8	23.7	16.4	10.7	8.3
14	I feel anxiety even though I get prepared well for French lessons.	f	115	114	76	95	56
		%	25.2	25	16.7	20.8	12.3
15	I feel pressure on me for preparing well for French lessons.	f	171	145	83	33	24
		%	37.5	31.8	18.2	7.2	5.3
16	I'm afraid of falling behind as French lessons move fast.	f	130	92	91	85	58
		%	28.5	20.2	20	18.6	12.7

17	I get worried in case I cannot understand the cassettes and CDs we listen to on French lessons.	f	110	93	119	88	46
		%	24.1	20.4	26.1	19.3	10.1
18	I feel uneasy when my French teacher asks me questions on subjects I'm not prepared to.	f	52	76	100	147	81
		%	11.4	16.7	21.9	32.2	17.8
19	I get worried for I might not be able to form a sentence when I am asked to ask a question in French.	f	60	86	89	150	71
		%	13.2	18.9	19.5	32.9	15.6
20	The more I get prepared to French exam. The more I get confused.	f	131	119	89	62	55
		%	28.7	26.1	19.5	13.6	12.1
21	During lessons. I often find myself thinking matters irrelevant to the lesson.	f	96	104	92	86	78
		%	21.1	22.8	20.2	18.9	17.1
22	The fear of failure on French lessons frightens me.	f	82	104	95	106	69
		%	18	22.8	20.8	23.2	15.1
23	I get excited in French exams.	f	123	123	86	86	38
		%	27	27	18.9	18.9	8.3
24	I often think that French levels of other students are better than mine.	f	125	123	100	66	42
		%	27.4	27	21.9	14.5	9.2
25	It disturbs me if they increase French lessons.	f	127	96	87	52	94
		%	27.9	21.1	19.1	11.4	20.6
26	It worries me not to be able to understand what my teacher says on French lessons.	f	103	108	98	100	47
		%	22.6	23.7	21.5	21.9	10.3
27	Most of the time. I refrain from going to French lessons.	f	222	120	57	21	36
		%	48.7	26.3	12.5	4.6	7.9

Table 9 shows the responses of the participants to 27 items about language anxiety and they are considered to be quite significant, summarizing the overall picture of the second language anxiety in the country. According to the table, a great majority of the students expressed that they do not refrain from speaking French as a second language but they have problems and anxiety when they are forced to speak on a topic that they have no background information about. On the other hand, it is seen that students find speaking as one of the most challenging points in studying French. 75 percent of the respondents stated that they do not agree with the item (12) "I get sad when the teacher corrects them while speaking French in the lesson". It is also seen that the majority of the participants (75%) declared that they do not agree that they hesitate to attend French classes and that they do not feel anxiety of failure in French lessons. The responses of the participants also indicate the French teacher's attitudes towards the students, his/her pedagogical background and the teaching techniques, methods and strategies s/he use in the lessons.

4. Discussion

Developing a modern society can only possible through modern and efficient approaches and attitudes and the role of experimental in the process is unique. Since very early times, there have been several experimental studies on a better educational system. In this aspect, there have also been many studies on foreign language learning all around the world.

In order to develop a better and more qualified language teaching and learning method, anxiety has been a matter of interest by many scholars and researchers. For this reason, there have been several studies on anxiety and its efficiency on language learning. This current study, in good compatibility with the literature review of earlier studies in the field, also shows that there is strong relationship between one's language learning process and anxiety. It was found that anxiety has an important

impact on language learning at a certain level. The students with low or medium level of anxiety were found to be more successful in language learning activities. This shows that anxiety has both negative and positive effects in language learning.

The results of the study indicate that second language learning anxiety levels of high school students do not vary according to the genders of the students, their schools, their parents' educational background and their occupations. Most of the changes in the foreign language anxiety levels of the students occur between their grade levels and the success levels in French lessons. On the other hand, no meaningful difference was found among students' classroom anxiety levels. Among the most important reasons for this might be the university selection and placement exams, changes in course hours of grade levels, effects of other lessons, and/or social perception etc.

Participant students' first foreign language is English and French is the second foreign language for the participant students of this study. The background knowledge and experience of English supported students in the learning process of a second foreign language. This is quite compatible with the literature review and it can easily be concluded that anxiety levels of students whose first language is English are lower than those whose first foreign language is not English.

5. Conclusions

According to the results of the study, it can also be concluded that students can communicate more easily because they have first foreign language experience. On the other hand, the students with high levels of anxiety should be encouraged to participate in communication activities in the classroom environment. If possible, appropriate language environments should be provided in order to let them communicate with native French speakers and they should be recommended to follow some certain broadcasts compatible with their language levels and with their interest. Instead of sticking to grammar rules in language teaching, they should be remembered not to be afraid of making mistakes. Mistakes should be corrected in a proper way.

The results also revealed that 68% of the participant students (310 students) chose French through direction of their schools. However, their success grades and the responses they provided to the items in the questionnaire showed that they adopted French and that they put effort to learn it.

The overall analysis of the responses of the participant students indicated that the majority of the students are self-confident and that they put effort to participate in lessons voluntarily, try to speak properly, knowing the importance of the language. It was also found that they are trying to express their desires and feelings and thoughts in French, paying attention to the rules of the language. In addition, it was also found that most of the students believe that their French pronunciations are not at a sufficient level to speak and, for this reason, the anxiety of speaking to a native speaker of French makes them nervous. Nonetheless, the results showed that the idea that their friends are better than they are does not make them anxious or nervous.

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Lise öğrencilerinin ikinci yabancı dil Fransızca öğrenimlerini etkileyen yabancı dil kaygısı “Denizli örneği”

Öz

Bu çalışma, 2015-2016 eğitim-öğretim yılında Denizli'deki Anadolu liselerinde Fransızca'yı ikinci yabancı dil olarak öğrenen öğrencilerin yabancı dil öğrenme kaygılarına neden olan unsurları belirlemeyi amaçlamıştır. Çalışmanın örneklemini, iki lisede öğrenim gören toplam dört yüz elli altı (456) öğrenci oluşturmaktadır. Çalışmaya katılan öğrencilerin cinsiyetleri, öğrenim gördükleri sınıf düzeyleri, anne-baba eğitim durumları ve meslekleri gibi değişkenlerin yabancı dil öğrenme kaygı düzeylerine etkisi araştırılmıştır. Verilerin analizinden sonra bu değişkenlerin ikinci yabancı dil kaygı düzeylerini önemli bir ölçüde etkilenmediği sonucuna varılmıştır. Ancak bazı öğrencilerin kaygı düzeylerinin yüksek olması, başarı düzeylerini düşürdüğü görülmüştür. Orta ve az düzeyde kaygının öğrencilerin öğrenmelerine olumlu bir etkisi olduğu ortaya konulmuştur. Sonuç olarak, alan

yazında da görüldüğü gibi kaygının görülme düzeylerine göre yabancı dil öğrenimi/öğretimi üzerine iki yönlü etkileri olduğu gözlemlenmiştir.

Anahtar sözcükler: Yabancı dil kaygısı; ikinci yabancı dil; Fransızca öğretimi.

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