THE EXAMINATION OF ELT PREPARATORY CLASS STUDENTS' FOREIGN LANGUAGE ANXIETY LEVEL ACCORDING TO THEIR GENDER AND ACADEMIC ACHIEVEMENT

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ABSTRACT

This study attempted to determine ELT preparatory class students' foreign language anxiety level and to investigate whether there was a significant difference between students' foreign language anxiety level and two variables; gender and academic achievement. In the study, a quantitative research design with a survey methodology was used to collect data about the preparatory class students' foreign language anxiety. To reach the aim of the study, Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) conducted to 70 students studying at ELT preparatory class. The participants were randomly selected. Descriptive analysis and t-test scores were used in analyzing the data. The results of the study revealed that most of the preparatory class students have a moderate anxiety level. Besides, while anxiety levels showed a significant difference according to gender, there was no significant difference between the students' anxiety level and their academic achievement.
Keywords: Foreign language anxiety, gender, academic achievement, ELT preparatory class students.

İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİNİN YABANCI DİL KAYGI DÜZEYLERİNİN CİNSİYET VE AKADEMİK BAŞARI DEĞİŞKENLERİNE GÖRE İNCELENMESİ

ÖZ

Bu çalışmada İngiliz Dili Öğretimi hazırlık sınıfı öğrencilerinin yabancı dil kaygı düzeylerini belirlemeye ve öğrencilerin yabancı dil kaygı düzeyleri ile iki değişken olan; cinsiyet ve akademik başarı arasında anlamlı bir fark olup olmadığının araştırılması amaçlanmıştır. Araştırmada hazırlık sınıfı öğrencilerinin yabancı dil kaygıları düzeylerini belirlemek amaçlı, veri toplamak için nicel araştırma desenlerinden anketle veri toplama yöntemi kullanılmıştır. Çalışmanın amacına ulaşmak için Horwitz, Horwitz ve Cope (1986) tarafından geliştirilen Yabancı Dil Sınıfı Kaygı Ölçeği (FLCAS) İngilizce hazırlık sınıfında okuyan 70 öğrenciye uygulanmıştır. Katılımcılar rastgele seçilmiştir. Verilerin analizinde yabancı dil kaygısı düzeyini belirlemek için, betimsel analiz ve cinsiyet ve akademik başarı ile aralarında ilişkiyi ortaya çıkarmak için t-testi puanları kullanılmıştır. Araştırma sonuçları, hazırlık sınıfı öğrencilerinin çoğunun orta düzeyde kaygı düzeyine sahip olduğunu ortaya koymuştur. Ayrıca öğrencilerin kaygı düzeyleri cinsiyete göre anlamlı bir farklılık gösterirken, öğrencilerin kaygı düzeyleri ile akademik başarıları arasında anlamlı bir fark bulunmamıştır.
Anahtar Kelimeler: Yabancı dil kaygısı, cinsiyet, akademik başarı, İngilizce hazırlık sınıfı öğrencileri.

Introduction

The need for learning a foreign language especially English is increasing day by day due to the fact that the world is opening the world markets and English language becoming the most common language all around the world. Since foreign language learning is considered as a process difficult to be explained, it can be a difficult period for many people as there are many factors that make a foreign language difficult to learn. These factors include mental factors, cultural factors and affective factors. The affective factor defined as "the emotional side of human behavior in the language learning process" (Brown, 1994). The results of the research show that the affective factors have significant effects on foreign language learning (Farzana, 2012; Hamouda, 2013; Khaleghi, 2016). Moreover, the findings of the studies revealed that there is a critical relationship between foreign language learning and affective variables. Since having a significant influence on language learning process, the psychological factors affecting foreign language learning are still attracting the attention of the scholars and researchers (Brown, 2007). One of the stated factors constitutes the "anxiety" which is one of the affective factors that has a strong negative impact on the foreign language learning process (Kralova, Skorvagova, Tirpakova & Markechova 2017).

Anxiety was seen as a general term until the study of Horwitz, Horwitz and Cope (1986) which discussed foreign language anxiety as a distinguishing psychological phenomenon encountered by all the learners of foreign language regardless of age, gender or experience. MacIntyre and Gardner (1993) defined foreign language anxiety as a "learned emotional response". Lowering the language anxiety level of the students help, them express themselves better and make them feel comfortable during the Classes.

Anxiety

When it is compared with 50 years ago, today people are exposed to a great deal of stress than the people living earlier. Crowded cities, a hectic life, constant rush, working conditions and higher expectations resulted in a rise in the number of people complaining from disease called anxiety (Tepeh, 2016). It is regarded as a normal reaction to stress and a small of anxiety can even facilitate performance. Anxiety can be considered as a complex psychological term that contains many different variables of concern. There are various definitions about anxiety. To begin with a simple definition, it can be described as "a subjective feeling of tension, apprehension, nervousness, and worry consisted of an arousal of the autonomic nervous system" (Horwitz et al. 1986). Sapir and Aranson (1990) also defined anxiety as being in the state of fear uncertainty, distress, losing control, restlessness, and unpleasantness. Moreover, Spielberg (1972) describes the anxiety as a feeling of tension that acts nervous system. According to MacIntyre (1995) anxiety is a state of emotion that can be positive in some ways such as fostering or facilitating the success and can also be negative too as disturbing or impeding the learning. Considering these definitions, anxiety can be described as a state in which a person suffers from an unpleasant emotion, usually followed by nervous behavior, worry and, extreme fear.

Mostly three types of anxiety are handled under the heading of anxiety; the state, the situation specific and the trait anxiety have been studied in many contexts by many researchers including the foreign language learning process (Gardner, Moorcroft and MacIntyre, 1987). State anxiety is occurred when a "person perceives stimulus or situation as harmful or threatening one" (Spielberger, 1992). However trait anxiety is a more lasting tendency to feel anxious (Brown, 1994). Situation specific anxiety can be described as a different type of state anxiety that seen not all occasions but with particular situations constantly in time (MacIntyre and Gardner, 1991).

Foreign Language Anxiety

Anxiety has been a subject of remarkable interest in teaching and learning process of foreign language for educators as it is considered as one of major obstacles to language learning that the learners need to handle (Wu, 2010; Zheng, 2008 cited in Elaldı, 2016).

Horwitz (2001) claims that almost one-third of foreign language learners face with anxiety at a some degree. MacIntyre and Gardner (1993) defined foreign language anxiety as "the feeling of tension specifically associated with second language contexts including speaking, listening, and learning"- is somehow slightly different from an everyday anxiety so that it prevents learners from reaching their aims and leads a poor performance in the second or foreign language learning process. (Hashemi and Abbasi, 2013). The sources of foreign language anxiety can be various. Zhang & Zhong (2012) states that the main reason of feeling anxious resulted from unrealistic belief of learners and from their disbeliefs about the language learning process. Besides some learners believe that they do not have enough aptitude or special gift from God (Price, 1991). Moreover, some learners have prejudices about time. They think that one or two years can only be sufficient to learn a language. Without experience the difficulty of language some learners already are feeling anxious about the language learning process. Another important cause of language anxiety stem from the learners' false beliefs or high expectations about language standards (Kitano, 2001 as cited in Elaldı, 2016). As a result of exposing the experts' language native speakers from records, videos, serials etc. they put a high standard to catch up with which leads language anxiety.

In the study, to identify the level of foreign language anxiety level of the students and to investigate whether there was a significant difference between students' anxiety level and their gender and academic achievement scores of the students, the following research questions were attempted to be answered.

1. What is the foreign language anxiety level of the students in preparatory class in ELT department?
2. Is there any significant differences between students' foreign language anxiety level and their gender?
3. Is there any significant differences between students' foreign language anxiety level and their academic achievement?

Method

This study had a quantitative research methodology. Survey was used as a research method in the study. This case study comprised two stages. In stage 1 of the study Foreign Language Classroom Anxiety Scale (FLCAS) was administered to 70 preparatory students. In the second stage, an investigation into to find out whether there is a significant difference between students' foreign anxiety levels and two variables; gender and academic achievement was done.

Research Design

In this study, a cross-sectional correlation research design was used. Breakwell, Hammond and Fife-Schaw, (1995) state that this design enabled the researcher to observe two or more variables all at once and was helpful for describing significant difference between two or more variables

Sample

The sample of the study consists of 70 preparatory class students in ELT department of Çanakkale Onsekiz Mart University. Random sampling technique was used while selecting the participants. The participants consisted of 47 females and 23 males. The participants were informed verbally that their participation for filling the scale was entirely voluntary and would not any influence on their grade.

Data Collection Tools

As a data collection tool, FLCAS, which was developed, by Horwitz, Horwitz, and Cope (1986) was used for collecting the data of the study. In the scale, the number of items related to foreign language anxiety is 33, and two more items related to personal information. The scale has a five-point Likert-scale type as follows: Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5). The reliability of this scale is high and was reported to be 0.85. The Turkish version of the scale was used in this study. The study of reliability, validity of the Turkish version of FLCAS was done by Gürsu (2011). She found out that (FLCAS) was a both valid and reliable tool to measure Turkish learners' anxiety. The scores of language was divided into five levels: namely zero mean score, low mean score, moderate mean score and high mean score and very high mean score.

Data Analysis

In the analysis phase of the study, to determine students' level of foreign language anxiety and to find out whether there were any significant differences between the students' level of anxiety with respect to gender and gpa, some statistical analyses were performed using SPSS program. Descriptive statistics (means, frequency, percent and standard deviation) were done for determining the anxiety level of students while independent sample t-test was performed with the aim of finding whether there

is a meaningful difference between students' FLA level with respect to their gender and GPA. The conditions required for t-test such as normal distribution etc. were provided before analysis.

Research Ethics

In this research, researcher considered research ethical issues at utmost level. Consent asked to participants. The participants participated to research voluntarily. Research data were collected in May 2018. Since the data collection process was carried out before 2020, there is no need for ethics committee approval.

Findings

In this part of the study, the research questions of the study were answered in the light of the findings through SPSS analysis of the data.

RQ1. What is the foreign language anxiety level of the students in preparatory class in ELT department of Çanakkale Onsekiz Mart University?

To find out the students' foreign language anxiety (FLA) level of the students, a descriptive analysis was performed.

Table 1
Foreign Language Anxiety Level of the Students

	Zero anxiety	Low anxiety	Moderate anxiety	High anxiety	Very High anxiety	$\bar{X}$	ss
f	1	20	40	9	0	2.81	.67
%	1.4	28.6	57.1	12.9	.00		

According to Table 1, among the 70 students, only one of them has no foreign language anxiety. Of 70 students, 20 of them have low level of anxiety, while 40 have moderate level foreign language anxiety. The number of students with high anxiety level is 9. According to these findings, it was revealed that a large majority of the students had moderate-level of foreign language anxiety.

RQ2. Is there any significant difference between students' foreign language anxiety level and their gender?

In table 2, students group means are shown according to their gender and in table 3 in below, the differences between students' FLA level and their gender is shown.

Table 2
Descriptive Results of FLA Level in Terms of Gender

	Group Statistics				
	group	N	$\bar{X}$	S.D.	Std. Error Mean
FLA	female	47	3.02	.61	.09
	male	23	2.40	.58	.12

As showed in the Table 2, 47 of students are female while 23 of them are male. The table 2 also shows that female students have higher mean score of anxiety level ($\bar{X}$=3.02) comparing the the male students ($\bar{X}$=2.40).

Table 3
The Differences between Students FLA Level with Respect to Gender - Independent sample t-test results

		Independent Samples Test				
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
FLA	Equal variances assumed	4.13	68	.00*	.63	.15
	Equal variances not assumed	4.19	45.45	.00*	.63	.15

P<.01

According to Table 6, there is a significant difference between students' gender and their FLA level. (t (68) =.4.13; p<.01). The findings in Table 3 revealed that female students have higher anxiety level comparing the male students.

RQ3. Is there any significant difference between students' foreign language anxiety level and their academic achievement?

The last two tables (Table 4 & Table 5) below show the findings for the third and last research question.

Table 4
Descriptive Results of FLA Level in Terms of GPA

	Group Statistics				
	GPA group	N	$\bar{X}$	S.D.	Std. Error Mean
FLA	60-79	49	2.86	.71	.10
	80-100	21	2.71	.56	.12

As there was no student had a GPA score below 60 among the participants of the study, the academic achievement score of the students was given in two groups as between 60-79 and 80-100. According the findings shown in Table, most of the students (N= 49) were in the range of 60-69 gpa while the rest of them (N=21) in the range of 80-100 gpa score.

Table 5
The differences between students' FLA level and their GPA - Independent sample t-test results

		Independent Samples Test				
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
FLA	Equal variances assumed	.821	68	.42	.14	.17
	Equal variances not assumed	.900	47.4	.37	.14	.16

The Table 5 shows whether there is a meaningful difference between students' GPA and FLA level. The findings of Table 5, revealed that although there was a slight difference in level of anxiety of the students in terms of their gpa scores (60-79: m= 2.86, 80-100: m= 2.71) there was no significant difference between the two variables statistically.

Discussion and Conclusion

A great number of studies have been carried out to investigate the foreign language anxiety level of students as the anxiety is considered as one of the important factor has a role on foreign language learning process. Horwitz, (1986) states that testing students' anxiety level with FLCAS gives an opportunity to researchers to find out the scope and degree of foreign language anxiety. In this study an investigation on the level of foreign language anxiety of students was done. To identify

the level of foreign language anxiety level of ELT preparatory class students of Çanakkale Onsekiz Mart University, The Turkish version of FLSCAS administered to the students. The reason of using Turkish version of the scale was to remove the possible risks arising from misunderstandings of the items. The mean scores, frequencies and standard deviation were calculated and it was found as most of the students had a moderate anxiety level. A small group of students had high anxiety level with the number of 9 students and 20 students had low anxiety level. Among 70 students only one student had no anxiety and there was no one with very high anxiety level. Besides determining students' FLA level, it was also investigated whether the level of foreign language anxiety differed according to gender and academic achievement of the students. According to t-test results, there was a meaningful difference between the students' FLA level and their gender. In Table 3 it was shown as female students have higher anxiety level when comparing with male students. Similar results have been found in different studies. Mesri (2012) conducted a study with aiming at find out the relationship between EFL learners' Foreign Language Classroom Anxiety (FLCA) with their gender. The study results showed that male students had lower mean scores in all anxiety items than female students. Similarly, a study carried out by Arnaiz & Guillen (2012) about the investigation on the individual differences in FLA of students in a Spanish University, revealed that anxiety level of female students was higher than their male friends. In a similar study done by Budin & Lian, (2014) found that female students' mean score were higher than male students' mean score in terms of communication apprehension. Gender is considered as one of the important factor in language learning process; it carries a vital role during foreign language learning process (Alsowat, 2016). Revealing of gender-based differences and being aware of them can make it easier for teachers to organize the foreign language learning- teaching process and also enables instructors to find ways to diminish these risky effects.

With regard to academic achievement of the students, the findings of the study indicated that there was no significant difference in students' total foreign language anxiety scores between the two gpa groups of students. Although there was not statistically significant difference in terms of students' gpa, it was worth noting that there was a slight difference between the mean scores of the gpa groups. The students with the gpa score between 60-79 had higher anxiety level than the students with gpa scores between 80-100. It is possible to find similar results in other studies. Awan, et. al. (2011) conducted a study with the aim of investigating of foreign language classroom anxiety and its relationship with academic achievement of 149 undergraduates students of University of Sargodha. The study revealed that students' language anxiety and their academic achievement did not relate to each other in a positive way. Although there was no significant difference between academic achievement and anxiety level in this study and in some other studies, many studies have found the opposite results. Demirtaş and Bozdoğan, (2013) investigated the link between foreign language anxiety level and language test scores of 331 preparatory students and a negative relationship was found between the students' anxiety level and their language performance.

On the basis of the findings, some suggestions can be made. Since affective factors are thought to have an effect on language learning process, teachers have to be aware of students' anxiety level. If teachers are aware of the some variables such as anxiety, gender that affecting students' language learning process, they can create a more successful learning process by preparing the teaching and learning environment accordingly. Another important issue is that teachers should create a more peaceful, nonthreatening and relaxing language learning environment in which students feel comfortable and dare to take risks to make mistakes without having unpleasant feeling emanated from shyness.

The results of this study are limited to the 70 students in ELT preparatory class of Çanakkale Onsekiz Mart University. For this reason, this study can be conducted at other ELT preparatory class of Turkish universities in order to make generalization of the results in the Turkish context. Besides the findings of this study may not be enough to make generalization and provide deeper insight about the students' foreign language anxiety levels and its' connection with gender and GPA. Further studies both quantitative and qualitative with larger sample size may be conducted to make reliable generalizations.

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Genişletilmiş Özet

Giriş

Dünyanın dünya ticaret pazarlarına açılmaya başlaması ve İngilizcenin tüm dünyada en yaygın dil haline gelmesi nedeniyle başta İngilizce olmak üzere yabancı dil öğrenme ihtiyacı gün geçtikçe artmaktadır. Yabancı dil öğrenimi, açıklanması zor bir süreç olarak görüldüğünden, yabancı dili öğrenmeyi zorlaştıran pek çok faktör olması da yabancı dil öğrenimini zorlaştırabilmektedir. Bu faktörler zihinsel faktörleri, kültürel faktörleri ve duygusal faktörleri içerir. Duyuşsal faktör, "dil öğrenme sürecinde insan davranışının duygusal yanı" olarak tanımlanmaktadır (Brown, 1994). Yapılan araştırmalar göre duyuşsal faktörlerin yabancı dil öğrenimi üzerinde önemli etkileri olduğunu göstermektedir (Farzana, 2012; Hamouda, 2013; Khaleghi, 2016). Ayrıca çalışmaların bulguları, yabancı dil öğrenimi ile duyuşsal değişkenler arasında kritik bir ilişki olduğunu da ortaya koymuştur. Dil öğrenme süreci üzerinde önemli bir etkiye sahip olduğu için, yabancı dil öğrenmeyi etkileyen psikolojik faktörler hala akademisyenlerin ve araştırmacıların ilgisini çekmektedir (Brown 2007). Belirtilen faktörlerden biri, yabancı dil öğrenme sürecini güçlü şekilde olumsuz etkileyen duyuşsal faktörlerden biri olan "kaygı" yı oluşturmaktadır (Kralova, Skorvagova, Tirpakova ve Markechova 2017).

Horwitz, Horwitz ve Cope'un (1986) yabancı dil kaygısını yaşa, cinsiyete veya deneyime bakılmaksızın tüm yabancı dil öğrenenlerin karşılaştığı ayırt edici bir psikolojik olgu olarak ele alan çalışmasına kadar kaygı genel bir terim olarak görülmüştür. MacIntyre ve Gardner (1993) yabancı dil kaygısını "öğrenilmiş duygusal tepki" olarak tanımlamıştır. Yine MacIntyre (1995)'e göre kaygı, başarıyı teşvik etme veya kolaylaştırma gibi bazı yönlerden olumlu olabilen ve aynı zamanda öğrenmeyi bozucu veya engelleyici olarak olumsuz da olabilen bir duygu durumudur.

Öte yandan kaygı, öğrencilerin üstesinden gelmeleri gereken dil öğrenmenin önündeki en büyük engellerden biri olarak görüldüğü için eğitimciler için yabancı dil öğretme ve öğrenme sürecine dikkat çekici bir ilgi konusu olmuştur (Wu, 2010; Zheng, 2008 aktaran Elaldı, 2016). Hatta Horwitz (2001), yabancı dil öğrenenlerin neredeyse üçte birinin bir dereceye kadar kaygı ile karşı karşıya olduğunu iddia etmektedir. Yabancı dil kaygısı, günlük kaygıdan biraz farklı olarak, özellikle konuşma, dinleme ve öğrenme başta olmak üzere ikinci ya da yabancı dil bağlamları ile ilişkili gerginlik hissi olarak tanımlanır (MacIntyre ve Gardner, 1993). Öte yandan yabacı dil kaygısının sebepleri çeşitli olabilmektedir (Price, 1991; Zhang & Zhong, 2012). Bunlardan bazıları; yabancı dil öğrenimi ile ilgili yanlış inançlar (özel yetenek, Allah vergisi gibi.), ön yargılar, ya da dil standartları ile ilgili öğenenlerin yüksek beklentileri olabilmektedir.

Bu doğrultuda, bu çalışmada ingilizce hazırlık sınıfı öğrencilerinin yabancı dil kaygı düzeylerini belirlemek ve öğrencilerin kaygı düzeyleri ile cinsiyetleri ve akademik başarı puanları arasında anlamlı bir fark olup olmadığının araştırılması amaçlanmışıtr. Bu amaç doğrultusunda aşağıdaki araştırma sorularına cevap bulunmaya çalışılmıştır.

1. İngilizce Öğretimi Bölümü hazırlık sınıfında okuyan öğrencilerin yabancı dil kaygı düzeyleri nedir?
2. Öğrencilerin yabancı dil kaygı düzeyleri ile cinsiyetleri arasında anlamlı bir fark var mıdır?
3. Öğrencilerin yabancı dil kaygı düzeyleri ile akademik başarıları arasında anlamlı bir fark var mıdır?

Bu bağlamda, bu çalışmanın sonuçlarının, yabancı ve ikinci dil öğrenimi alanında duyuşsal faktörlerin etkisi ile ilgili araştırmalara katkı sağlayacağı düşünülmektedir. Araştırma aynı zamanda öğretmenler, programcılar ve öğrenciler için yabancı dil sınıflarında kaygının azaltılması açısından verimli bilgiler sağlayabilir. Bu alandaki araştırmaya katkısının yanı sıra, bu çalışmanın bulguları İngilizce öğretmenlerine bazı bilgiler sağlamaktadır. Dil kaygısı konusunda daha bilinçli olabilirler ve öğrencilerin duyuşsal faktörlerine karşı daha duyarlı olmalarına katkı sağlayabilir.

Yöntem

Bu çalışmanın verileri nicel araştırma yöntemi ile toplanmıştır. Araştırmada veri toplama aracı olarak anket kullanılmıştır. Bu vaka çalışması iki aşamadan oluşmaktadır. Çalışmanın 1. aşamasında 70 hazırlık öğrencisine Yabancı Dil Sınıfı Kaygı Ölçeği (FLCAS) uygulanmıştır. İkinci aşamada ise, öğrencilerin yabancı kaygı düzeyleri ile iki değişken; cinsiyet ve akademik başarı arasında anlamlı bir fark olup olmadığını incelenmiştir. Bu amaçla, çalışmada, kesitsel bir korelasyon araştırma tasarımı kullanılmıştır. Çalışmanın örneklemini Çanakkale Onsekiz Mart Üniversitesi'nde okuyan 70 İngilizce hazırlık sınıfı öğrencisi oluşturmaktadır. Öğrencierin 47 sini kız, 23 ünü erkek öğrenciler oluşturmaktadır. Öğrencilerin yabancı dil kaygı düzeylerini belirlemek için Horwitz, Horwitz, and Cope (1986) tarafından geliştirilen Yabancı Dil Kaygı Ölçeği kullanılmıştır. Verilerin analizinde ise; betimsel istatistikle birliklte t,test istatistiği yapılmıştır.

Bulgular

Tablo 1
Öğrencilerin Yabancı Dil Kaygı Düzeyleri

	Sıfır kaygı	Düşük kaygı	Orta düzey kaygı	Yüksek kaygı	Çok yüksek kaygı	$\bar{X}$	ss
f	1	20	40	9	0	2.81	.67
%	1.4	28.6	57.1	12.9	.00		

Tablo 1'e göre 70 öğrenciden sadece birinde yabancı dil kaygısı yok. 70 öğrencinin 20'si düşük, 40'ı orta düzeyde yabancı dil kaygısına sahiptir. Kaygı düzeyi yüksek olan öğrenci sayısı 9'dur. Bu bulgulara göre öğrencilerin büyük çoğunluğunun orta düzeyde yabancı dil kaygısı olduğu ortaya çıkmıştır.

Tablo 2
Cinsiyete Göre Yabancı Dil Kaygı Düzeyinin Tanımlayıcı Sonuçları

	Group Statistics				
	Grup	**N**	**$\bar{X}$**	**S.D.**	**Std. Error Mean**
YDK	Kadın	47	3.02	.61	.09
	Erkek	23	2.40	.58	.12

Tablo 2'de görüldüğü üzere öğrencilerin 47'si kız, 23'ü erkektir. Tablo 2'de ayrıca kız öğrencilerin erkek öğrencilere ($\bar{X}$ = 2.40) göre daha yüksek kaygı düzeyi puanına ($\bar{X}$ = 3.02) sahip olduğunu göstermektedir.

Table 3
Cinsiyet farklarına Göre Öğrencilerin Yabancı Dil Kaygı Düzeyleri Arasındaki Farklılıklar - Independent sample t-test results

		Independent Samples Test				
		t-test for Equality of Means				
		t	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
YDK	Equal variances assumed	4.13	68	.00*	.63	.15
	Equal variances not assumed	4.19	45.45	.00*	.63	.15

*P<.01

Tablo 3 e göre öğrencilerin cinsiyetleri ile yabancı dil kaygı düzeyleri arasında anlamlı bir fark vardır (t (68) = .4.13; p <.01). Tablo 3'teki bulgular, kız öğrencilerin erkek öğrencilere göre daha yüksek kaygı düzeyine sahip olduğunu ortaya koymuştur.

Table 4
Öğrencilerin Yabancı Dil Kaygı Düzeyleri ile Akademik Başarıları Aarasındaki Farklılıklar -
Independent sample t-test results

	Group Statistics				
	Akademik Başarı Grupları	N	$\bar{X}$	S.D.	Std. Error Mean
YDK	60-79	49	2.86	.71	.10
	80-100	21	2.71	.56	.12

Tablo 4'ün bulgularına göre öğrencilerin kaygı düzeylerinin akademik başarı puanlarına göre (60-79: $\bar{X}$ = 2.86, 80-100: $\bar{X}$ = 2.71) küçük bir fark olmasına rağmen, aralarında anlamlı bir fark olmadığını ortaya koymuştur.

Sonuç, Tartışma ve Öneriler

Bu çalışmada, Çanakkale Onsekiz Mart Üniversitesi İngilizce Hazırlık Sınıfı öğrencilerinin yabancı dil kaygı düzeylerini belirlemek için öğrencilere Yabancı Dil Kaygı Ölçeği uygulanmıştır. Ortalama puanlar, frekanslar ve standart sapma hesaplanmış ve öğrencilerin çoğunun orta düzeyde kaygı düzeyine sahip olduğu bulunmuştur. Küçük bir grup öğrenci (9 öğrenci) yüksek kaygı düzeyine, 20 öğrenci ise düşük kaygı düzeyine sahip olduğu ortaya çıkmıştır. 70 öğrenciden sadece bir öğrencide sıfır kaygı düzeyi saptanmıştır. Bununla birlikte kaygı düzeyi çok yüksek olan öğrenci yoktur. Öğrencilerin yabancı dil kaygı düzeylerinin belirlenmesinin yansıra, yabancı dil kaygı düzeylerinin öğrencilerin cinsiyetlerine ve akademik başarılarına göre farklılaşıp farklılaşmadığı da araştırılmıştır. T testi sonuçlarına göre, öğrencilerin FLA seviyeleri ile cinsiyetleri arasında anlamlı bir fark vardı. Tablo 3'te kız öğrencilerin erkek öğrencilere göre daha yüksek kaygı düzeyine sahip olduklarını göstermiştir.

Öğrencilerin akademik başarılarına ilişkin olarak, araştırmanın bulguları, öğrencilerin toplam yabancı dil kaygı puanlarında iki akademik başarı öğrenci grubu arasında anlamlı bir fark olmadığını göstermiştir. Öğrencilerin akademik başarı puanları açısından istatistiksel olarak anlamlı bir fark olmamasına rağmen, akademik başarı puan gruplarının ortalama puanları arasında küçük bir fark olduğunu belirtmek gerekir. Akademik başarı puanı 60-79 arasında olan öğrenciler, başarı puanı 80-100 arasında olan öğrencilere göre daha yüksek kaygı düzeyine sahip olduğu görülmüştür. Bu çalışmanın bulgularına dayalı olarak bazı önerilerde bulunulabilir. Duyuşsal faktörlerin dil öğrenme sürecine etkisi olduğu düşünüldüğünden, öğretmenlerin öğrencilerin kaygı düzeylerinin farkında olması gerekmektedir. Öğretmenler, öğrencilerin dil öğrenme sürecini etkileyen kaygı, cinsiyet gibi bazı değişkenlerin farkında ise, öğretme ve öğrenme ortamını buna göre hazırlayarak daha başarılı bir öğrenme süreci oluşturabilirler. Bir diğer önemli konu da öğretmenlerin, öğrencilerin kendilerini rahat hissettikleri ve utangaçlıktan kaynaklanan nahoş duyguları yaşamadan hata yapma riskine girebilecekleri daha huzurlu, tehdit oluşturmayan ve rahatlatıcı bir dil öğrenme ortamı yaratmaları gerekliliğidir.