



Title

An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners

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Abstract

Teachers' observations, students' experiences, and the review of related literature indicate that language anxiety is a significant factor adversely affecting the language learning process. Thus, this study aims to investigate the sources and levels of fear of negative evaluation as well as language anxiety among Turkish students as EFL learners, and to determine the correlation between the two. A foreign language anxiety scale and a scale for fear of negative evaluation were administered to a sample group of 112 foreign language learners. The collected data were used to provide a descriptive and correlational analysis. The results of the analysis indicated that EFL learners suffer from language anxiety and fear of negative evaluation. Furthermore, fear of negative evaluation itself was found to be a strong source of language anxiety. In light of the findings of the research, the following recommendations were noted: Firstly, in order to cope with anxiety, learning situations and context should be made less stressful. Effective communication is another way to relieve language anxiety.

Key Words: Language Anxiety, Fear of Negative Evaluation, English as a foreign language

Introduction

According to Harmer (1991), some of the reasons to learn English as a foreign language are school curricula, need of advancement in professional life, living in a target community permanently or temporarily, interest in different cultures, and some other specific purposes. At the end of the learning process, learners are usually expected to become proficient in several areas of the target language, such as pronunciation, grammar, vocabulary, discourse, and language skills. On the other hand, it is obvious that the learning of English as a foreign language is closely and directly related to the awareness about certain individual differences, such as the beliefs, attitudes, aptitudes, motivations and affective states of learners. Among these variables, particularly language anxiety as an individual difference is an affective state seriously impeding achievement in a foreign language (Gardner, 1985). Hence, one of the purposes of the present study is to examine the sources and levels of language anxiety among EFL learners.

Anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the face an expected danger (Blau, 1955) and it can be classified into three types. *Trait anxiety*, a more permanent disposition to be anxious (Scovel, 1978), is viewed as an aspect of personality. *State anxiety* is an apprehension experienced at a particular moment in time as a response to a definite situation (Spielberger, 1983). Finally, the last of the three types, *situation-*

specific anxiety is related to apprehension unique to specific situations and events (Ellis, 1994). Language anxiety is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986). Drawing upon the synthesis of previous research on foreign language anxiety, Gardner and MacIntyre (1993) describe the concept as the apprehension experienced when a specific situation requires the use of a second language in which the individual is not fully proficient. To sum up, language anxiety falls under the category of situation-specific anxiety. Foreign language anxiety has three varieties. *Communication apprehension* occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts. It refers to a fear of getting into real communication with others. *Test anxiety*, on the other hand, is an apprehension towards academic evaluation. It could be defined as a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations. This type of anxiety concerns apprehension towards academic evaluation which is based on a fear of failure (Horwitz and Young, 1991). Finally, *fear of negative evaluation* is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations. The research also aims to investigate the levels and sources of fear of negative evaluation on the part of EFL learners, and it focuses on the relationship between language anxiety and fear of negative evaluation among EFL learners.

The results of the previously conducted studies regarding foreign language anxiety indicate that personal and impersonal anxieties, learners' beliefs about learning a foreign language, teachers' beliefs about teaching a foreign language, classroom procedures and testing are among the main sources of anxiety (Young, 1991). Furthermore, a review of the related literature reveals that the level of language course, language skills, motivation, proficiency, teachers, tests, and culture (Bailey, 1983; Ellis and Rathbone, 1987; Young, 1990; Price, 1991; Sparks and Ganschow, 1991; Oxford, 1992) are other factors arousing anxiety. However, it should be noted that prior studies focused on the identification of foreign language anxiety. For instance, Horwitz (1986) developed the Foreign Language Anxiety Scale (FLAS) to measure communication apprehension, test anxiety, and fear of negative evaluation. The results of this study suggest that language anxiety is distinct from other types of anxiety. Furthermore, it was the study of Gardner, Moorcroft, and MacIntyre (1987) that distinguished language anxiety from others. The findings of the study conducted by MacIntyre and Gardner (1989) aiming to measure the three types of language anxiety – i.e., communication apprehension, test-anxiety and fear of negative evaluation – demonstrated that communication anxiety includes fear of negative evaluation as well.

The findings of the previous studies also indicate that there exists a significant correlation between foreign language anxiety and fear of negative evaluation, an issue that has attracted little attention in language learning research (Kitano, 2001). According to Horwitz et al. (1986), fear of negative evaluation is triggered by the teacher as a fluent speaker and the classmates. Young (1991) argued that the

reason why learners do not participate in the classroom activities is the fear of committing a verbal error. Similarly, Price's study (1991) indicated that learners are afraid of making pronunciation errors in classroom. Finally, speaking in front of their peers is another source of anxiety in learning a foreign language (Koch and Terrell, 1991).

A review of available literature indicates that related studies conducted in Turkey are too limited. The findings of one of these studies (Dalkılıç, 2001), which focused on the relationship between achievement and foreign language anxiety, showed that foreign language anxiety is a significant variable affecting learners' achievement. In another study (Koralp, 2005) aiming to investigate the anxiety levels of students and to determine the relationship among different types of anxiety, it was discovered that there is a positive correlation between test anxiety and fear of negative evaluation. While two other studies (Atay and Kurt, 2006, 2007) focused on the effects of peer feedback on writing anxiety, Öztürk and Çeçen (2007) investigated the effect of portfolio keeping on foreign language writing and suggested that portfolio keeping is a significant factor that alleviates anxiety. Finally, in a study conducted by Batumlu and Erden (2007), the relationship between language and anxiety was examined. The findings of this study suggest that there is a negative correlation between achievement and anxiety; whereas, the proficiency levels of learners and gender are not significant variables.

English as a foreign language is a must course in primary, secondary and higher education in Turkey. The number of EFL learners is approximately 11 million at primary, 6 million at secondary and vocational (Ministry of National Education, 2006), and 2 million students at higher schools (Turkish Statistics Institute,

2007). However, despite the vast number of EFL learners in Turkey, research activities on EFL issues, as was previously articulated, are too limited. To put it another way, it is not possible to draw general conclusions regarding the level of foreign language anxiety level and the relationship between fear of negative evaluation and foreign language anxiety. There are two basic reasons to call for investigation into foreign language anxiety and fear of negative evaluation among EFL learners. First, the related studies conducted in Turkey are too limited to draw general conclusions. As for the second reason, as was noted by Kitano (2001), fear of negative evaluation is an issue that has attracted little attention in language learning research. Accordingly, with these concerns in mind, this paper examines two research questions:

1. What are the sources and levels of foreign language anxiety and fear of negative evaluation among learners?
2. Is there a relationship between fear of negative evaluation and foreign language anxiety?

Method

The sample group of the study consisted of 112 students at the English Language Teaching Department (ELT) of Balikesir University. The group included all the students enrolled in the department. Of all the participants, 19 (17%) were male and 93 (83%) were female students. The mean age of the participants was 20.7. The group consisted of 25 freshmen (22.3%), 28 sophomores, (25%), 27 juniors (24.1%), and 32 seniors (28.6%). All the participants were Turkish students with an advanced level of English. They all had previously studied English during their high school education and

attended the ELT department after the Foreign Language Examination, an official selection and placement test administered before admitting students to the ELT departments in Turkey.

The instruments used to collect data consisted of a *questionnaire* interrogating the participants about their age, gender, and grades; a *foreign language anxiety scale* (FLAS) adapted from the FLAS developed by Horwitz et al. (1986); and a *scale for fear of negative evaluation* (FNE) developed by Leary (1983). However, as the main focus of the research is the level of anxiety, and the relationship between language anxiety and fear of negative evaluation, the findings on the relationship between the subject and dependent variables are not relevant to the scope of the study. Thus, the findings concerning the subject variables investigated in the study were briefly presented. The FLAS contained 25 multiple-choice items that aimed to measure the degree of anxiety level while the scale of FNE included 12 multiple-choice items designed to assess the degree to which the participant experiences anxiety at the prospect of being negatively evaluated. The items in both the FLAS and the scale of FNE were answered within a scale ranging from one to five (*always=5, usually=4, sometimes=3, almost never=2 and never=1*).

The procedure of the study included the administration of the instruments and statistical analysis. The author administered the questionnaire, the FLAS, and the scale of FNE during the 10th week of Spring 2006 Semester. Subsequently, the collected data were analyzed using the SPSS software. In the process of analysis, first and foremost, the reliability coefficient of IAS in Cronbach's Alpha Model, a model of internal consistency based on the average inter-item correlation, was computed and compared to the coefficients

found in previous studies. The reliability coefficients indicated that the scales of the FLA and FNE administered to measure the levels of language anxiety and fear of negative evaluation display a high level of reliability. Speaking more specifically, the reliability coefficients were found to be 0.91 for FLAS and 0.93 for the scale of FNE. The scale developed by Horwitz et al. (1986) proved to be reliable with the coefficient of .93 in Alpha model and the test-retest coefficient of .83. As for the statistical analysis of the research questions, the data were examined under three subheadings: the means and standard deviations were computed to find the levels of the language anxiety and fear of negative evaluation, as well as to examine the homogeneity of the group. Secondly, Pearson correlations were calculated with their significance levels in order to determine the relationship between language anxiety and fear of negative evaluation. Finally, t-test and ANOVA were computed to detect the correlations between the subject variables of age, gender, and grade and the dependent variables.

Results

The findings of the study were divided into three sub-sections: the level and sources of language anxiety and fear of negative evaluation, the relationship between the two and the relationship between subject and dependent variables. To put it another way, a descriptive and correlational presentation of the collected data has been provided. The descriptive data included the means and standard deviations of the statements in the FLAS and the scale of FNE. On the other hand, the correlation data consisted of the findings related to both the

correlations between language anxiety and fear of negative evaluation and the relationship between subject and dependent variables.

The first research question concerned the levels and sources of language anxiety and fear of negative evaluation of foreign language learners. Hence, the findings about the levels and sources are presented in Table 1 and 2 in descending order. These values indicate that EFL learners suffered from language anxiety due to certain anxiety-provoking factors. First, the findings reveal that learners experienced language anxiety when they were not prepared for the lesson. Second, communication apprehension felt towards teachers, peers and native speakers was suggested as a factor provoking anxiety. Third, for most of the students, teachers' questions and corrections in the classroom environment were among the factors intensifying their anxiety. As the values indicate, among other sources arousing anxiety were fear of speaking during classes, concerns about making mistakes, fear of failing classes, test anxiety, and negative attitudes towards English courses. The values presented in Table 2 demonstrate that learners also suffered from fear of negative evaluation. First of all, foreign language learners had the fear of negative judgments by and leaving unfavorable impressions on others. Besides, others' negative thoughts and fear of making verbal or spelling mistakes, fear of shortcomings noted and the faults found by others and the fear of disapproval by others are other sources causing fear of negative evaluation. To summarize the findings, as the mean values were found to be 2.61 for language anxiety and 2.89 for fear of negative evaluation, it could be concluded that foreign language learners suffered both from language anxiety and fear of negative evaluation.

Table 1. Sources and levels of language anxiety

Sources of language anxiety	N	Mean	Std. Deviation
Not being prepared for the lesson	112	3.57	.98
Fear of failing classes	112	3.42	1.31
Communication apprehension with teachers	112	3.33	1.02
Test anxiety	112	3.09	1.16
Communication apprehension with native speakers	112	3.07	1.00
Fear of forgetting vocabulary and sentence structure while speaking	112	2.96	1.10
Teachers' corrections	112	2.93	1.05
Fear of being called on in class	112	2.92	.89
Fear of making mistakes	112	2.91	.97
Communication apprehension with peers	112	2.85	1.07
Teachers' questions in class	112	2.83	.94
Negative attitudes towards English courses	112	2.50	.88

Table 2. Sources and levels of the fear of negative evaluation

Sources of fear of negative evaluation	N	Mean	Std. Deviation
Negative judgments by others	112	3.25	1.02
Fear of leaving unfavorable impressions on others	112	3.18	.99
Negative thoughts of others	112	3.01	1.09
Fear of making verbal or spelling mistakes	112	2.88	.97
Fear of being noted the shortcomings by others	112	2.73	.92
Fear of being found fault by others	112	2.61	.89
Fear of disapproval by others	112	2.58	.96

The second research question inquired whether there existed a relationship between the levels and sources of language anxiety and the fear of negative evaluation. The values presented in Table 3 point out that there was a significant correlation between language anxiety

and fear of negative evaluation. Firstly, the data indicate that thoughts of others were significantly correlated with being called on in the classroom, communication with teachers, peers and native speakers, fear of making mistakes, teachers' questions, not being prepared for the lesson, fear of forgetting vocabulary and sentence structure while speaking, negative attitudes towards courses, fear of failing and test anxiety. Secondly, the values also demonstrate that there existed a significant correlation between the fear of shortcomings noted by others and some sources of foreign language anxiety. Fear of leaving unfavorable impressions on others was significantly correlated with most of the foreign language anxiety sources, except for teachers' corrections and communication with native speakers. Furthermore, fear of disapproval by others was also significantly correlated with the fear of being called on in class, communication apprehension with teachers and peers, fear of failing classes and test anxiety, teachers' corrections and not being prepared for the lesson. That the participants fear that others would notice their mistakes was significantly correlated with the anxiety-provoking factors, except for teachers' corrections and communication apprehension with native speakers. In addition, others' negative judgments about the subject were correlated with communication apprehension with native English speakers, test anxiety, fear of forgetting vocabulary and sentence structure while speaking, not being prepared well for the lesson and fear of being called on in class. Finally, fear of making verbal or spelling mistakes was significantly correlated with all anxiety-provoking factors, except for communication apprehension with native speakers. Speaking concisely, the obtained results show

that language anxiety and fear of negative evaluation are significantly correlated ($p=.0$).

Table 3.

	N=12	Others' thoughts	Shortcomings noticed by others	Fear of leaving unfavorable impressions on others	Fear of disapproval by others	Fear of being found fault by others	Negative judgments by others	Fear of making verbal or spelling mistakes
Fear of being called on in class	Pearson Correlation	0.29	0.20	0.32	0.29	0.22	0.21	0.33
	Sig (2-tailed)	0.00	0.03	0.00	0.00	0.02	0.03	0.00
Communication apprehension with teachers	Pearson Correlation	0.27	0.09	0.21	0.35	0.31	0.16	0.34
	Sig (2-tailed)	0.00	0.32	0.03	0.00	0.00	0.10	0.00
Teachers' questions in class	Pearson Correlation	0.22	0.13	0.32	0.12	0.32	0.18	0.30
	Sig (2-tailed)	0.02	0.16	0.00	0.21	0.00	0.06	0.00
Fear of making mistakes	Pearson Correlation	0.32	0.10	0.30	0.16	0.27	0.13	0.42
	Sig (2-tailed)	0.00	0.28	0.00	0.09	0.00	0.17	0.00
Teachers' corrections	Pearson Correlation	0.17	0.08	0.15	0.25	0.17	0.04	0.26
	Sig (2-tailed)	0.07	0.41	0.11	0.01	0.08	0.65	0.00
Not being prepared for the lesson	Pearson Correlation	0.46	0.32	0.44	0.32	0.44	0.30	0.30
	Sig (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Not being prepared for the lesson	Pearson Correlation	0.46	0.32	0.44	0.32	0.44	0.30	0.30
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Communication apprehension with peers	Pearson Correlation	0.22	0.22	0.35	0.31	0.32	0.14	0.30
	Sig. (2-tailed)	0.02	0.02	0.00	0.00	0.00	0.13	0.00
Fear of forgetting vocabulary and	Pearson Correlation	0.33	0.36	0.25	0.18	0.36	0.22	0.42
sentence structure while speaking	Sig. (2-tailed)	0.00	0.00	0.01	0.06	0.00	0.02	0.00
Negative attitudes towards English courses	Pearson Correlation	0.25	0.24	0.19	0.16	0.32	0.08	0.32
	Sig. (2-tailed)	0.01	0.01	0.04	0.09	0.00	0.41	0.00
Fear of failing classes	Pearson Correlation	0.48	0.42	0.51	0.42	0.45	0.39	0.40
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Test anxiety	Pearson Correlation	0.39	0.27	0.32	0.29	0.29	0.39	0.25
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.01
Communication apprehension with native speakers	Sig. (2-tailed)	0.19	0.27	0.16	0.17	0.15	0.30	0.16
	Pearson Correlation	0.05	0.00	0.10	0.07	0.11	0.00	0.10

As the study mainly focuses on the levels and sources of language anxiety and fear of negative evaluation and the relationship between these, the findings on the relationship between the dependent and subject variables seem irrelevant to the scope of the study. Nevertheless, the related results shall be presented in brief. In this sense, the data obtained from the study were divided into two groups: the correlations between subject variables and language anxiety, and the relationship between subject variables and fear of negative evaluation. The findings on the relationship between the subject variables and language anxiety indicate that there exist significant correlations between some of the statements provided in the FLAS and learners' gender, age and grade. Firstly, a significant correlation

was found between gender and test anxiety ($p=0.01$). In other words, according to the mean scores, females are more worried about tests than males are. Furthermore, ages of learners were significantly correlated with teachers' corrections in classroom ($p=.004$), learners' negative attitudes towards English courses ($p=0.03$), and test anxiety ($p=0.05$). To put it another way, it was concluded that the older they were, the less anxiety they had. Thirdly, grade was a significant factor correlated with communication apprehension with teachers ($p=.02$), teachers' corrections in classroom ($p=.05$), communication apprehension with peers ($p=.02$), negative attitudes towards English courses ($p=.03$), and test anxiety ($p=0.02$). As a result, the correlational values show that junior students were more worried than the seniors. To sum up, the findings of the study suggest that age, gender and grade are significantly correlated with some statements in the FLAS. The findings on the correlations between fear of negative evaluation and the subject variables show that age and grade were significantly correlated with some statements in the scale of FNE, whereas gender did not have any effect on fear of negative evaluation at all. To begin with, grade is significantly correlated with two of the fears; i.e. disapproval by others ($p=0.00$) and making mistakes ($p=0.04$). This means that, while 19 and 20-year old students suffered from disapproval by others, fear of making mistakes was a source of fear of negative evaluation for all the participants. The values also indicate that grade was significantly correlated with some of the sources of FNE, such as leaving an unfavorable impression ($p=0.01$), disapproval by others ($p=0.04$), and making mistakes ($p=0.03$). In other words, the higher their grades were, the less they suffered from disapproval and making mistakes. Consequently, the findings of the

research demonstrate that learners' age, gender and grade were the factors with significant effects on both foreign language anxiety and fear of negative evaluation.

In conclusion, the results indicate that foreign language learners suffered from language anxiety and fear of negative evaluation; that fear of negative evaluation is a strong source of language anxiety, and that certain subject variables had significant correlations with the levels of language anxiety and fear of negative evaluation. According to the findings of the study, first and foremost, the sources of language anxiety included communication apprehension with teachers, peers and native speakers, not being prepared for the lesson, test anxiety, and negative attitudes towards English courses, whereas the sources of fear of negative evaluation were negative judgments and thoughts of others, leaving unfavorable impressions on others, fear of making verbal or spelling mistakes, disapproval by other students, shortcomings and faults found by others. Secondly, the correlational data show that fear of negative evaluation is a source of language anxiety in EFL learning. Finally, the data obtained from the study point out that female students felt more worried about tests than males did, and younger learners were more anxious about tests than the older ones. In addition, negative attitudes towards English courses constituted a source of language anxiety only for younger learners and students' grade was correlated with communication apprehension with teachers and peers as well as test anxiety. Finally, elder learners had a lesser degree of fear towards leaving an unfavorable impression, disapproval by others, and making mistakes than the younger students did.

Conclusions and Discussion

Since the available research is too limited to draw conclusions and it seems necessary to increase the awareness about the issue of the target groups in Turkey, this study aimed to examine the sources and levels of foreign language anxiety and fear of negative evaluation, as well as to determine the relationship between the two dependent variables. The results of the previous studies demonstrate that language anxiety is distinct from other types of anxiety (Horwitz, 1986), and among types of language anxiety are communication apprehension, test anxiety, and fear of negative evaluation (MacIntyre and Gardner, 1989). Furthermore, a review of the available literature shows that language anxiety emanate from numerous sources, such as the level of language course, language skills, motivation, proficiency, teachers, tests, and cultural differences. Furthermore, though fear of negative evaluation has attracted little attention in language learning, it is still a source of language anxiety deserving further research (Kitano, 2001). On the other hand, it is very crucial to emphasize that the related studies conducted in Turkey are still too limited to arrive at some conclusions. The sample group of the study consisted of 112 advanced level EFL students. The instruments used to collect data consisted of a background questionnaire, the foreign language anxiety scale, and the scale of fear of negative evaluation. The collected data were used to provide a descriptive and correlational analysis to address the research questions.

Four main results were obtained from the study. The first is that EFL learners suffer from language anxiety which is aroused by factors, such as unpreparedness for class; communication

apprehension with teachers, peers, and native speakers; teachers' questions and corrections in classroom environment; tests and negative attitudes towards English courses. Secondly, the sources of fear of negative evaluation consist of negative judgments by others, leaving unfavorable impressions on others, making verbal or spelling mistakes, and disapproval by others. Thirdly, the fear of negative evaluation is a strong source of foreign language anxiety. Moreover, fear of negative evaluation leads to the fear of being called on in class; test anxiety; communication apprehension with peers, native speakers, and teachers; fear of making mistakes while speaking; and negative attitudes towards language learning. What is more, it makes learners anxious when their teachers asks questions and makes corrections. Finally, certain subject variables significantly correlated with some sources of language anxiety and fear of negative evaluation. More specifically, females are much more worried about tests than males are. In addition, younger students display a greater anxiety towards communication apprehension with teachers and peers, teachers' corrections in classroom and tests than their elders are, and also suffer from the fear of disapproval by others while students in the first three grades are more afraid of making mistakes than the seniors are.

A discussion of the results of the present study with relation to those of previous research can be summarized under four headings: the identification of language anxiety, the effects of anxiety on learning process, fear of negative evaluation, and the correlation between the two. First of all, communication apprehension is a significant source of anxiety as found by Horwitz et al. (1986), Koch and Terrell (1991), Price (1991) and Young (1990). According to the

results of previous research, tests and teachers are other strong sources of language anxiety as was suggested by Bailey (1983), and Ellis and Rathbone (1987). However, though teachers are a strong source of anxiety, *teacher anxiety* is not a term that has so far been recognized in the relevant literature. Although Young (1991) notes that teachers' beliefs about teaching a foreign language are one of the anxiety-provoking factors, according to the findings of this study, it is obvious that there are additional factors such as learners' communication apprehension with teachers, teachers' corrections, all of which play a determining role in the level of anxiety. In other words, all the sources of language anxiety pertaining to teachers could be categorized under the separate category of *teacher anxiety* which would then constitute the fourth category of language anxiety along with communication apprehension, test anxiety, and fear of negative evaluation. Secondly, the results of the present study indicate that foreign language anxiety has several negative effects on language learning process. More specifically, anxious learners suffer from the fear of speaking, making mistakes and forgetting vocabulary and sentence structure while speaking, findings parallel to the previous findings that speaking in front of other learners is a situational source of anxiety in foreign language classrooms (Koch and Terrell, 1991) and that anxious learners commit more errors through fear of making mistakes (Gregersen, 2003). Furthermore, the findings of the study demonstrate that anxiety prevents learners from using correct vocabulary and sentence structure while speaking. Yet, Gardner, Moorcroft, and MacIntyre (1987) argued that there is not a correlation between language anxiety and free speech skills. Thirdly, the sources behind the fear of negative evaluation are negative

judgments by other people, leaving unfavorable impressions on others, committing verbal or spelling mistakes, and disapproval by others. "Others" include both friends and the teacher in the learning environment. In other words, the teacher as a fluent speaker, as was noted by Horwitz et al. (1986), and speaking in front of their peers constitute a source of fear of negative evaluation for students (Koch and Terrell, 1991). Finally, the results of this study demonstrate that there exists a significant correlation between the fear of negative evaluation and language anxiety as Gardner et al. (1987) observed, and as Kitano (2001) noted, that fear of negative evaluation is a source of language anxiety.

Given that learners suffer from anxiety and that it has negative effects on foreign language learning, some recommendations for practical purposes could be noted. First of all, as Horwitz et al. (1986) note, in order to cope with anxiety, learning situations and context should be made less stressful. In this sense, language teachers could play an important role in easing the anxiety of their students. Furthermore, teachers should be well trained on the issue, as Ellis and Sinclair (1989) point out that the focus should be on *how to learn* rather than *what to learn*, and then, they should train their students accordingly. Moreover, in the light of the results of the study, teachers should be aware of the effects of gender differences on foreign language anxiety, and use effective strategies to help their younger students. In other words, teachers should have well-formulated strategies with regard to communication with learners, their corrections and questions in the classroom. In brief, they need to promote a low-stress language learning environment (Foss and Reitzel, 1988), use effective strategies to help learners manage the

level of language anxiety (Oxford and Crookall, 1989), reassure them that language anxiety is quite a normal experience at the first stages of language learning process (Campbell and Ortiz, 1991), and positively manage the results of language anxiety. Secondly, effective communication is another way to relieve language anxiety. For instance, Campbell and Ortiz (1991) emphasize that students can talk about their worries with their teachers, other students, and family members. Besides, some other ways to alleviate anxiety are creating a supportive learning environment, explaining students their mistakes, developing realistic expectations and setting time limits (Gregersen and Horwitz, 2002). Finally, some practical activities such as structured exercises, group work, pair work, games, and simulations can be employed to relieve this sort of anxiety. As a result, all the recommendations presented in this paper are directly related to teachers. Hence, teachers' level of awareness about foreign language anxiety should be raised both during their pre-service and in-service training processes.

As a final note on the limitations of the research, the subjects of the study were limited to 112 EFL learners in the ELT Department of Education Faculty at Balıkesir University, Turkey. On the other hand, the scope of the study was confined to the data collected using the *foreign language anxiety scale* (FLAS) adapted from the FLAS developed by Horwitz, Horwitz, and Cope (1986), and the *scale for fear of negative evaluation* (FNE) developed by Leary (1983), and some selected subject variables. Considering that the study examines the sources and levels of language anxiety and fear of negative evaluation and the relationship between the two, further studies should focus on the relationship between language anxiety and some

other variables such as language aptitude, ability, skills and teaching methodology. Last but not least, the strategies and tactics to allay language anxiety and fear of negative evaluation as well as the role of teachers in anxiety could be a subject of further research.

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