



## Determination of Anxiety Levels of Students Learning Turkish as a Foreign Language at B1 Level: A Case Study of Ishik Male High School

Ertan Miyanyedi

International Burch University, Bosnia and Herzegovina

**Abstract:** It is known that foreign language learning anxiety has a negative effect on second language learning. The aim of this study was to determine the foreign language anxiety levels of learners of Turkish as a foreign language. The Turkish language levels of the students, who constitute the sampling of the research, were B1. In this study, Foreign Language Learning Anxiety Scale, developed by Horwitz, Horwitz and Cope (1986), was used as the data collection tool. The reliability of the data was calculated as 0.75 according to Cronbach Alpha reliability coefficient and reliability coefficient calculated by Equivalent Half Method (Split Half) was 0.81. As a result of the analysis, concerns such as negative appraisal anxiety (43%), test anxiety (39%), anxiety of Turkish language as foreign language (36%) and communication anxiety (32%) were determined in students.

**Keywords:** *Foreign language anxiety level, Foreign language teaching, teaching Turkish as foreign language*

### Introduction

Human being is a social being and has to communicate with others. Language is the shortest ways to communication (Çelik, 1998). Through language, people were able to express their thoughts, dreams, love and hatred and they could also speak out their ideals and realize them. If it was not for language, humanity could not display such progress. It has opened the way for people towards progress (Vendryes, 2001). "Language is an institution which deals with all fields such as science, art and technique which cannot be separated from people, society and community, and, at the same time, composes them, makes people as they are and allows him to reveal his feelings, thoughts and desires with all their refinements"(Aksan, 2009).

People need more information in the 21<sup>st</sup> century in which the means of transport and communication develop rapidly. This need also requires faster access to information. Still, human beings feel the need to communicate more with people or societies who are the speakers of other languages in order to perform their technical, artistic, scientific, travel, health or religious rituals. In order for this communication to take place, he/she needs to

acquire some skills to learn the language of that society and to establish a healthy communication with the individuals of the society. These skills, which we call basic language skills, are listening, speaking, reading and writing skills. The acquisition of basic language skills requires a systematic foreign language teaching. Foreign language teaching methods have been developed by Methodists in different periods of history for this systematic language teaching. Even if these skills are acquired by informal means, it will not be enough to provide the necessary level of communication. Our aim in learning a foreign language is to render that language more comprehensible and effable and to gain cultural competences. In order to this, it is very important to know and comprehend where, when, why, by whom and in what environments the words of that language were used (Demir & Açık, 2011).

Many variables that affect learning can be mentioned. Major factors, such as learning characteristics, physical, mental, emotional readiness for learning, motivation, participation, learning objective of the individual, learnability feature of the content for the individual, selection of appropriate methods and techniques, characteristics of learning environment, tools and materials,

instructor behaviors and quality of teachings services, play a decisive role in learning (Uluğ, 2007; as cited by Erişti, 2011). One of the factors that negatively affect education is anxiety. The word anxiety is allocated meanings at TDK dictionary such as “thought or sorrow that arises sadness and worry, a troubling feeling that occurs when a strong desire or impulse seems to be out of reach, and bewilderment that the individuals or social groups feel when any of their strong demands or motives is not likely to be realized” (TDK, 2019). Bakırcıoğlu (2012) defined anxiety as “restlessness caused by danger, misfortune, fear or waiting whose reason is unknown because it was originated from unconsciousness, a secondary impulse motivating “avoidance” in terms of learning theories.” Anxiety comes to mean a kind of bewildering feeling originating from insecurity. Kierkegaard considers it not as an abnormal condition of the mind, but as a part of human condition. The third type of anxiety is persistent anxiety. This type of anxiety, contrary to other types of anxiety, is a condition that propounds persistence, makes person’s life difficult and requires medical treatment. Foreign language anxiety should be distinguished from the person’s persistent anxiety. In the studies, ideas on three components on the subject of defining foreign language anxiety have been intensified in order to understand whether or not foreign language anxiety is situational (Horwitz, Horwitz. & Cope, 1986; MacIntyre & Gardner, 1989, 1991; as cited in Brown H. D., 2007)

1. Anxiety on the lack of communication due to students’ inability to express their thoughts adequately,
2. Anxiety for social appraisal in which students aim to have a positive impact first on their teachers and social environment,
3. Exam or academic evaluation anxiety.

Studies, conducted by many researchers, show us that “Foreign language anxiety can be distinguished from other anxieties and anxiety has a negative impact on language learning process” (MacIntyre & Gardner, 1991). Again, in a study by Özdemir (2012), it was emphasized that foreign language anxiety has an effect on foreign language learning and it should be considered as a research field different from the studies on general anxiety.

### **Causes of Foreign Language Anxiety**

Psychologists have used different physiological symptoms such as heart rate, blood pressure, chemical structure of the blood, Galvanic Skin Response, breathing rate to measure anxiety (Cüceloğlu, 2006). Subject to the anxiety originated from the inadequacy of preparation for the lesson or personality, students experience anxiety in the forms of shivering, sweating and forgetting what they know related to the excitement they feel when they are unprepared or their names are called in the class or when they answer a question. When examining the studies carried out in the literature, foreign language levels of the students, exams and teacher attitudes, the degree of difficulty of the tasks expected of the students, the difficulty degree of the course or the class, the students' awareness of foreign language learning, their view of themselves as insufficient compared to other students and cultural elements are shown among the causes of foreign language anxiety (Bailey, 1983; Ellis & Rathbone, 1987; Young, 1990). Student’s capacity, the degree of difficulty of the task required from the student, the fear of getting a low grade, inadequate preparation for the exam, and low level of knowledge also cause anxiety (Chastain, 1975; Sarason, 1980, 1986. as cited in Aydın & Takkaç, 2007). Today, foreign language classes are equipped with elements specific to natural environment and culture of the target language as well as became

permanent with learning-enriching materials. If the lessons are not taught in a classroom close to the natural environment, it was stated that the students would feel themselves inadequate and weak (Littlewood, 1984; as cited in İřcan, 2016).

As a result of a study conducted by Sadighi and Dastpak (2017), it was found that “anxiety of making mistakes”, “anxiety of being evaluated negatively” and “lack of vocabulary” were the main causes of anxiety among students. Nascente emphasized the physiological and psychological dimensions of anxiety and stated that the person would not want to be humiliated in front of others, and he would protect himself by keeping himself from speaking in public. It was stated that the student would experience physiological and psychological anxiety as it was not always possible to refrain himself from talking when a student was always active as in the classroom environment (Nascente, 2001). In a study conducted by Bař (2014), the factors that may cause anxiety in learning foreign language at high school students were determined as speaking activities, listening activities, teaching methods and techniques, fear of making mistakes, learning environment, teacher attitudes and exams. Speaking, writing and providing instant responses to what was said, which are among productive the communication skills in foreign language. Because the product as a result of these skills, it would create a fear of failure in the student and increase his/her level of anxiety as he/she would be subjected to evaluation by teachers or classmates. In a study by Koch and Terrell (1991), it was found that speaking in front of students in foreign language classes caused anxiety in students.

Learning foreign languages involves learning the rules of a new language system consisting of sounds and meanings and using the language appropriately

and correctly within these rules. I mean not only using, but also providing coherence of feelings and thoughts with the community speaking the target language. Learning a foreign language is a window that opens up to other worlds than his/her own world (İřeri, 1996). According to Tapan, foreign language teaching cannot be isolated from cultural elements since foreign language learning is also an effort to understand and recognize a foreign culture (Tapan, 2011). A student who meets with a foreign culture for the first time will compare his own culture with the target culture. While adopting elements close to their own culture, they will abstain and experience anxiety with regard to elements that are not similar. Thus, Oxford (1992) stated that there is frequent cultural shock at the beginning level in foreign language classes and considered that target cultural conflict as the source of an anxiety observing that the indicators of cultural shock are emotional regression, panic, anger, self-pity, indecision, sadness and decline in personality. As cited in Aydın and Zengin (2008) from Levin (2003), it was stated that students who are raised in two or more multilingual cultures experience less anxiety than students who grow in monolingual cultures. One of the reasons that give rise to anxiety in the foreign language classes is the cultural transmission with language education.

### **Results of Foreign Language Anxiety**

In a study by Batumlu and Erdem (2007), it was stated that foreign language anxiety had a negative impact on the academic achievement of the students. Just as there are a number of researchers who conducted research on the impact of anxiety on foreign language learning process indicated that it had a negative effect on foreign language teaching, there are also a considerable number of studies stating the positive effect of it on foreign language teaching. Aydın and Zengin (as cited from

Kleinmann, 1977) stated that students with high anxiety level preferred to use the more difficult grammatical structures in their speaking and writing skills and this presented a motivating effect of anxiety (Aydın & Zengin, 2008). In a study by Steinberg and Horwitz (1986), it was observed that students with high level anxiety made less comments in their classes than students with low anxiety level. In the light of the studies conducted, it was observed that, compared to other academic fields, lack of anxiety and self-confidence in foreign language teaching was more effective, the anxiety slowed down the foreign language learning process and prevented the use of foreign language effectively in the production process (MacIntyre & Gardner, 1991), and again, it causes grammar mistakes, negative thinking about self, failure to demonstrate expected success, filtering of the brain against language learning, exhibiting behavior of escaping from classes, inability to benefit from learning materials adequately, lowering the participation in the class and adversely affecting the academic achievement (Oxford, 1999; Saito, Horwitz ve Gaeza, 1999; Sparks, Ganschow ve Javorsky, 2000; Gregersen and Horwitz, 2002; Gregerson 2003; as cited in Varişoğlu, 2016 & İşcan, 2016).

Many factors in teaching Turkish as a foreign language can cause foreign language anxiety. Altunkaya and Erdem (2016) considered some of the factors, such as Turkish phonetics, sentence knowledge, vocabulary knowledge, and different cultural elements, as the reasons for anxiety different from the mother tongue of Turkish learners. There are more than adequate numbers of research on basic skills in teaching Turkish as a foreign language. In recent years, there has been a focus on studies on foreign language anxiety of learners of Turkish as a foreign language in Turkish

language classes. “Reading anxiety and reading comprehension” (Altunkaya & Erdem, 2016), “Listening and reading” (Altunkaya, 2017), “Reading – writing” (Varişoğlu, 2016), “Reading anxiety and reading errors” (Atasoy & Temizkan, 2018), “Speaking anxiety” (Boylu & Çangal, 2015), (Tuncel, 2015), (Şen & Boylu, 2015), and “Foreign language anxiety” (İşcan, 2016), (Polatcan, 2018) are, at the first step, the studies on anxiety in teaching Turkish as a foreign language that attract attention. These studies provide guidance to teachers on how to teach Turkish lessons more efficiently and effectively.

### **Struggle with Anxiety**

Students who have foreign language anxiety develop some techniques to hide their anxiety through various behaviors in language classes. Students were seen to develop behaviors in the form of remaining quiet, no interaction with teachers and other students (MacIntyre & Gardner, 1994; Pappamihel, 2002), and, in addition to these, not participating in-class activities in order to reduce their level of anxiety as the means of coping with anxiety (Na, 2007). After identifying the behaviors that cause anxiety in students, it is possible to make a list of the likely methods that the teacher can apply in the class and classroom. Foreign language anxiety should be minimized by methods such as;

- 1) Avoiding over-correction of student errors and refraining from cynical attitudes during the error correction stage,
- 2) fair assessment and offering reward that will encourage success,
- 3) taking learning styles of the students into consideration,
- 4) mobilizing student’s internal control mechanism focused on success instead of prompting them to negative internal conversations (instead of “I cannot do this”, “I can achieve this”),
- 5) encouraging cooperative learning and planning in-class or out-of-class activities based on that,
- 6) using materials like

dairies and dialogues that provide the ability to observe students' emotional state in class activities, 7) identifying the realistic goals together with students and making agreements that will enable them to reach these goals, 8) proving a comfortable environment in class activities with instruments such as music and humor, 9) creating student support groups that can help them with their all kinds of problems, 10) raising awareness of students who are reluctant to participate in classroom activities, 11) making students to keep dairies for tracking emotional situations of students, 12) sharing experiences, 13) applying mysterious learning strategies (Oxford R. , 1992; Scarsella & Oxford, 1992).

As a result of the review of literature, the answer to the following research question was sought:

What is the foreign language anxiety level of Ishik Male High School students who learn Turkish as a foreign language in Erbil?

## Methodology

### Research Methodology

This study is a descriptive study carried out with screening model based on quantitative research approach. Descriptive methods are aimed at revealing the existing situation of the problem that attracts interest and is intended to be studied. The most important feature of these methods is to examine the current situation within their own conditions and as they are (Sönmez & Alacapınar, 2011; as cited in İncirci, 2019). Screening researches are the researches carried out with big samplings that identify features such as opinions or interests, abilities, skills, attitudes, etc. of the participants on a subject or an incident. In screening research, researchers are interested in how opinions and traits are dispersed with respect to individuals in sampling rather than where these opinions and traits originate

from (İncirci, 2019). In questionnaires, the responses given to the survey questions by the individuals are reflected without any changes and tried to be interpreted.

### Data Collection Tools, Collection and Analysis of Data

Nascente (2001) proposed four techniques in order to determine the causes of anxiety as observation, questionnaire, dairy-keeping and interview. In this study, the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz & Cope (1986) was used as a data collection tool and this scale has a 5-point Likert-type structure ranging from "strongly agree" to "strongly disagree." While the original validity coefficient of the study conducted with 108 students by Horwitz was obtained as .93 in Crombach's test, (0.83 (p <.01) was obtained from the second validity test performed with the participation of 78 students over a period of 8 weeks (Horwitz , 1991). Validity and reliability of the data obtained were checked in two ways. The first of them is the Crombach Alpha coefficient and the second is the Split Half method. In statistics, the Crombach Alpha coefficient is used to calculate the reliability of s psychometric test. If the coefficient is .07 and above, the reliability of the scale is accepted as good (Kılıç, 2016). The Cronbach Alpha reliability coefficient of the data obtained in the study was identified as .07. This proves the reliability of the test. In addition, the Split Half and the reliability coefficient of the data were calculated as 0.81. This coefficient was among the accepted values in the literature. In the literature, the figures above 0.80 were considered as good values (Büyüköztürk, 2002; as cited in Baş, 2013).

Turkish version of this questionnaire was obtained from a study conducted by İşcan (2016). The questionnaire was administered in Turkish and

English. The frequency and percentages of the data, obtained by the Foreign Language Classroom Anxiety Scale, were taken and the items were interpreted.

### Study Group

90 students, out of 143 students studying at Private Ishık Boys' High School in Erbil, a subsidiary of Ronaki Hawler Educational Company in 2018-2019 academic year, participated in the study on voluntary basis. These students receive education in Turkish at B1 level (MEB, 2013). Kurdish and Arab students were included in the study. All of the students were male and their average age was 16. In this school, students, who are at B1 level, received 80 minutes of Turkish classes per week. Turkish courses were taught by Turkish teachers whose mother tongues were Turkish. The average Turkish learning background of the students was 250 hours.

### Findings

The following table shows the percentages of the responses the students gave to the items. 33 items in the scale were scored from 1 to 5: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly disagree = 1.

As shown in Table 1, the option that has the maximum percentage among the responses given by the participants was the option of *I disagree* (33%). Since all 33 items in the questionnaire indicated the

anxiety situation, the students stated that they were not at the rate of 33% and were not absolutely anxious at the rate of 18%. While *strongly agree* and *agree* indicated anxiety, *strongly disagree* and *I don't agree* indicated non-anxiety. According to this, the participants expressed opinion that they felt anxiety at 38%, neutral state at 11% and no anxiety at 51%. When analyzing the responses given to the survey, the anxiety level was found to be higher only in 6 items (items 3, 4, 10, 13, 16 and 20) out of 33 items. For example, to the 3<sup>rd</sup> item on *My hands and legs start shaking when my name is called in Turkish classes*, students responded as *strongly agree* and *agree* with 47%, and as *strongly disagree* and *disagree* with 27%. In these six items, the highest anxiety level was observed at the 10<sup>th</sup> item *I am worried about the consequences in case I fail in Turkish class* and the 20<sup>th</sup> item *I can feel my heart-beats when my name is mentioned in Turkish classes* with 54%. As a result of the analysis, 63% of students stated that they felt confident and no anxiety when speaking in Turkish classes. Again, 68% of the students stated that they felt comfortable among the people who spoke the target language in the 32<sup>nd</sup> item and felt no anxiety in this regard. Data were collected from a total of 90 students in this study. Since this data was not sufficient for factor analysis, 33 items in the questionnaire were grouped according to the factor analysis conducted by Na (2007). This grouping is given in Table 2.

Table 1

#### *Frequencies and Percentages of the Responses Given to Items in the Questionnaire*

Items	5	4	3	2	1
1. I can never be sure of myself when I speak in Turkish classes.	7	14	6	41	22
2. I do not worry If I make mistakes in Turkish classes.	9	22	7	36	16
3. My hands and legs start shaking when my name is called in Turkish classes.	34	13	14	19	10

Table 1 continued.

4. I feel frightened when I do not understand what the teacher says in Turkish.	25	18	5	33	9
5. I would not feel uncomfortable with the increase in the lecture hours of Turkish classes.	7	14	18	25	26
6. I often find myself thinking about things that are not related to Turkish classes.	11	19	16	30	14
7. I always think that other students are better than me in Turkish classes.	26	14	6	34	10
8. I usually feel comfortable in Turkish language exams.	9	15	14	28	24
9. I feel panicked when I am forced to speak in Turkish classes without any prior preparations.	20	19	12	26	13
10. I am worried about the consequences in case I fail in Turkish class.	27	27	15	9	12
11. I don't understand why some people consider Turkish to be such a problem.	4	14	21	26	25
12. I feel as nervous as to forget what I know in Turkish classes.	20	16	5	37	12
13. My face goes red while answering a question voluntarily in Turkish classes.	20	15	26	23	6
14. I do not feel uneasy when I speak with a Turk.	8	22	7	24	29
15. I feel sad when I do not understand which mistake of mine the teacher corrected.	10	16	18	29	17
16. I feel anxious even if I prepare myself for Turkish classes.	21	22	10	28	9
17. I frequently feel reluctant to attend in Turkish classes.	19	8	10	31	22
18. I feel self-confident when speaking in Turkish classes.	7	27	7	29	20
19. I fear that my teacher will intervene in every mistake I will make in Turkish classes.	24	11	13	32	10
20. I can feel my heart-beats when my name is mentioned in Turkish classes.	26	28	9	20	7
21. The more I study for Turkish classes, the more confused I become.	19	14	6	39	12
22. I do not feel any pressure to prepare for the Turkish classes.	10	26	4	31	19
23. I constantly have the feeling that other students speak better than I do.	19	19	8	20	24
24. I feel very shy in case of speaking Turkish in front of other students.	14	18	6	38	14
25. Turkish classes proceed so fast that I feel worried about being left behind.	22	18	5	30	15
26. I feel more tense and uncomfortable in Turkish classes than in other classes.	20	13	9	28	20

Table 1 continued.

27. I feel confused and uncomfortable when I speak in Turkish classes.	20	13	12	35	10
28. I feel quite comfortable and confident on my way to Turkish classes. .	7	20	11	27	25
29. I feel uncomfortable when I fail to understand a word used by my Turkish language teacher.	5	19	23	27	16
30. I feel crushed under the multitude of rules that I have to learn to speak Turkish.	18	20	7	31	14
31. I feel frightened that other students will laugh at me when I speak Turkish.	16	15	1	44	14
32. I would probably feel comfortable among people whose native language was Turkish.	3	14	5	46	22
33. I feel uneasy when Turkish language teacher asks me questions that I am not prepared for.	17	20	4	19	30
Average	16 (18 %)	18 (20%)	10 (11 %)	30 (33%)	17 (18%)

\*Items 2, 5, 8, 11, 14, 18, 22, 28 and 32 are reverse-coded.

Table 2

*Types of Anxiety*

Anxiety Type	Items
Communication anxiety	1, 9, 14, 18, 24, 27, 29, 32
Exam anxiety	2, 8, 10, 19, 21
Fear of being negatively evaluated	3, 7, 13, 15, 20, 23, 25, 31, 33
*Anxiety of Turkish classes	4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30

\*Mentioned as *English learning anxiety* in Na's (2007) study.

Table 3

*Percentages Related to Anxiety Types in this Study*

Anxiety Type	5	4	Anxiety (%)	3	2	1	Non-anxiety (%)
Communication anxiety	11	18	32	10	33	18	57
Exam anxiety	18	18	39	11	29	15	48
Fear of being negatively evaluated	21	18	43	10	26	15	46
*Anxiety of Turkish classes	15	17	36	11	30	18	53

The average values of the types of anxiety in Table were given in Table 3. Since *strongly agree* (5) and

*agree* (4) indicate anxiety and *I don't agree* (2) and *strongly disagree* (1) indicate non-anxiety, Table 3



shows the calculations of anxiety and non-anxiety percentages.

As seen in Table 3, the highest anxiety was seen as *fear of being negatively evaluated*. On the other hand, the least anxiety that the students experience while learning Turkish was seen as *communication anxiety*.

### Discussions

It was observed that students who participated in the study experienced the anxiety of being negatively evaluated in Turkish classes at the rate of 43%. Negative evaluation can be done by teachers or classmates. In a study by Masuda, negative evaluation was examined under four headings as the negative evaluation “by teachers, classmates, speakers of the target language and the person himself.” As the underlying reason for the anxiety of being negatively evaluated, it was stated that students experience “this anxiety when they thought they cannot meet with their teachers’ or their own expectations” (Masuda, 2010). Lack of self-confidence may also be the cause of this anxiety of being negatively evaluated in students. Anxiety of being negatively evaluated is related to self-consciousness of the person and refers to the social anxiety that the individual feels in an environment where he/she may be subject to evaluation (Watson & Friend, 1969). Brown (2007) stated that students with self-confidence will not experience foreign language anxiety or, even if they do, it will not prevent them. Again, according to Price (1991), students with high level of anxiety due to lack of confidence are afraid of being ridiculed in language classes, making mistakes, becoming a laughing stock or being laughed at and fail to have a sufficient social relationship with their friends.

One of the findings obtained in this study is the exam anxiety which comes in second place with the ratio

of 39%. Causing students to feel anxiety and to display low performance in cases of being evaluated with examinations, the exam anxiety is an obstacle that adversely affects the academic achievement of students (Daniels and Hewitt, 1978; Hancock, 2001, Öner, 1990; Erkan 1991, as cited in Özer & Topkaya, 2011). Exam anxiety is reported to affect individuals with the ratio of 25% to 40%. This exam anxiety in students is a situational anxiety. It is a series of behaviors, such as making the person feel uncomfortable and uneasy and irritated, involuntarily seen in students (McDonald, 2011; Bozkurt, Ekitli, Thomas, and Cassady, 2017, as cited in Şahin, 2019).

Among the findings obtained, the exam anxiety and failure anxiety coincided with the findings of the obtained through the experiments conducted by researchers such as Gardner et al. (Gardner, 1985; Gardner, Day and MacIntyre, 1992; MacIntyre & Gardner, 1989; 1989; 1991, 1994). Kumaravadivelu, 2006).

One of the findings of the study is the anxiety of Turkish classes. Students were seen to display behaviors such as failing to understand what the teacher says in the class, attending the class reluctantly, finding themselves while falling into extracurricular thoughts, worrying about an increase in class hour, feeling anxious even if they are prepared for the class, being disturbed in communicating with the speakers of target language and they had low motivation close to middle level against target language and culture. Oxford and Shearin (1994) stated in their studies that one of the most important factors that determine the attitude of students towards foreign language learning in foreign language teaching is motivation and students with low motivation cannot develop foreign language skills regardless of the type of motivation. In addition to the external factors such as finding a

job or promotion in their careers of the university students that affect their motivation, the fact that high school students do not carry such a concern can be shown to cause low motivation (Kormos and Csizer 2009; as cited in Şahin & Koçer, 2012). Again, in a study conducted by Batur and Nişancı (2013), the heterogeneity of the class, abundance of words related to Kurdish and Turkish cultures, and students' recklessness led to not attending the class and busying themselves with other things during the class. In this study, it was estimated that students' motivation towards Turkish classes was reduced due to variability of the perception of Turkey and Turkish language time to time due to its current geography, the effect of Turkish on the final academic achievement to be at 1%, and being an area which is not included in the university entrance exam.

As a kind of anxiety obtained in the study, communication anxiety was identified in students with 32%. Verbal communication is the basis of communication and this is one of the basic objectives of language learning. Communication anxiety is a kind of shyness characterized by fear or concern of establishing communication with people. Difficulty in listening to or understanding a verbal message in dialogues and groups is important in understanding communication anxiety

(Horwitz, Horwitz, & Cope, 1986). It was observed that students cannot be sure of themselves when speaking Turkish (21%), they panic when they have to deliver impromptu speech (39%), they feel uncomfortable when they deal with someone who speaks Turkish as a mother tongue (53%), they behave reluctantly when they have to speak Turkish in front of classmates (32%), they get confused while speaking Turkish (33%), and they have difficulty in understanding their teacher (24%).

These are indicators that students have difficulties while communicating in the target language. Among the reasons why the students have difficulty in communicating in the target language, the factors that restrict students' communication skills can be shown as students' inability to be exposed to the target language outside the school and classroom since this study was conducted abroad, their view of themselves as not proficient to communicate and their lack of self-confidence. In addition, as mentioned in anxiety of Turkish class above, one of the reasons why students abstain from speaking Turkish in front of their classmates can be likely the peer pressure by their classmates.

In many studies conducted on the communication anxiety of learners of Turkish as a foreign language, students were identified as experiencing communication anxiety at different levels. Yoğurtçu and Yoğurtçu (2013), in their study on teaching Turkish as a foreign language in Kyrgyzstan, stated that the overall average of students' in-class language anxiety was found to be 73,05 and they regarded this as a moderate level of anxiety, and the students' personality characteristics, the similarities in the target language, cultural affinities and the teacher's attitudes had an effect on this conclusion. In a study by Şen and Boylu (2015), it was stated that Iranian students, who learn Turkish as a foreign language, experienced anxiety on speaking Turkish, but this anxiety was not that high. Again, in a study by Boylu and Çangal (2015), it was stated that the students in Sarajevo experienced anxiety in speaking Turkish, but this anxiety was not quite high. These studies show results similar to the results of our study. Speaking anxiety or communication anxiety in the students of Erbil Ishik High School was not at very high levels with 32%.

## Conclusion and Recommendations

As a result of the data obtained from the study, the anxiety types, such as “anxiety for being negatively evaluated, exam anxiety, anxiety of Turkish class as a foreign language and communication anxiety,” were identified in students.

The teacher should be tolerant during the correction of student errors as part of the class activities. While students try to protect their positive attitudes towards the culture of target language, students who have adverse attitudes try to channel their attitudes in a position direction. Whereas this reduces the level of anxiety that the students experience, it will increase their learning and ability to tolerate differences skills. The reasons for speech anxiety can be determined and students’ speaking skills can be improved and their self-confidence in speaking in front of a gathering can be increased through in-class and extracurricular activities, taking part in small or medium-sized groups and various activities such as poetry recitation and acting on stage. An effective relationship between the teacher-student and student-class should be developed in order to prevent anxiety in the classroom. A student, who is confident that he can find this attention sincerely whenever he needs the attention of the teacher, will open himself/herself against learning. In contrary situations, failing to find the support he needs either from his teacher or classmates, will cut off interest from the course and class and begin to feel a sense of reluctance to learn.

This study and the studies conducted by other researchers demonstrated that foreign language anxiety causes various types of anxiety in students such as exposure to target language and culture, exam anxiety, communication anxiety, anxiety of being negatively evaluated, feel humiliated in front of public, anxiety of failure, anxiety of making mistakes, low motivation in preparing for class and anxiety of participating in class activities. Teachers should be aware of the types of anxiety that may occur in the students, know the ways to deal with anxiety, and raise awareness their students about recognizing the possible anxiety that they will experience as a guide, and teach ways to cope with anxiety. Turkish should be taught by giving the students the feeling as if they are learning English or any foreign language in an environment which is equipped with natural cultural elements of the target language and gives place to communication greatly without inducing them into protecting themselves and their cultures through social interaction away from competition. This study can pave the way for new studies in future on the relationship between foreign language reading comprehension anxiety of the students and their academic achievement, or on the relationship between their listening comprehension skills and their foreign language anxiety, or on the relationship between their writing skills and foreign language anxiety, or on the relationship between foreign language anxiety with Turkish lesson attitude and self-efficacy.

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#### Corresponding Author Contact Information:

Author name: Ertan Miyanyedi

University, Country: International Burch University, Bosnia and Herzegovina

Email: mertan1971@gmail.com

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