



# The current impact of anxiety on English learning

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## Abstract

The twenty first century is the age when the interaction among human beings increases rapidly along with developing and changing societies. In addition to this, establishing interaction with other people brings along the notion of competition. Anxiety is a term which leads to various results among the individuals depending on the occasion. It can be said generally that anxiety is a physiological and psychological state which may occur in case of an activity or a state and which may have negative impacts. So as to understand the effect of anxiety on English learning, a survey was carried out. The students at the Karabuk University constitute the universe of this study. The survey was conducted in the spring term of the 2020-2021 AY. There were 62 participants who want to be English teachers after the graduation. They were from all grades; daytime, evening and distance-education programs at Karabuk University. The participants were aged between 21 and 27-over. They took part in the survey voluntarily. The statistical analyses of survey are performed by means of the IBM-SPSS Statistics, Version 23.0 program (Armonk, New York). The salience level is set to 0,05. The total scores, standard deviations, and mean measurement values are calculated with descriptive analysis. It is believed that the results of this research give a contribution to the related literature.

**Keywords:** Anxiety; English learning; method; education

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## 1. Introduction

Human beings need to establish a continuous communication and interact with others in order to develop their knowledge and skill, share their feelings, perform their activities, and satisfy personal needs. The twenty first century is the age when the interaction among human beings increases rapidly along with developing and changing societies. It is obvious that an individual, who is a social existence, is influenced from this interaction in various forms. In other words, this social interaction doesn't influence all the individuals at the same level. In addition, establishing interaction with other people

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brings along the notion of competition. This notion of competition will lead to success as a positive income for the people who open themselves to communication as well as it forms a basis for the failures which they perceive.

As mentioned above, the individual is in interaction with other people since s/he is a social existence. Interaction has brought along the communication. Communication is the exchange of feelings, thoughts and opinions among the people. It has five major elements; *resource, receiver, message, channel, and feedback*. Related to the first sample of communication, we can mention about the drawings on the walls of the caves. Upon the Sumerians had found the writing, communication became more systematic. Writing has facilitated the communication between human beings. After the writing is found, message became permanent and repeatable; in the course of time, it has reached to larger communities.

Today, human beings maintain their daily life in mutual communication and relationships within school, business, society and urban life. In this regard *anxiety* sometimes result from various resources such as the environments in which individual spends her/his life. This negative environment mostly influences the individual negatively and leads to misjudgements. In general, anxiety expressions are described using the phrases of future which contains anxiety, sorrow, fear, pessimism and and despair such as “I don’t know what to do, I can’t decide, something bad will happen to me, and everything ends if I fail the exam”. This process creates anxiety among the individuals. Anxiety is a term which leads to various results among the individuals depending on the occasion, consequently so-called terms have great influences on language learning activities.

English which has become the communication and scientific language of the world is regarded as one of the primary needs under today’s circumstances. Demirel (2019) stated, the necessity to communicate, continuous progress and advancements in science and technology particularly after the World War II, social & cultural relationships generated the need for knowing minimum one foreign language. English language which has been made of international arena nowadays is a common language in the fields of science. So as to adopt a foreign language as a global language, the prior requirement is its usage by the official institutions in numerous countries, the second one is its rank in teaching foreign language in the countries where it isn’t the official language (Crystal, 2003).

## **2. Foreign Language Teaching and Learning Efforts in Turkey**

Since English is a the mostly spoken language as a foreign language, a premium has been put on teaching English in numerous countries. When data about teaching language at schools in Europe (EURYDICE- Education Information Network in Europe, 2008) is analysed, it may be observed that teaching English is gradually enlarging and becoming dominant almost everywhere. About 90% of the students at the secondary stage of secondary education primarily learn English no matter it is obligatory or not”, (Can and Can, 2014).

In Turkey, focusing on English as a foreign language started during mid-1950s when Anatolian High Schools were established. In 1955, so called schools were presented for the first time, the number of these kind of schools reached to 103 private and 90 state schools in 1987-1988 education year while it was 650 private and 415 state Anatolian High School in 2004-2005 education period.

Teaching a foreign language is started during pre-school period in private educational institutions while it begins at the fourth grade in state schools continues until the years of university. In accordance with the teaching program issued by the Turkish Ministry of National Education, “Upon the execution of the Octennial Compulsory Schooling, teaching English was re-arranged so that it starts at the fourth grade and thus teaching English was reduced to the secondary education level in 1998. In 2005, teaching English will be ten hours per week in the first year and it will be for four hours during the remaining years.

During the following years, numerous high schools were transformed into Anatolian High Schools. It was aimed to give intensive foreign language education. However, the question whether this transformation satisfies the need of qualitative foreign language teaching has been a matter of debate. From time to time, therefore, weekly course hours were increased and it was aimed to transform the schools into foreign language intensive schools. On the other hand, it was observed that the regulations related to weekly course hours aren't enough to sort out the problems in teaching English. In recent years, the period allocated for teaching foreign language consists only 10% of the total duration in secondary schools and this duration of time seems enough when compared to all the courses in the school. In numerous countries, the duration of time allocated for teaching a foreign language isn't different from Turkey (OECD, 2018).

When the objective and scope of teaching a foreign language are considered, an objective of comprehensive and intensive foreign language can be seen. When we analyse the Regulation for Teaching Foreign Language by the Ministry of National Education ( Karatay, 2015); the objective of foreign language and its education in formal, informal and distant educational institutions was determined as following; “in harmony with the objectives and basic regulations of National Education, to help the individual gain the

skills such as a) Listening comprehension, b) Reading comprehension, c) Speaking, d) Writing in the foreign language they have been learning, communicating in the language they learn and to have positive attitudes towards learning a foreign language”.

### **3. Some Problems about Foreign Language Learning in Turkey**

Can & Can (2014) denote that foreign language education isn't accepted as enough and it is claimed that there are numerous problems related to this issue which result from students, teachers, education program, and etc. Related to so-called problems, following issues were determined; employing intensive theoretics in English lessons, disallowing students' participation, the belief of students about regarding university as insufficient in teaching a foreign language, lack of effort and spending time for language among the students, absence of a second foreign language in addition to English, paying less attention to teaching foreign language among the school administrators, being unable to provide convenient environment and classroom conditions, lack of employment of necessary tools and equipments, conducting the problem too fast in order to follow the curriculum, and lacking of methods to activate the student (Gökdemir, 2005).

Moreover, failure in learning a foreign language which is observed at every level of the educational institutions is remarkable in various reports. According to the report of TEPAV- The Economic Policy Research Foundation of Turkey (Koru & Akesson, 2011), Turkey is at the 43rd rank in the list of 44 countries in terms of the Indice of Competency in English (ICE). In 2014, Turkey is the 47th in the world and at the bottom of the 24 European countries (TEPAV, 2015). It is mentioned in the reports that enough investment per student wasn't conducted, limited opportunities and limited income levels provided to teachers, quality of coursebooks, the employment of course materials and extracurricular materials, the low levels of motivation and language competencies among the students and the states of being below the standards (Koru & Akesson 2011; TEPAV, 2015). It was concluded that the problems are related to numerous factors from training teachers to learning environments and some researchers also stated that those factors still have continuous effects (Davras & Bulgan, 2012; Işık, 2008; Solak & Bayar, 2015; Kayaoğlu, 2017; Şimsek & Özaslan, 2021).

On the other hand in various research conducted throughout the history (TEDMEM, 2019), the problems encountered during teaching a foreign language can be mainly listed as follows; the negligence of the students, their unawareness about the significance of foreign language, their failure in perceiving the importance of foreign language, the anxiety of mark in studying a foreign language among the learners and their focus on passing examination, paying no attention to the other lessons, and etc. In this regard *anxiety* is a term which leads to various results among the individuals depending on the

occasion, consequently so-called terms have great influences on language learning activities.

#### **4. Definition of Anxiety**

This state of emotion is one of the factors which entered into Western languages from the Latin word of “*anxietatem*” and means anxiety in our language is a negative occasion which may accompanied by some feelings such as horror and anxiety influence and cognitive processes may be influenced by physiological responses. According to Köknel (2005), the term of anxiety was introduced for the first time to the psychology during the first half of the 19th century and the studies in this field were conducted in the late 1940s. The first person to define the word anxiety in this field is Freud (1856-1939). According to Freud, the function of anxiety is to warn individualism against threats. In addition to Freud, Alfred Adler defined anxiety as the affectivity which occurs during the weak moments of human beings. Carl Gustav Jung preferred the expression of an attack to the consciousness by the horror coming from subconsciousness while Otto Rank introduced the definition of anxiety for the emotional reactions which are experienced after separation.

The term anxiety was defined in various forms by numerous researchers. Öner defined anxiety as an emotional state which occurs in an individual depending on an external risk factor which individual regard as dangerous (Öner, 1977). Similarly, Smith & Lazarus (1990) point out that anxiety is seen among the learners as a result of a threat perceived in relation with external factors. According to Fiske & Morling (1996), the aforementioned threat is related to basic drives such as competency, control, and self-respect. According to Işık, anxiety is necessary for the existence of human beings as well as it is an unpleasant and agonizing emotion. Anxiety may emerge in some cases which may lead to harmful results depending on internal and external factors. In addition, anxiety may also be experienced upon an objectively neutral occurrence is regarded as dangerous emotional state by the individuals. As a result of experiencing anxiety, individuals will be on alert assuming that a negative event may occur (Işık, 1996). Cüceloğlu (2017) states that anxiety may include one or more of the following emotions such as horror, sorrow, distress, sense of failure, desperation, being unable to anticipate and sense of being adjudicated. Işık (1996; cited in Doğan & Çoban, 2009) describes anxiety as the states of restlessness and unease which individual experiences in case of a threatening state. In broad sense, anxiety can be described as a mental state. In this state a sense of weakness is felt just before a potential danger (Ellis, 1994; cited in Aydın & Zengin, 2008). Starting from those definitions, it can be concluded that anxiety is a physiological and psychological state which may occur in case of an activity or a state and which may have negative impacts.

In short terms, anxiety may be defined as an emotion which individuals experience fearing that they will be hurt or as sorrow and tension experienced as a result of stress (Öktem, 1981; Özgüven, 1994). At the same time, this state of tension may motivate us about taking an action and participating in activities. It is emphasized that anxiety may be considered as the experience of worry, disturbance and horror in terms of emotion; as for cognitive sense, distractibility in his own conscious, the expectation of failure, decrease in the cognitive skills while it is regarded as stimulation in sympathetic nervous system, movement restriction and efforts to avoid such states (Whitmore, 1987, Wine, 1980, Levitt 1980; cited in MacIntyre et al., 1997).

When the aforementioned effects of anxiety emerge on learning environments, they will be extremely effective on learning states. It can be stated that the learners are influenced in total emotions such as affective, cognitive and behavioural instead of the occasions when those aforementioned dimensions are separately triggered. Since some emotions such as horror and some disorders such as perceptual weakening, decreasing in the power of cognitive process (difficulty in learning) and some physical disorders at behavioural levels may emerge in the learners who suffer from anxiety; desired behaviors or expected achievement level may not be obtained.

## **5. Two-factor of Theory of Anxiety**

The research conducted by Cattell and Scheier provided evidence which support the idea of divergent anxiety concepts. Thanks to factor analysis, 2 contrastive anxiety factors such as *state anxiety* and *trait anxiety* came out. The factor of continuous anxiety was attributed to some characteristic variants such as “weakness of ego”, “tendency of guilt” and “tendency of feeling embarrassed” (Cattell & Scheier, 1999). In the course of time throughout the conducted research, the divergence between state and trait- anxiety became apparent all the more (Baloglu, 2001).

### *5.1. State-dependent (State) Anxiety*

Spielberger (1972) denotes that the state- anxiety is determined as an unpleasant and solitary mental state or response which emerges with the stimulation of autonomous nervous system and includes consciously perceived tension and sense of malfunction. Öner(1998) expresses that state- anxiety is a kind of artificial horror. Along with some physiological symptoms such as perspiring, shivering and blushing, some feelings such as tension and restlessness may also occur. In the state anxiety which is a temporary reaction displayed by the individual in non-continuous cases, the level of anxiety may differ depending on the state (Özgüven, 1994). The proliferation in the density of the experienced stress leads to an increase in the levels of anxiety and the anxiety level will decrease in parallel with the disappearance of the stimulant which triggers the stress.

## *5.2. Trait- Anxiety*

The trait anxiety is called as a sort of anxiety which happens when individuals feel that they are under danger or they regard their state stressful. The trait- anxiety which causes the person to feel displeasure and uneasiness (Spielberger, 1966). According to Alisinanoğlu and Ulutaş (2000) this type of anxiety which is self-exited doesn't happen owing to a direct threat from external resource). Öner (1998) denotes that trait- anxiety reflects the tendencies of the individual related to feeling anxious. That is, trait anxiety is a tendency of individual in assuming the events he encounters and his status in those events as stressful. It can be stated determined that the individuals with high levels of trait- anxiety can be offended easily and they are pessimistic.

The trait- anxiety levels denote the frequency and density of the anxiety situation that the individuals will encounter in dangerous situations. Accordingly, it is expected that the individual with high levels of trait anxiety under pressure display the symptoms of state anxiety more instantly and more often when compared to those with low levels of trait anxiety. This discrimination related to the experienced states of anxiety was conducted thanks to the Two-Factor Anxiety Theory by Spielberger (1966). Measurement of anxiety types became possible through the Inventory of State-trait anxiety which was presented by Spielberger et al., (1970). The people who suffer from trait-anxiety and apply to psychologist-and-psychiatrists are many in number. Those patients experience problems in lessening anxiety and coping with anxiety (Eroğlu, 2006).

## **6. Causes of Anxiety**

Numerous occasions we encounter in our daily life cause us to feel anxious. Uncertainty of our future, the examinations we take, labour exchange and its density, loss of our beloved ones, the rush of daily life all cause individuals to feel some emotions such as excitement and tension. The important matter is to correctly perceive the factors which cause anxiety and control the feelings caused by anxiety and thus decrease the problems which may influence our life badly. The state of horror and anxiety isn't observed in the individuals who feel themselves belonging to their environment and who are peaceful. Another person in the same environment may feel uncomfortable and restless. This different perception is related to the culture where we are raised. However, all the individuals, societies and cultures may have common causes for anxiety. The causes may be listed as (Cüceloğlu, 2006);

1-Withdrawing support: When an employed person is assigned to another city, there are no supports such as relatives and friends they he is accustomed to. This lonesome he suffers creates anxiety in the individual.

2-Waiting for a negative result: Some possible occasions such as taking an exam without any preparation and expecting its result and waiting for the test results at the hospital for the individuals who suffers from some bad habits like cigarette and alcohol may create anxiety among individuals.

3- Internal conflict: When an idea we defend and internalize is contrary to the behaviour we display, the anxiety occurs. If the individual who thinks smoking is harmful for health and doesn't smoke is forced to work in a cigarette company, anxiety occurs in that individual.

4-Uncertainty: Failing in foreseeing the future is one of the reasons of anxiety. When the anxiety levels of the "A" student who took pilot tests and the anxiety levels of the student "B" who took actual examination are compared, the anxiety levels of the student "B" will be higher. Because, s/he doesn't have any idea about the form and content of the examination. This state of uncertainty causes anxiety in the individual.

## **7. The Symptoms of Anxiety**

Depending on its duration and severity, anxiety may cause various psychological and physiological changes in the individual. During this period, the dominant idea is the feeling that all the efforts will fail. The anxiety may be both motivating for success and lead to failures depending on its severity. So as to decrease the negative effects of anxiety, the symptoms of anxiety should be emphasized (Bozdam, 2008). The difficulty level of the task which aimed to conduct determines whether anxiety is useful or not. The anxiety which results from the worry about performing the tasks with high difficulty level are regarded harmful while the anxiety was found useful in finishing the task earlier and motivating in the low-difficulty, easy and simple occasion. Adrenalin which is secreted during anxiety has stimulating and focusing effects. Başoğlu (2007) denotes that in case of high levels of anxiety, adrenalin cause panic, stress and some other physiological symptoms.

## **8. The Significance of the Research**

The high levels of motivation among the students towards a foreign language have positive effects on decreasing the anxiety level in proportion to motivation. It is stated that an untalented student who is stimulated at high levels can display more achievement than a smart student who is lowly stimulated (Soyupek, 2007). Consequently, minimizing the anxiety levels of the students can be regarded as the most



important factor which influences their status of studying in foreign languages. For that reason, this research was carried so as to determine anxiety perceptions of the learners who study English language.

## 9. Research Questions

1. What are the levels of anxiety among the learners- prospective teachers of English?
2. Does the anxiety level of the students change in terms of;
  - a. gender
  - b. age
  - c. educational type (daytime, evening, distance education)

## 10. Method

### 10.1. Participants

The students at the university conducting undergraduate study constitute the universe of this study. The survey was conducted in the spring term of the 2020-2021 AY. There were 62 participants who want to be English teachers after the graduation. They were from all grades; daytime, evening and distance-education programs at Karabuk University- Department of English Language and Literature. The students in this department aim to be English teachers in the future. The participants were aged between 21 and 27-over. They, both male and female students voluntarily were included in the research.

### 10.2. Instrumentation

The learners included in the research voluntarily and completed a survey by responding to the questionnaire- the Foreign Language Classroom Anxiety Scale(FLCAS). The first quantitative data collection tool was the FLCAS developed by Horwitz (1986) so as to investigate individuals' reaction to language learning stimuli. The FLCAS includes 33 items to be answered and there are three sub dimensions: personality, communication, evaluation.

The FLCAS is evaluated by means of a five-point Likert Scale. The alternatives of the questions were: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The Cronbach's Alpha value was (0).90, and Standard Deviation was 21.90. This scale was considered as a reliable measure by Çelebi (2009). According to Sarı (2017) the Cronbach alpha value for the 33-item of FLCAS was (0).82, expressing that it had a reliability level in his research.

### 10.3. Statistical Analysis

The statistical analyses of survey were realized by means of the IBM-SPSS Statistics, Version 23.0 program (Armonk, New York). The salience level is set to 0.05. The total scores, standard deviations, and mean measurement values are calculated with

descriptive analysis. The effect of gender, age and education type on anxiety is analyzed by comparing mean levels of different groups. The normality of scores is analyzed by Kolmogorov-Smirnov test and scores are assumed to follow normal distribution. The difference between female and male is analyzed by independent samples t- test. In addition, the effect of the age and education type on the anxiety level are analyzed via Analysis of Variance (ANOVA). For ANOVA, when the homogeneity of variance assumption is violated, Brown-Forsythe test is used instead of F test, ANOVA is followed by pairwise comparisons.

#### 10.4. Data analysis and Findings

Within this study, a total of 62 individuals aged between 21 and 27-over, participated in the survey. Approximately 82% (frequency=51) of participants is female and 18% (frequency=11) of participants are male. Three different types of education, daytime education (43,5%), evening time education (40,3%) and distance education (16,1%) are received by participants. The frequency distribution of age groups and education type is as below:

**Table 1.** Distribution of age and Education type

AGE	Daytime	Evening	Distance	TOTAL
21-22	14	15	3	32 (51,6%)
23-24	6	3	0	9 (14,5%)
25-26	2	2	1	5 (8,1%)
27- over	5	5	6	16 (25,8%)
TOTAL	27 (43,5%)	25 (40,3%)	10 (16,1%)	62

The comparisons of female and male are performed by independent samples t-tests for three sub-dimensions. According to the test results (Table 2), the differences among mean anxiety levels of female and male are not statistically salient for all of the three the sub-dimensions ( $p > 0,05$ ). For instance, for sub-dimension “personality”, the mean is 2,88 and 2,67 for female and male, respectively. The difference between the two genders is found statistically insignificant ( $p = 0,393$ ). In general, in terms of genders, for the three sub-dimensions “personality”, “communication” and “evaluation” the mean level is approximately 3 (sometimes- it means “average”).

**Table 2.** Descriptive Statistics and Comparison of Gender

Gender	N	Total	Mean	Std. Deviation	95% Confidence Interval	p-value (2-tailed)
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						Lower Bound	Upper Bound	
Personality	Female	51	23,0588	2,8824	0,7273	2,6778	3,0869	0,393
	Male	11	21,3636	2,6705	0,8048	2,1298	3,2111	
Communication	Female	51	24,7647	2,7516	0,7050	2,5533	2,9499	0,612
	Male	11	25,9091	2,8788	0,9486	2,2415	3,5161	
Evaluation	Female	51	27,9804	2,7980	0,7447	2,5886	3,0075	0,966
	Male	11	28,0909	2,8091	0,8745	2,2215	3,3966	

The effect of age on the anxiety level is performed by ANOVA. For all of the three sub-dimensions, the variances are assumed as homogeneous depending on the results of Levene test ( $p > 0,05$ ). The F test results (Table 3) denote that, for sub-dimensions “personality” and “evaluation” the differences between mean anxiety levels of four age groups are found to be statistically salient ( $p < 0,05$ ). For “personality” sub-dimension, a statistically significant difference is found among four age groups ( $p = 0,014$ ). In age group 25-26, the mean anxiety level is the highest (mean=3,5) and in the oldest age group (27+), the mean anxiety level is the lowest (mean=2,4). For the middle age groups (21-24) the mean anxiety level is approximately 3(it is an average degree).

Similarly for “evaluation” sub-dimension, a statistically significant difference is also found among four age groups ( $p = 0,002$ ). In age group 25-26, the mean anxiety level is the highest (mean=3,6) and in the oldest age group (27+), the mean anxiety level is the lowest (mean=2,3). For the middle age groups (21-24) the mean anxiety level is approximately 3(in the middle level).

On the other hand, for sub-dimension “communication” the difference between mean anxiety levels of four age groups are not statistically significant ( $p = 0,158$ ) and mean anxiety level is approximately 3(average).

Table 3. Descriptive Statistics and Comparison of Age Groups

	Age	N	Total	Mean	Std. Deviation	95% Confidence Interval		p-value (2-tailed)
						Lower Bound	Upper Bound	
Personality	21-22	32	23,2813	2,9102	0,6936	2,6601	3,1602	0,014*
	23-24	9	24,1111	3,0139	0,7817	2,4130	3,6148	
	25-26	5	28,0000	3,5000	0,3750	3,0344	3,9656	
	27+	16	19,3125	2,4141	0,7052	2,0383	2,7898	
Communication	21-22	32	25,5313	2,8368	0,7354	2,5717	3,1019	0,158
	23-24	9	25,4444	2,8272	0,7435	2,2556	3,3987	

Evaluation	25-26	5	29,4000	3,2667	0,3651	2,8133	3,7201	0,002*
	27+	16	22,1875	2,4653	0,7911	2,0437	2,8868	
	21-22	32	28,4375	2,8438	0,6440	2,6115	3,0760	
	23-24	9	30,7778	3,0778	0,7579	2,4952	3,6604	
	25-26	5	36,0000	3,6000	0,6782	2,7579	4,4421	
	27+	16	23,0625	2,3063	0,7406	1,9116	2,7009	

\*: significant at the 0,05 level

The effect of education type on the anxiety levels is also performed by ANOVA. For “communication” and “evaluation” sub-dimensions, the variances were found as homogeneous depending on the results of Levene test ( $p>0,05$ ) and anxiety levels were evaluated in terms of education type by F-tests. On the other hand, for the “personality” sub-dimension, the variances were not found as homogeneous and anxiety levels were evaluated in terms of education type by Brown-Forsythe test.

According to the comparison of test results (Table 4), for the sub-dimensions “personality” and “evaluation” the differences among mean anxiety levels of the three education types are not statistically salient ( $p>0,05$ ). For both sub-dimensions, the mean anxiety level is around 3 in all of the three education types.

On the other hand for “communication” sub-dimension, a statistically significant difference is found among the three education types ( $p=0,025$ ).

Depending on the results of pairwise comparisons, the mean anxiety level is the lowest (mean=2,4) in distance learning and highest (mean=3,1) in daytime education. For the evening education, mean anxiety level is around 2,7.

Table 4. Descriptive Statistics and Comparison of Education Types

	Education Type	N	Total	Mean	Std. Deviation	95% Confidence Interval		p-value
						Lower Bound	Upper Bound	
Personality	Daytime	27	23,2692	2,9087	0,6310	2,6538	3,1635	0,106 <sup>a</sup>
	Evening	25	23,8800	2,9850	0,8465	2,6356	3,3344	
	Distance	10	19,7000	2,4625	0,5070	2,0998	2,8252	
Communication	Daytime	27	27,5385	3,0598	0,7140	2,7714	3,3482	0,025 <sup>b*</sup>
	Evening	25	24,2000	2,6889	0,7617	2,3745	3,0033	
	Distance	10	21,4000	2,3778	0,4325	2,0683	2,6872	
Evaluation	Daytime	27	28,8462	2,8846	0,6583	2,6187	3,1505	0,103 <sup>b</sup>

Evening	25	29,4800	2,9480	0,8431	2,6000	3,2960
Distance	10	23,8000	2,3800	0,4825	2,0348	2,7252

\*: significant at the 0,05 level; <sup>a</sup>: Brown-Forsythe test; <sup>b</sup>: F-test

## 11. Discussion

According to the test results (Table 2), the differences between mean *anxiety levels of female and male are not statistically significant* for all of *three sub-dimensions*.

Among age groups there were found significant differences. For the “personality” sub-dimension, a statistical significant difference is found between four age groups . In age group *25-26, the mean anxiety level is the highest and in the oldest age group (27+), the mean anxiety level is the lowest*. For the younger age groups (*21-22 and 23-24*) the mean anxiety level is approximately 3(average/in the middle level).

Similarly for the “evaluation” sub-dimension, a statistically salient divergence is also found among the four age groups. In age group *25-26, the mean anxiety level is the highest and in the oldest age group (27+), the mean anxiety level is the lowest*. For the younger age groups (*21-22 and 23-24*) the mean anxiety level is approximately 3(middle). On the other hand, for the sub-dimension of “communication” the difference between mean anxiety levels of the four age groups are *not statistically significant* and mean anxiety level is approximately 3(in the normal level). It can be understood the age factor is an significant factor and teacher has an important role for the success. Concerning this Aydın et al., (2020) and Halet & Sanchez (2017) denote teachers ought to consider how to guide students about failure fears, negative evaluations, and self-confidence inefficacy.

According to the comparison test results for the sub-dimensions “*personality*” and “*evaluation*” the differences between mean anxiety levels of the *three education types* are *not statistically significant*. The *mean anxiety level is around 3(average)* in all of the three education types. On the other hand for the “*communication*” sub-dimension, a statistically significant difference is found between three education types. Depending on the results of pairwise comparisons, the *mean anxiety level is the lowest in distance learning and highest in daytime education*. For the *evening education*, mean anxiety level is around 2,7(average). It seems that students in the daytime education are a bit more sensitive in comparison to the students in other education types. There may be many reasons for that. In order students to study in Daytime education groups, they have to get higher scores at the university entrance examination and it means they are brighter than the other students who study in other education groups. It may be inferred from here that the success increases the anxiety level.

## 12. Conclusion

When the explanations of anxiety and the cause of anxiety is analysed, it is observed that anxiety occurs in different circumstances. Numerous events we encounter in our daily

life cause us to feel anxious. Uncertainty of future, the examinations we take, occupational changes and the density of work, loss of beloved ones, and the rush of daily life all cause us to feel the emotions such as excitement, stress and tension. These kind of emotions that we encounter can cause anxiety. When the explanations related to anxiety and the causes of anxiety are analysed, it may be observed that anxiety occurs generally during the moments of negative feelings of the individuals. The different levels of anxiety can influence learning and teaching activities very negatively. The important matter about this issue is to perceive the state of anxiety correctly and decrease the negative effects to some extent. If the people cope with the anxiety especially in language learning activities they can have very good results. This study is limited to only one educational institution, more experimental studies are necessary to be conducted in order to understand how and why likely factors have effects on students' reactions against the anxiety concept.

### Note

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