ISSN : 1300 - 3542

DİL DERGİSİ

Language Journal

Sayı: 148 Nisan-Mayıs-Haziran 2010



Derya Adalar Subaşı

Evrim Önem

Sevil Altıkulaçoğlu

Semin Kazazoğlu

Dil Dergisi *Sayı: 148 Nisan-Mayıs-Haziran 2010*

Ankara Üniversitesi Basımevi 2011

4 TL

DİL
DERGİSİ

Language Journal
Sayı: 148 Nisan-Mayıs-Haziran 2010

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Dil Dergisi 2002 yılından itibaren ULAKBİM veritabanına aktarılmaktadır.

Basım Tarihi
15 / 07 / 2011

Basım Yeri
ANKARA ÜNİVERSİTESİ BASIMEVİ
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Yıllık Abonelik Ücreti
Yurtiçi: 16 TL.
Yurtdışı: 40$ - 30€

BU SAYIDA

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THE RELATIONSHIP AMONG STATE-TRAIT ANXIETY, FOREIGN LANGUAGE ANXIETY AND TEST ANXIETY IN AN EFL SETTING

Evrim Önem

Abstract

This research examined the relationship among State-Trait Anxiety, Foreign Language Anxiety and Test Anxiety in a Turkish EFL setting. State-Trait Anxiety Inventory (STAI), Foreign Language Classroom Anxiety Scale (FLCAS) and Test Anxiety Inventory (TAI) were administered to preparatory English class students (n=435) in a state university in Turkey. Results revealed high and significant correlations among STAI, FLCAS and TAI responses of students. Comments and implications for future research were discussed.

Key words: *state anxiety, trait anxiety, foreign language anxiety, test anxiety, appraisals of threat, face.*

İNGİLİZCE ÖĞRENİMİNDE DURUMLULUK-SÜREKLİLİK KAYGI, YABANCI DİL KAYGISI VE SINAV KAYGISI ARASINDAKİ İLİŞKİ

Özet

Bu araştırmada Türkiye'deki bir yabancı dil olarak İngilizce öğretimi bağlamındaki Durumluluk-Süreklilik Kaygı, Yabancı Dil Kaygısı ve Sınav Kaygısı arasındaki ilişki incelenmiştir. Türkiye'deki bir devlet üniversitesinin İngilizce hazırlık sınıfı öğrencilerine (n=435), Durumluluk-Süreklilik Kaygı Envanteri (STAI), Yabancı Dil Sınıf Kaygısı Ölçeği (FLCAS) ve Sınav Kaygısı Envanteri (TAI) uygulanmıştır. Sonuçlar öğrencilerin STAI, FLCAS ve TAI anketlerine verdikleri cevaplar arasında yüksek ve kayda değer bir ilişki olduğunu ortaya koymuştur. Bulgular ve gelecek çalışmalara yönelik tavsiyeler sonuç bölümünde tartışılmıştır.

Anahtar sözcükler: *durumluluk kaygı, süreklilik kaygı, yabancı dil kaygısı, sınav kaygısı, tehdit algılaması, özgörüm.*

Introduction

Coping with the fast pace of life and meeting the demands of society has become a much tougher challenge in the 21st century then it used to be. Individuals bombed heavily with information and stimuli strive to take advantage of everything as much as they can to earn a valid position in society defined by success. Parallel to that, a rise in the expectations at school lead to a constant pressure felt by students present day. That's the main reason of 21st century's being defined as "the age of stress" and anxiety (Zeidner, 1998).

Anxiety is a reaction to a source of stress to survive (Berksun, 2003; Işık & Taner, 2006). This reaction controls mechanisms which are triggered when a stimulus is appraised as a "threat" to one's well being. Throughout evolution, these mechanisms have proven to be very useful (Zeidner, 1998) but the number of life threatening situations in daily life has decreased. However, one of the things that have not changed is the notion of living in societies. Since the appearance of first human beings on earth, it has always been safer to live in groups to form societies. Morgan (2006) explains that losing a position in a society can mean being excluded and becoming deprived of the privileges such as 'being a member of the club' and living in a safer environment. Similarly, Hobson and Leonard (2001) explain social phobia anthropologically as the threat of being banished from the tribe and casted away. In time, as human beings have evolved, sources of anxiety have evolved by 21st century in a sociological way and as a result, human body evolved to relate the social status to the well-being and "a threat" to it including the threat to face as anxiety provoking (Zeidner, 1998). Therefore, according to Botton (2004), a possible threat to the position acquired in society and fear of failure to defend it can lead to anxiety, which has prominent effects on daily life. Because of the ancestral environment coded in the mind, "individuals may be incapable of coping with many ordinary situations despite the fact that all of their mental mechanisms are functioning in just the way that natural selection designed them to function" (Murphy and Stich, 2000: 84). In other words, 'survival' has been redefined to mean to survive in the society one lives, defending his/her social status and face.

From an educational perspective, social status at school is very important for adolescents and even late adolescents as schools have their own "societies" and rules. As it could be expected, threat to social status and the notion of face at school may become sources of anxiety. Gagne (2010:124) explains face as "the "positive social value a person effectively claims for himself" which is interactively and symbolically defined through 'approved social attributes'. Similarly, Brown and Levinson

(1987) highlight the changeable quality of face through social interaction, regarding to the peer pressure. Levine (2008) believes that students may be overwhelmed by the expectations of people around and the fear of failure and falling behind can make a school become an anxiety-provoking environment itself. Likewise, according to Carver (1996), even a single failure in an exam can be generalized in a damaging way for a student's self-esteem and may lead to a disengagement response when former failures are remembered and undesired results are expected (Carver, 1996; Carver & Scheier, 1986, 1990). The disengagement response may sometimes even mean individual's dropping out school (Sarason, Pierce, & Sarason, 1996). Therefore, when the effects of environment are taken into consideration during personality development phases of an adolescent, the importance and pressure of peers on individuals can be understood better.

An important building block of face is success. As important determinants of success and to classify students whether they meet the standards in nearly every aspect of education and career, exams and tests are commonly and widely used. As it would be expected, exams are appraised as possible threats to face and social status at schools. Therefore, tests are a major source of anxiety for a lot of adolescents at school and they have an important effect on defining one's face. For instance, according to Marsh & Parker (1984), a student defines his/her face in respect to the success of other students. So, a positive face may have an affirmative effect on success and vice-versa (Marsh & Parker, 1984). As Gordon & Sarason (1955) put it, the fear of failure is the basic reason for anxiety as failure represents both failing to comply with the expectations of society and failing to defend one's position in the class, which leads to a negative face. As a result, test anxiety appears. It then leads to failure in learning (see Zeidner, 1998 for a review) and enforces carefully planned strategies such as procrastination, to which students can blame, (Covington, 1992; Covington ve Teel, 1996; Zohar, 1998) or disengagement responses (Carver, 1996; Carver & Scheier, 1986, 1990).

Interaction among students in different classes may also be sources of anxiety. Among other classes, foreign language classes stand out in their atmospheres where social interaction is widely encouraged. Therefore, learning a foreign language is an important source of anxiety for some students. Especially in EFL settings, foreign language classes combine two major elements to provoke anxiety; the loss of meaning created in mother language and a threat to social status and self-esteem at school and society. Lazarus (1991) states that anxiety arises when an individual is faced with the threat of disappearance of meaning s/he has created. Thus, the new language's being different from the semantic system shaped by the native language and

culture provoke anxiety. Not surprisingly, a lot of people think foreign language lessons are in the top tier of anxiety provoking situations at schools (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989, 1991b). As for the threat to social status and self-esteem, research reported that students with foreign language anxiety showed a tendency to have negative thoughts and ideas about themselves (Hembree, 1988; Sarason, 1984; Sarason, Pierce, & Sarason, 1996; Zeidner, 1998), ignore their skills and look up to other students (Bailey, Onwuegbuzie, & Daley, 2000; MacIntyre, Noels, & Clement, 1997). Therefore, an individual with high levels of anxiety can feel humiliated when s/he makes mistakes during the lesson and being laughed at, which would mean failing to comply with the standards in the classroom and defending the status acquired. Inevitably, foreign language may be appraised as a threat in the end.

In this study, focus is drawn on the general appraisal of anxiety and anxiety in foreign language classes as well as tests. With this in mind, this study aims to find out if and to what extent a relationship between state-trait anxiety, foreign language anxiety and test anxiety is present in this Turkish university EFL context.

1. Different Types Of Anxiety

As mentioned earlier, this study focuses on three different types of anxiety. These are state-trait anxiety, foreign language anxiety and test anxiety.

1.1. State-Tate-Trait Anxiety

The distinction between state and trait anxiety is coined by Spielberger (1972b). Simply, state anxiety refers to emotional and somatic reactions towards a stimulus apprehended as a threat in a certain context while trait anxiety refers to individual differences in reactions towards a perceived threat in the environment in general (Spielberger, 1972b). In other words, a situation specific response of anxiety is considered as state anxiety and a general response of anxiety is accepted as trait anxiety. According to Spielberger, Anton, & Bedell (1976), the emergence of state and trait anxiety may depend on the interaction between the appraisal and evaluation of threat and psychological defense mechanism, which emphasizes the importance of individual differences in information processing stages such as perception and encoding. With this in mind, we believe that levels of state and trait anxiety may be used as determinants of an individual's generalized non-clinical anxiety level as they can represent one's general and context specific anxiety reactions. Therefore,

a general view on an individual's attitude towards possible anxiety provoking stimuli can be obtained via levels of state and trait anxiety.

1.2. Foreign Language Anxiety

While being defined as in the group of "specific anxiety reactions" by Horwitz, Horwitz, & Cope (1986), foreign language anxiety stands out in its appearance in language specific learning situations (MacIntyre & Gardner, 1991a). Therefore, according to MacIntyre and Gardner (1994b), language anxiety is the feeling of tension and fear in second language contexts especially during speaking, listening and learning. Also, the definition of social anxiety by Schwarzer (1986) and Botton (2004) has similar characteristics with foreign language anxiety including the feeling of tension and discomfort, negative evaluation of one's self and avoid and retreat from social contexts. Thus, foreign language anxiety is also considered as a type of social anxiety due to its nature to appear in formal language learning contexts, which hosts a great deal of social interaction (MacIntyre & Gardner, 1989; 1991b).

1.3. Test Anxiety

Test anxiety is another type of anxiety seen commonly in education. Zeidner & Matthews (2005) define test anxiety as phenomenological, physiological and behavioral reactions related to negative consequences and expectations from an exam or a test. Concepts of state and trait anxiety have also been reflected in test anxiety. Spielberger (1972b) states that test anxiety is a situation-specific form of trait anxiety and both state and trait anxiety have negative effect on test anxiety. According to Spielberger (1972a, b, c) and Spielberger & Vagg (1995), evaluative contexts may be considered in a more threatening way in the mind of an individual if trait anxiety level is high. Spielberger & Vaag (1995) also believe that high levels of state anxiety affect the performance of an individual by activating the worrisome thoughts in the mind in an evaluative context and these effects can be seen during information processing stages. It is suggested that individuals with high anxiety levels have a tendency to divert their attention towards searching for a possible source of anxiety (Vasey, El-Hag, & Daleiden 1996; Zeidner, 1998), which in turn leads to poor encoding (Beck and Clark, 1997; Mathews, 2006), processing, recall (Baddeley, 1999; MacLeod, 1996) and performance (Naveh-Benjamin et al., 1981; Naveh-Benjamin, McKeachie, & Lin, 1987); a total cognitive interference (Lee & Vaughan, 1996; Sarason, Pierce, & Sarason, 1996; Tobias, 1985). Briefly, a little

spark of anxiety can start a chain reaction affecting every stage of the information processing system and learning.

Spielberger (1972b) claims that there are two major components of test anxiety: worry and emotionality. "Worry" refers to concerns and inner thoughts about failure in respect to self esteem, self focus and self-related thoughts while "emotionality" refers to physiological responses to the test, similar to Liebert & Morris' (1967) concepts of worry and emotionality. It is a well known fact that test anxiety impairs performance and data suggest that both worry and emotionality have negative effects on performance, though worry's are more prominent (Cassady, 2004; Minor & Gold, 1985; Goetz et al., 2008; Lee & Vaughan, 1996; Zeidner, 1998; Zeidner & Matthews, 2005).

2. Method

2.1. Participants

Students from the preparatory class of School of Foreign Languages, Erciyes University completed the anxiety tests on a voluntary basis. The research group was limited with same group students with pre-intermediate level of English. The research group consisted of 435 male and female students, of which 261 male students formed 60% while 174 female students formed 40%. The participants' age ranged from 17 to 21 and 18-19 year old students constituted 70.8% of the group while the mean of age was 18,93 (SD= ,932). Frequencies and percents of participants' ages are given in Table 1.

Table 1. Frequencies and Percents of Participants' Age

		Frequency	Percent
Valid	17	8	1,8
	18	156	35,9
	19	152	34,9
	20	95	21,8
	21	24	5,5
	Total	435	100,0

2.2. Measurement Of Anxiety Level

Three anxiety questionnaires were used in the data gathering process.

State and Trait Anxiety Inventory (STAI-Spielberger, Gorsuch and Lushene, 1970) was used to measure the levels of state and trait anxiety. State and Trait Anxiety Inventory (STAI) is a four-point scale composed of 40 questions and has been commonly used in anxiety research (see Zeidner, 1998 for a review). Öner and Le Compte (1985) completed the adaptation of the questionnaire and reported cronbach alpha coefficient as 0,83 for State Anxiety Scale and 0,92 for Trait Anxiety Scale and the inventory was accepted as reliable.

Foreign Language Classroom Anxiety Scale (FLCAS-Horwitz, Horwitz and Cole, 1986) was administered to evaluate the foreign language anxiety levels of the participants. FLCAS has been reported as reliable and valid for foreign language anxiety measurement in a series of research (Aida, 1994; Brown, Robson, & Rosenkjar, 2001; Rodriguez & Abreu, 2003). Aydın (1999) adapted FLCAS into Turkish but as the participants in her research were foreign language students only, item number 26, "*I feel more tense and nervous in my language class than in my other classes*", was omitted. Yet, internal consistency of the adaptation was reported as 0,91. In this research, due to the research groups' being students at preparatory class and studying English only, the same item was also omitted. In addition to that, in order to have a more coherent statistical analysis among two four point questionnaires, FLCAS used in the research was presented as a four point test with an omission of the third option, "*sometimes*".

Test Anxiety Inventory (TAI-Spielberger, 1980) was used to assess the test anxiety levels of the research group. Parallel with the anxiety construct of Alpert & Haber (1962), TAI is composed of 20 four-point items with two sub-scales; emotionality and worry components of test anxiety. Total score of TAI is calculated by summing up the two sub-scales. Turkish version of TAI was prepared by Öner (1990) and cronbach alpha coefficient was reported as 0,86.

STAI, FLCAS and TAI were administered to the research group on computer. Administration of each test took a week and data gathering process continued for three weeks.

2.3. Data Analysis

Before analyzing the data received from the students' answers to the questionnaires, reliability of the tests were re-calculated. Cronbach alpha coefficients, min-max scores, means and standard deviation of the scores of questionnaires are given in Table 2.

Table 2. Data Related to the Questionnaires

Questionnaire	Cronbach alpha coefficient	Min-Max Scores	Mean	Std. Deviation
STAI (State)	0,92	20-75	43,57	10,617
STAI (Trait)	0,86	20-74	43,61	8,081
FLCAS	0,92	46-128	65,24	14,186
TAI (Emotionality)	0,92	12-48	24,10	7,136
TAI (Worry)	0,87	8-32	14,80	4,560
TAI	0,94	20-80	38,91	11,208

Cronbach alpha coefficients of the tests used in the research were proved to be high. Therefore the questionnaires were considered as reliable.

Data gathered from STAI, FLCAS and TAI results were analyzed by performing *Spearman Correlation Test* on *SPSS 15.0*.

3. Results

Results of *Spearman Correlation Test* regarding to the relationship between state, trait and foreign language anxiety is given in Table 3.

Table 3. Correlation between STAI and FLCAS

			State	Trait	FLCAS
Spearman's rho	State	Correlation Coefficient	1,000	,535	,456
		Sig. (2-tailed)	.	,000	,000
		N	435	435	435
	Trait	Correlation Coefficient	,535	1,000	,417
		Sig. (2-tailed)	,000	.	,000
		N	435	435	435
	FLCAS	Correlation Coefficient	,456	,456	1,000
		Sig. (2-tailed)	,000	,000	.
		N	435	435	435

Results suggest that there is a significant correlation between state anxiety and foreign language anxiety (r_s =.46, p (2-tailed) < .001). The correlation between state

anxiety and foreign language anxiety is also significant (r_s =.42, p (2-tailed) < .001).

The summary for the relationship between foreign language anxiety and the components of test anxiety is presented in Table 4.

Table 4. Correlation between FLCAS and Components of TAI

			FLCAS	Emotionality	Worry
Spearman's rho	FLCAS	Correlation Coefficient	1,000	,543	,516
		Sig. (2-tailed)	.	,000	,000
		N	435	435	435
	Emotionality	Correlation Coefficient	,543	1,000	,809
		Sig. (2-tailed)	,000	.	,000
		N	435	435	435
	FLCAS	Correlation Coefficient	,516	,809	1,000
		Sig. (2-tailed)	,000	,000	.
		N	435	435	435

Results show that there is a significant correlation between emotionality component of test anxiety and foreign language anxiety (r_s =.54, p (2-tailed) < .001) and worry component of test anxiety and foreign language anxiety (r_s =.52, p (2-tailed) < .001).

The little difference between the correlations suggests that foreign language anxiety and test anxiety are not mutually exclusive. In fact, as total TAI score is the sum of the scores received from emotionality and worry tests, *Spearman Correlation Test* performed reveal the relation between FLCAS and TAI proves that there is a significant correlation (r_s =.56, p (2-tailed) < .001). The result is given in Table 5.

Table 5. Correlation between FLCAS and TAI

			FLCAS	Emotionality	Worry
Spearman's rho	FLCAS	Correlation Coefficient	1,000	,543	,516
		Sig. (2-tailed)	.	,000	,000
		N	435	435	435
	Emotionality	Correlation Coefficient	,543	1,000	,809

Statistical analyses show similar results for the correlation between STAI and the components of TAI. The summary can be seen in Table 6.

Table 6. Correlation between STAI and the Components of TAI

			State	Trait	Emotionality	Worry
Spearman's rho	State	Correlation Coefficient	1,000	,527	,578	,527
		Sig. (2-tailed)	.	,000	,000	,000
		N	435	435	435	435
	Trait	Correlation Coefficient	,535	1,000	,509	,486
		Sig. (2-tailed)	,000	.	,000	,000
		N	435	435	435	435
	Emotionality	Correlation Coefficient	,578	,509	1,000	,809
		Sig. (2-tailed)	,000	,000	.	,000
		N	435	435	435	435
	Worry	Correlation Coefficient	,527	,486	,809	1,000
		Sig. (2-tailed)	,000	,000	,000	.
		N	435	435	435	435

The comparison of the data reveals that the relation between state anxiety and emotionality (r_s =.58, p (2-tailed) < .001), trait anxiety and emotionality (r_s =.51, p (2-tailed) < .001), state anxiety and worry (r_s =.53, p (2-tailed) < .001) and trait anxiety and worry (r_s =.49, p (2-tailed) < .001) is significant. Comparison of STAI and TAI in total proved parallel results shown in Table 7.

Table 7. Correlation between STAI and TAI

			FLCAS	Emotionality	Worry
Spearman's rho	State	Correlation Coefficient	1,000	,535	,588
		Sig. (2-tailed)	.	,000	,000
		N	435	435	435
	Trait	Correlation Coefficient	,535	1,000	,525
		Sig. (2-tailed)	,000	.	,000
		N	435	435	435
	TAI	Correlation Coefficient	,588	,525	1,000
		Sig. (2-tailed)	,000	,000	.
		N	435	435	435

According to the data, it can be said that there is a statistically significant correlation between state and test anxiety (r_s =.59, p (2-tailed) < .001) and trait and test anxiety (r_s =.53, p (2-tailed) < .001).

4. Discussion

The results present a clear answer to the research question. The data reveal a significant and high correlation among generalized anxiety, foreign language anxiety

and test anxiety. The relationship among STAI, FLCAS and TAI are discussed separately below.

The relationship between state-trait anxiety and foreign language anxiety are significant. If scores of state and trait anxiety can be accepted as a sign for general anxiety level, it can be concurred that generalized anxiety is most likely to have been accompanied with foreign language anxiety in this Turkish EFL case. This result is parallel with the results obtained in some other research related to the effect of state and trait anxiety and foreign language anxiety (MacIntyre, 1995; MacIntyre & Gardner, 1991b; MacIntyre & Gardner, 1991c; MacIntyre & Gardner, 1994a). However, the relationship between state and foreign language anxiety is slightly higher than the one between trait and foreign language anxiety and should be interpreted carefully.

The correlation data also showed that the relationship between foreign language and test anxiety is similarly significant, regardless of being considered separately for emotionality-worry components or as complete test anxiety. Similar research results related to test anxiety, self-evaluation and postponement with foreign language anxiety and perceived competence (Bailey, Onwuegbuzie, & Daley, 2000; MacIntyre, Noels, & Clement, 1997) and procrastination (Covington, 1992, 1998) may also support the presence of the relationship between foreign language and test anxiety. Another point resulted from the comparison of FLCAS and TAI data is that the amount of correlation is higher than that of state-trait and foreign language anxiety. This may suggest that students may have perceived English course as anxiety provoking as an exam itself but this may be a result of their being students at preparatory class during the research. This is discussed in the conclusion section.

The comparison of the state-trait anxiety and test anxiety data reveals a significant correlation. Parallel results of some test anxiety questionnaires with STAI have been reported (Anderson and Sauser, 1995; Bedell and Marlowe, 1995; Spielberger and Vaag, 1995). When evaluated separately, state anxiety has a higher correlation level with emotionality and worry components of test anxiety and similarly, there is also a significant correlation between state and test anxiety as a whole. Parallel to that, similar results among trait anxiety, components of test anxiety and test anxiety in total have been obtained. However, although the results are compatible with the definition of test anxiety as a situation-specific form of trait anxiety (Spielberger, 1972b) and individuals with higher trait anxiety may have a higher tendency to appraise stimulus as threat than the individuals with lower trait anxiety (Spielberger, 1972a, b; Spielberger & Vagg, 1995), the data may suggest that state anxiety may have had a slightly higher effect on test anxiety in this Turkish EFL context. As

explained earlier, this may have resulted because of the students' being at preparatory and studying English only and expecting to have exams in English to pass the class. Thus, their general attitude towards learning a language may have affected their level of anxiety. Therefore, 'state anxiety' may include characteristics of both state and trait anxiety in EFL contexts of preparatory class. This may suggest that although test anxiety appears in the presence of state and trait anxiety, it may be more related to the general attitude of an individual than a context related anxiety provoking situation.

The results also show that, in case of the presence of a type of anxiety, another type of anxiety may appear. In other words, foreign language anxiety and test anxiety, along with state and trait anxiety, seems to accompany each other. One possible explanation for that may be related to research which reported that individuals with high anxiety levels have a tendency to direct their attention towards possible anxiety provoking stimuli (Vasey, El-Hag, & Daleiden, 1996; Zeidner, 1998; Zeidner & Matthews, 2005). Therefore, if total of state-trait anxiety may be considered as a sign for the general tendency of anxiety, it can be suggested that when an individual has high level of generalized anxiety, s/he may reflect it to any cases felt as a threat. As mentioned earlier, individuals may have different understandings of "survival" and "threat". A foreign language class or tests can be the source of anxiety as a result of being appraised as "threat to face" and "survival". Therefore, state and trait anxiety may serve as the common point between foreign language anxiety and test anxiety and it can be argued that a high level of state anxiety may accommodate other types of anxiety.

Conclusion

Identifying a stimulus as a threat is important. Berksun (2003) and Işık & Taner (2006) define anxiety as a reaction to a source of stress to survive. "Fight or flight" reactions of anxiety, especially used to be present in survival situations in historic eras, is so deeply coded in the brain that for even today's world, the mind cannot totally eliminate or ignore them. This led human body to direct these mechanisms towards other stimuli appraised as threat to social status and face (Zeidner, 1998). As Gordon & Sarason (1955) put it, the fear of failure is the basic mechanism lying under anxiety. Therefore, the urge to defend one's position in any social context such as school or classes against a "threat" like tests, a foreign language or both may mean survival. As surrounded by the expectations, students may feel it necessary to stay close to the standards of society and the fear of failure to do so eventually may

lead negative thoughts about one's self and to anxiety. Not surprisingly, there has been a lot of research supporting that people with higher levels of anxiety have negative self-related thoughts and appraisals (Meichenbaum & Butler, 1980; Sarason, 1984; Sarason, Pierce, & Sarason, 1996; Wine, 1971; Zeidner, 1998; Zeidner & Matthews, 2005).

The research corresponds with previous studies which show relationship among state-trait anxiety, foreign language anxiety and test anxiety separately. It has also been concluded that a high level of anxiety may be considered as a sign of the presence of other types of anxiety, which supports the idea that anxiety will always be present at the back of human mind. However, this may have resulted from the participants' being first year students at a preparatory class of English. As we presented, this situation may have an effect on the level of state anxiety as every participant were studying English only.

On the other hand, the research had some limitations. For example, whether the degree of correlation between foreign language anxiety, test anxiety and state-trait anxiety in university students from different departments and classes is similar or not remains unanswered. Thus, there may be a difference in reaction towards English in language departments where foreign language is the means of communication, which can be a topic for another research. Another possible limitation of the research may be related with the age range of the participants. Participants from a wider range of age can be used to check if the same relationship between different types of anxiety is still present. This research was conducted only from the point of view of foreign language anxiety and test anxiety and state-trait anxiety, excluding other types of anxiety such as math, computer or performance anxiety. A possible topic for a further research can be the relationship between state-trait anxiety and other types of anxiety and the degree of the relationship in Turkish contexts. We have an affirmative expectancy that there would be signs of correlation as we believe anxiety, in general, is wired deeply in the mind to be triggered in case of a stimuli appraised as threat.

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