



## The Effect of Gender, Parents' Education, and School Type on EFL Learners' Anxiety\*

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### ABSTRACT

**Purpose:** Numerous studies have been conducted on foreign language classroom anxiety (FLCA); however, research on the effect of parents' education, school type, and gender on EFL learners' anxiety in a single study is scarce. Therefore, to fill this niche, the present study aimed at investigating the impact of the above variables on FLCA.

**Research Method:** This exploratory research design was implemented through a survey, which was used to explore anxiety level among 96 male and female students in two different high schools: public and private. The effect of parents' education on FLCA was also investigated. A Turkish version of the Foreign Language Classroom Anxiety Scale was used for collecting the required data. T-test and ANOVA were employed to explore any statistically significant differences in participants' FLCA according to gender, type of school, and parents' education.

**Findings:** The findings indicate that female participants experience more FLCA than males. The results also revealed that participants attending public school experienced more FLCA than those attending private school. Furthermore, students whose parents had a primary education suffered most from foreign language anxiety.

**Implications for Research and Practice:** The study findings suggest that language teachers should be made aware of foreign language anxiety and should try to create a positive and anxiety-free classroom environment where students would feel relaxed and willing to communicate without being worried about their performance.

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## Introduction

Anxiety is one of the main variables that can negatively affect learners' performance in a foreign language (henceforth, FL) to the extent that it may create a mental block in the learning process (Chen & Chang, 2004; Cheng, 2002; Gregersen, 2005; Hewitt & Stefenson, 2011; Horwitz, 2010; Huang, 2012; Jingjing, 2011; Wu, 2010). It is particularly true when learners are engaged in spontaneous speaking activities, being under psychological and time pressure. As a result, they naturally utilize avoidance strategy and try not to participate in activities that potentially increase their anxiety. Research shows that the proportion of FL learners who suffer from language anxiety is strikingly high. According to some estimates, almost fifty per cent of FL learners suffer from some sort of anxiety in their studies (Campbell & Ortiz, 1991; Worde, 1998).

Horwitz, Horwitz and Cope (1986) defined FLCA as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours resulting from the uniqueness of FL learning process in the classroom” (p. 128). Foreign language anxiety has also been defined as a complex psychological phenomenon peculiar to language learning (Young, 1991) and a complex construct impacting affective factors, such as self-esteem, and self-confidence (Clement, 1980). Such feelings of tension and apprehension are normally associated with learning and using second or foreign languages. Research interest in foreign language anxiety began in the 70s (see Scovel, 1978, for a review) and flourished in the 80s and 90s by studies conducted by Horwitz and his associates (Horwitz et al. 1986; Horwitz, 1991; Horwitz & Young, 1991). Recent publications show that interest in FLCA has not faltered (e.g., Alrabai, 2014; Aydin, 2016; Bonyadi, 2019; Hewitt & Stefenson, 2011; Huang, 2012; Jingjing, 2011; MacIntyre & Gregersen, 2012).

There are three main types of anxiety: *trait anxiety*, *state anxiety*, and *situation-specific anxiety* (Horwitz et al., 1986; Scovel, 1978; Toth, 2010; Woodrow, 2006). *Trait anxiety* is part of an anxious individual's general characteristics regardless of the situation, i.e., he or she may experience anxiety under different circumstances. On the other hand, *state anxiety* is instantaneous and is not part of an individual's personality. It is usually occasioned by certain circumstances, such as an examination setting, a job interview, and an oral presentation. The third type of anxiety, i.e., *situation-specific anxiety*, occurs when trait anxiety is repeated over some time in the same situation, such as anxiety caused by regular exams and quizzes.

In addition to the types mentioned above, there are two more types of anxiety: *facilitating* and *debilitating* anxiety. As the name implies, *facilitating* anxiety facilitates learning and leads to better achievement and learning outcome while *debilitating* anxiety may create stumbling blocks in language learning. Thus, while *facilitating* anxiety may encourage and motivate the language learner to engage in learning activities, *debilitating* anxiety can have detrimental effects on the learner and lead to avoidance strategy. It discourages them from participating in specific learning tasks, particularly oral activities.

Three primary sources of FLCA have been identified in the literature: *communication apprehension*, *test anxiety*, and *fear of negative evaluation* (Horwitz et al., 1986; Richmond & McCroskey, 1998). Communication apprehension refers to a feeling of anxiety when

interacting with others and speaking in front of a group. The speaking task causes anxiety for FL learners since they are most anxious when performing orally because of being timid, worried, and apprehensive, especially if they are not proficient enough in the target language (Chen & Chang, 2004; Horwitz et al., 1986; Young, 1986). As the results of a large-scale study conducted by Alrabai (2014) on FLCA anxiety indicate, communication apprehension is a predominant anxiety source.

The second source of FLCA is *test anxiety* which evokes students' anxiety in FL classrooms. Test anxiety develops as a result of negative and unpleasant experience learners may have had in previous exams. Lowe and Ang (2012) define test anxiety as a physiological condition that makes people react aggressively to stress, anxiety, and discomfort during or before taking a test. They argue that test takers experience a diverse range of feelings like sweats on their palms, constant heartbeats during the exam, memory loss, and nervousness. This anxiety creates significant barriers to learning and performance among students. Time restriction in examinations is likely to increase test anxiety. Oral examinations can generate more anxiety, triggering both test and public speaking anxiety (Aida, 1994).

The third type of FLCA anxiety is *fear of negative evaluation*. Foreign language learners are almost always evaluated by their teachers and fellow students in the classroom situation when they are engaged in some language activities. The scope of fear of negative evaluation is broader than test anxiety since it includes not only examination settings, but also job interviews, public speaking as well as speaking in a language classroom where both the teacher and fellow students may judge the speaker (Gregersen & Horwitz, 2002; Horwitz et al., 1986). Aydin (2008) found that students' apprehension caused by negative evaluation was related to stress and fear of making errors, leaving ominous impression on others, and revelation of their weaknesses. Other variables investigated in the present study concerning FLCA include *gender*, *school type*, and *parents' educational level*. These will be briefly explained below.

One of the extensively investigated variables impacting language anxiety is gender; however, the relationship between these two variables is not clearly understood since the results from different studies are not consistent. Some researchers have found that females have less FLCA than males (Awan, Azher, Anwar, & Naz, 2010; Aydemir, 2011; Jingjing, 2011; Kitano, 2001; Nyikos, 1990). For example, Jingjing (2011) observed that males experience more anxiety since females have a better flair for language learning and normally do better in exams. On the other hand, some researchers have found that females have higher anxiety levels than males while learning a foreign language (e.g., Abu-Rabia, 2004; Arnaiz & Guillen, 2012; Demirdas & Bozdogan, 2013; Machida, 2001; Stephenson, 2007). Finally, some studies indicate no significant gender differences in FLCA (e.g., Donovan & MacIntyre, 2005; Matsuda & Gobel, 2004).

Another factor that affects language learning is the type of school students attend. Type of school (state or private) is crucially important as it provides the environment or context of learning. These two school types are drastically different in terms of teaching materials and methods, class size, number of hours allocated to the teaching of foreign languages, criteria for recruiting teachers, physical environment, and the

like. Needless to say that all of these factors affect different aspects of language education. Research studies show that students attending private schools have better academic achievement than those attending public schools (Ajayi, 2006; Bryk, Lee & Holland, 1993; Khoshshima & Hashemi Toroujeni, 2017; Kwesiga, 2002; Sentamu, 2003).

For example, Ajayi's (2006) study concluded that students' academic achievement is affected by the type of school they attend. Khoshshima & Hashemi Toroujeni (2017) also found that students attending private schools outperformed those who attended state schools in speaking performance. Obviously, parents prefer private schools if they can afford the tuition fees, as they know that their children will get a better education and more academic success in private schools (Smith, 2003). This fact is particularly true for studying foreign languages as there are better technological equipment, and more qualified teachers in such schools (Kitaev, 2007). Further justification for parents' preference is that private schools have smaller class sizes than crowded classes in public schools.

Parents' educational level may also affect Foreign Language Classroom Anxiety; however, this variable has not been sufficiently investigated. Nevertheless, a few studies have been conducted on the role of parents' education. For example, Konca and Bozkır (2013) explored the possibility of a connection between students' FLCA and their parents' educational background. They found that learners whose parents had only primary education had a much higher level of FLCA than those with parents who had a high-school education. They concluded that parents' education is an essential element that has a bearing on FLCA. Mji and Mbinda (2005) also argue that students' academic attainment depends on the higher education of their parents because they are more involved in their children's studies, which supports Sclafani's (2004) claim that parents who have a lower level of education are less involved and pay less attention to the education of their children.

As the above review shows, many studies have been conducted on Foreign Language Classroom Anxiety; however, research on the effect of gender, school type, and parents' education on FLCA in a single study is scarce, if not non-existent. Therefore, to fill this gap, the present study aimed to investigate the impact of the variables mentioned above on FLCA by answering the following research questions.

1. To what extent does the level of Foreign Language Classroom Anxiety (FLCA) vary according to the gender of the participants?
2. To what extent does the level of FLCA vary according to the type of school: public versus private?
3. To what extent does parents' education affect the FLCA of their children?

## Method

### *Research Design*

The exploratory research design of the present study was implemented through a survey. According to Dörnyei (2003), surveys are the quickest and most acceptable

way to assemble a large amount of information. Therefore, the survey design was used in this study to explore the level of anxiety among male and female Turkish students in two different high schools: public and private. The effect of parents education on Foreign Language Classroom Anxiety was also investigated. Quantitative data were collected through a Turkish version of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) and a demographic inventory. The collected data were analysed using SPSS, version 22.

### *Research Sample*

Ninety-six high-school students participated in this study voluntarily. They consisted of 48 female and 48 male students, 24 females and 24 males from each school. The participants' ages range from 15 to 18. The study was conducted at a private (GAC) and a public (LYL) school in Kyrenia, North Cyprus. English is the medium of instruction in the private high school while the language of instruction in the public high school is Turkish; however, students have to take English lessons as a compulsory subject.

### *Research Instruments and Procedures*

Two instruments were used to collect the present study's required data: a demographic inventory and Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale. The 5-point Likert-scale questionnaire includes 33 items with scores ranging from 'strongly agree' to 'strongly disagree'. The questionnaire items are related to the three components of anxiety: communication apprehension, testing anxiety, and fear of negative evaluation. In this questionnaire, participants answer questions on how much anxiety they experience in class.

After obtaining the consent of the Ministry of Education and the headmasters of the two high schools where the participants were recruited, the questionnaires were given to the English teachers of the two schools to be distributed among students who volunteered to complete them. Detailed information on how to fill out the questionnaires was given to the teachers to convey to their students to ensure clarity. Moreover, the students were asked to take the questionnaire seriously and give honest responses. The questionnaire was administered during the week after the Spring break, when both students and teachers usually are more relaxed.

### *Validity and Reliability*

The Foreign Language Classroom Anxiety Scale is a reliable and valid scale for determining and quantifying foreign language anxiety. Although the original questionnaire dates to 1986, it has been widely used since then in numerous research studies on FLCA, and it has proven time and again to have a high degree of validity and internal reliability (Aida, 1994; Ergun, 2011; Horwitz, 2001; Worde, 1998). To further increase the validity and reliability of the results, the FLCAS questionnaire was translated into Turkish, the participants' mother tongue. This was done to ensure clarity and, at the same time, limit language barriers, which might influence the study's

findings. The Turkish translation was checked and approved by two experienced bilingual teachers.

*Data Analysis*

SPSS, version 22.0, was used for the analysis of the quantitative data. First, the frequencies and percentages of responses were calculated. Then, to find out whether there were any significant differences in language anxiety between male and female participants, the role of gender was analysed using a t-test. T-test was also used to explore any statistically significant differences between the two types of high schools (public versus private). Furthermore, ANOVA was used to measure possible differences caused by the third variable, namely the parents’ educational level. The results of these data analyses are presented below.

**Results**

Three research questions were posed to explore whether there were any statistically significant differences in the FLCA levels of students in two different high schools in the Kyrenia region of North Cyprus related to gender, type of school that the participants attended, and the educational level of their parents.  $p < .05$  was used for the statistical level of significance. The results of the study follow the same order as the research questions and will be presented accordingly. However, before discussing the results, descriptive statistics (frequencies, numbers and percentages) of the participants’ demographic background in terms of gender, type of school, and the educational level of their parents are presented in Table 1.

**Table 1**

*Frequencies of the Demographic Variables*

Demographic Variables		N	%
Gender	Male	48	50.0
	Female	48	50.0
High School	GAC (Private)	48	50.0
	LYL (Public)	48	50.0
Parental Education	Primary	29	30.2
	High School	---	45.8
	University	23	24.0

To answer the first research question, namely “To what extent does the level of Foreign Language Classroom Anxiety (FLCA) vary according to the gender of the participants?”, the mean value of total anxiety scores of the participants was measured using an independent sample t-test. The results are exhibited in Table 2. As illustrated, male participants' mean value (M=82.22, SD=28.46) is lower than that of females (M=98.14, SD=32.66). The table shows that the significant value (p-value) is .013. Therefore, it can be concluded that the difference in the anxiety level of male and

female participants is statistically significant at  $p < .05$  level, indicating that male participants are less anxious than female participants.

**Table 2**

*T-test Results for Anxiety Level in terms of Gender*

Gender	N	Mean	Std. Deviation	Df	T	P-Value
Male	48	82.22	28.46	94	-2.545	.013
Female	48	98.14	32.66			

The second research question was: “To what extent does the level of FLCA vary according to the type of high school: public versus private?”. As shown in Table 3, the independent sample t-test was used to compare private (GAC) with the public (LYL) high schools in terms of the total anxiety mean scores to find out whether there are any statistically significant differences between them.

**Table 3**

*T-test Results for Anxiety in terms of Type of School (GAC & LYL)*

High Schools (GAC & LYL)	N	Mean	Std. Deviation	Df	T	P-Value
Private GAC	48	83.70	32.55	94	- 2.048	.043
Public LYL	48	96.66	29.33			

As illustrated in Table 3, the mean value of participants studying at the public high school is 96.66 with a standard deviation of 29.33, which is higher than that of private high school participants ( $M=83.70$ ,  $SD=32.55$ ). Therefore, the results of the t-test show that the level of anxiety in terms of the type of high school (Private versus Public) is statistically significant at  $p < .05$  level. Thus, it can be concluded that the public High School (LYL) participants have a higher level of anxiety than the ones attending the private High School (GAC).

Table 4 displays the results of the third research question, i.e., “To what extent does parents’ education affect the FLCA of their children?”.

**Table 4**

*Mean Anxiety Scores according to the Educational Level of the Participants' Parents*

Educational Levels of the Participants' Parents	N	Mean	Std. Deviation
Primary	29	115.79	23.55
High School	44	94.54	18.03
University	23	49.56	17.81
Total	96	90.18	31.50

As seen in Table 4, participants whose parents had a primary school education had a mean anxiety score of 115.79 (SD=23.55), those whose parents had a high school level of education had a mean anxiety score of 94.54 (SD=18.03), and the ones whose parents had a university education had a mean anxiety score of 49.56 (SD=17.81). To find out whether the differences among the mean anxiety scores are statistically significant, ANOVA was employed. The results of this test are illustrated in Table 5.

**Table 5**

*Results of ANOVA for the Educational Level of Participants' Parents*

	Sum of Squares	df	Mean Squares	F	P-Value
Between Groups (Combined)	57803.305	2	28901.653	73.625	.000
Within Groups	36507.320	93	392.552		
Total	94310.625	95			

According to the ANOVA results, it can be concluded that statistically significant differences exist between the educational levels of the participants' parents and their anxiety level. Furthermore, the Least Significant Difference (LSD) test results were also used to determine if there were statistically significant differences between groups. The results of LSD are shown in Table 6.

**Table 6**

*LSD Results for the Educational Level of Participants' Parents*

Educational Levels	Parents' Education	Mean Difference	P - Value
Primary	High School	21.24765 (*)	.000
	University	66.22789 (*)	.000
High School	Primary	-21.24765 (*)	.000
	University	44.98024 (*)	.000
University	Primary	-66.22789 (*)	.000
	High School	-44.98024 (*)	.000

Key: LSD= Least Significant Difference

Table 6 shows a statistically significant difference between groups concerning anxiety levels ( $p < 0.01$ ) according to participants' parental education. As the results illustrate, participants whose parents had a primary education suffered the highest level of anxiety. Those whose parents had a university education had the lowest anxiety, and the ones whose parents had a high school education experienced moderate anxiety.



### Discussion, Conclusion and Recommendations

The findings of the present study show that female students experience more FLCA than males. This finding confirms the results of some other studies, including Abu-Rabia (2004), Arnaiz and Guillen (2012), Donovan and MacIntyre (2005), Machida (2001), and Stephenson (2007). All these studies found that females suffer more FLCA than males. As an example, Demirdas and Bozdogan's (2013) study "showed that female students are more anxious than males, and foreign language anxiety and gender are significantly correlated" (p. 10). One of the reasons for female students' high FLCA could be females' roles in certain cultures, i.e., in some societies, females are expected to do better than males in their studies, and this expectation may create more anxiety in them. Furthermore, the dominant male-oriented culture makes females more vulnerable and this will add to their anxiety. According to Zalta and Chambless (2008), females seem to have less control over issues related to their environment in societies that give more power to males. Females are also more danger-conscious hence more alert than males, and this causes females a higher level of anxiety. In addition to societal restrictions and/or expectations, a certain degree of anxiety is related to female students' characteristics, such as being more ambitious and willing to learn a new language, which may cause a higher level of anxiety. Female students also take their studies more seriously than male students, and this may cause more FLCA among them (Clarck & Trafford, 1996). However, these results should be interpreted with caution since studies conducted in different settings, and with different groups of students may yield different results.

In contrast to the above finding of the present study, some researchers have found less FLCA in females (e.g., Awan et al. 2010; Aydemir, 2011; Campbell & Shaw, 1994; Dogan & Tuncer, 2016; Jingjing, 2011; Kitano, 2001; Nyikos, 1990). For instance, Dogan and Tuncer (2016) observed that "the male students' level of interest towards language class and anxiety of talking with native speakers were higher than those of the females" (p. 22). Also, some studies have found no gender differences in FLCA (e.g., Onwuegbuzie, Bailey, & Daley; 1999; Dewaele, Petrides, & Furnham, 2008).

The second finding of the present study is that the level of FLCA is related to students' type of school. The results showed that public high school participants experienced more FLCA than those from the private high school. This finding confirms the results of some other studies, including Ajayi, 2006; Bryk, Lee, and Holland, 1993; Kwesiga, 2002; Sentamu, 2003. Ajayi (2006), for instance, concluded that the academic achievement of students is affected by the type of school they attend. Similarly, Kwesiga (2002) and Sentamu (2003) revealed that students' academic attainment depends on the school they attend. Contrary to these findings, Keeves (1978) reported that school type has no significant effect on students' FLCA and academic achievement. In the present study, participants attending public high school experienced more FLCA than those attending a private high school, which points to the quality of education in such schools. There are no fees involved in public schools in Northern Cyprus; therefore, it can be assumed that students attending these schools do not take their studies as seriously as those who attend private schools.

Undoubtedly, if they can afford to pay the tuition fees, families prefer private schools as they want their children to get a better education and more academic success (Smith, 2003). Further justification for parents' preference is perhaps that private schools have classes all day long and care more for students' educational achievement. On the other hand, public school participants are more anxious about learning a foreign language, perhaps because of crowded classes, lack of modern educational technology, audio-visual facilities, and qualified teachers.

As for the last research question (i.e., whether parents' educational level affects the FLCA of their children), the results point out significant differences concerning parental education and the participants' FLCA. More specifically, children of the parents who had a university education experienced the lowest level of FLCA, while children whose parents had only basic education like primary school experienced the highest level of FLCA. Moreover, students whose parents had high-school education experienced moderate FLCA. This finding confirms Konca and Bozkır's (2013) study indicating that learners whose parents received only primary education had a much higher level of FLCA. The finding is also in line with Kohl, Lengua, and McMahon's (2000) claim that when the parents have higher education, they get more involved in their children's education and are in a better position to help them solve their problems. Mji and Mbinda (2005) also argue that the students' academic attainment depends on the higher education of their parents because they are more involved in their children's studies. Parents' involvement in their children's education, which is related to parents' educational level, is indeed a significant factor. In the same vein, Sclafani (2004) claims that parents who have a lower level of education are less involved and pay less attention to their children's education.

To sum up, the present study's findings show that gender differences among high school students, type of school (public versus private), and the level of parents' education have a profound impact on participants' anxiety experience in classroom foreign language learning. Thus, future research should concentrate on these variables that can create language anxiety in EFL classes.

Based on the results of the present study, language teachers should be made aware of FLCA and try to create a positive and anxiety-free classroom environment in which students would feel relaxed and willing to communicate without being worried about their performance. Teachers should encourage and motivate their students to participate in-class activities. Through scaffolding, teachers can decrease students' anxiety level and make language learning a pleasant and enjoyable experience.

Students are usually afraid of making errors and being corrected or ridiculed by their teacher and/or classmates; hence, they may be discouraged from participating in classroom activities. Although learners' errors need to be dealt with, "second language teachers should avoid excessive correction as it may have negative psychological consequences, such as embarrassment, frustration, and lack of linguistic security on the part of the learner" (Keshavarz, 2015, p. 131). Both teachers and students should realize that making errors is part and parcel of learning an additional language, and no one can learn a language, be it first or second, without making errors.

Also, the role of appropriate teaching materials, methods and strategies should be considered by employing suitable techniques and strategies to enhance the learning quality, and the students' anxiety level may decrease. For instance, teachers should not create too much competition in class since students typically experience more anxiety in competitive environments. Instead, they can assign group or pair work activities in which more anxious students can get involved and feel at ease. Furthermore, students should be encouraged to write informal journals. One of the advantages of these journals is that they help teachers become familiar with their students' problems, including anxiety (Kose, 2005). As suggested by Campbell & Ortiz (1991), school administrators can also help reduce students' anxiety by organizing workshops and seminars for language teachers to help them cope with their students' FLCA.

The findings of this study are restricted to two high schools in North Cyprus. The findings may be different in other regions and countries due to different learning environments and cultural features. Furthermore, the FLCAS and demographic inventory were the only data collection instruments. Future researchers may consider interview questions to provide a more detailed picture of foreign language classroom anxiety. Finally, participants of the present study were high-school students. In future studies, high school students can be compared with primary and university students.

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## The Effect of Gender, Parents' Education, and School Type on EFL Learners' Anxiety

### Özet

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*Problem Durumu:* Yabancı Dil Sınıf İçi Kaygısı (FLCA) hakkında sayısız çalışma yapılmasına rağmen; tek bir çatı altında İngilizce yabancı dil öğrencilerinin ebeveynlerinin eğitim seviyeleri, öğrencilerin okul türleri ve cinsiyetleri yabancı dili öğrenirken yaşadıkları kaygıları üzerindeki etkilerine ilişkin araştırmalar azdır.

*Araştırmanın Amacı:* Bu boşluğu doldurmak için belirtilen faktörlerin tümünün Yabancı Dil Sınıf İçi Kaygısı üzerindeki etkilerini araştırdı.

*Araştırmanın Yöntemi:* Bu araştırma, 96 öğrencinin (kız ve erkek) dil öğrenimlerindeki kaygı seviyelerini belirlemek için iki farklı lisede (özel ve devlet liselerinde) yapılmıştır. Ayrıca katılan öğrencilerin ebeveynlerinin eğitim seviyelerinin de öğrencilerin yabancı dil sınıf kaygısı üzerindeki etkileri araştırılmıştır. Gerekli verileri elde etmek için yabancı dil sınıf içi kaygı anketi Türkçeye çevrilerek kullanılmıştır. Ankete katılan öğrencilerin yabancı dil sınıf içi kaygısında cinsiyetlerinin, okul türlerinin ve ebeveynlerinin eğitim seviyelerinin istatistiksel herhangi bir farklılıklarının olup olmadığını ortaya çıkarmak için de T-testi ve ANOVA kullanılmıştır.

*Araştırmanın Bulguları:* Kız öğrencilerin erkek öğrencilere göre; ayrıca devlet lisesinde okuyan öğrencilerin de özel lisede okuyan öğrencilere göre daha fazla yabancı dil sınıf içi kaygısı yaşadığı gözlemlenmiştir. Dahası, ebeveynleri ilköğretim mezunu olan katılımcı öğrencilerin yabancı dil öğrenme kaygısından daha çok etkilendikleri de ortaya çıkmıştır.

*Araştırmanın Sonuçları ve Önerileri:* Dil öğretmenlerinin yabancı dil öğrenme kaygısının öğrenciler üzerindeki etkilerinin farkında olup onlara derslerde kendilerini daha rahat hissedebilecekleri, kolayca performanslarını endişelenmeden istekli bir şekilde gösterebilecekleri olumlu ve kaygısız bir sınıf ortamı yaratabilmelidirler.

*Anahtar Kelimeler:* Yabancı dil kaygısı, cinsiyet, okul türü, ebeveyn eğitim durumu.