

# Foreign Language Anxiety and Gifted Students in Turkey

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## ABSTRACT

Anxiety related to foreign language has been widely held in recent years and associated studies have found a negative correlation between language anxiety and the academic performance of English-speaking students. Whenever foreign language learners express themselves in a second language, there is an anxiety about the image that is communicated through linguistic difficulties. There is a fear that his personal image will be distorted because of grammatical errors and rarefied vocabulary. This study aims to research foreign language anxiety among gifted students who are attending science, math and art classes in Science and Art Centers (BİLSEM). For this purpose, 146 (81 males and 65 female) gifted and talented students aged 12-17 were selected. This study used a mixed (quantitative method and qualitative) thereby applying a Foreign Language Anxiety Scale (for English language) to participants and using semi-structured interview questions with 10 gifted students (5 sciences, 2 arts and 3 from music class). The quantitative data results were compared via SPSS and the qualitative data were examined through descriptive analysis. The study revealed that participants attending art and music classes have far lower foreign language anxiety levels than those attending science classes. This difference between group was statistically meaningful according to SPSS analysis. The qualitative study also supported the results by quantitative studies.

**Keywords:** Anxiety and gifted students, Foreign language.

## INTRODUCTION

What is being gifted? What do we mean when we say that a particular individual is gifted? (...) although this is an apparently simple question, there are many aspects that must be considered, and actually it is not easy to define the term (Gallagher, 2003). The first aspect to be highlighted concerns the fact that giftedness is a psychological concept or construct to be inferred from a constellation of traits or characteristics of a person (Kane, 2016). Considering the studies on gifted and talented students, there is no common definition of the concept of gifted or gifted in the literature. These concepts are intertwined and not considered separately. Gifted children are those who show a high performance capacity in areas such as intellectual, creativity, art or leadership, or who need activities and activities that they cannot achieve in his school in special academic fields to fully develop these capacities (Kirk & Gallagher, 1989). Winner (1996) defines it as the state of displaying superior ability in a certain field, having high level of creative features, having homework responsibility in a certain task area, and generally displaying superior skills. An individual possessing above average capacity and showing signs of motivation and creativity might be defined as gifted, since these two components are subject to a more elaborate stimulus for improvement (Silva, 1999). The problem is that measuring this capacity, as well as the creative capacity, is difficult, and the methods used in the identification are still far from the expectations and needs society (Alencar 1986).

Piske & Machado's (2014) definition is inspired by Gardner's theory and has as fundamental elements such as a higher potential, a constant frequency, an objective possibility of forecasting, and a high performance in terms of production and creation. Thus, a "gifted child is one who has human potential at a higher level and a constant

frequency in one or more of the operational areas of MI (Multiple Intelligences), allowing foresight, if provided with appropriate development opportunities, a high degree of competence either in the solution of problems or in the creation of products. Giftedness is described by Gagne (2012) as the possession and use of untrained and spontaneously expressed superior natural abilities (called aptitudes or gifts) in at least one ability domain, to a degree that places an individual at least among the top 10% of his or her age peers. This is the case for children who have exceptional abilities in five main areas:

1. Specific academic aptitude - It is related to the children who excel in one or two areas. It may show aptitude in one area, for example in science, and low performance in another, such as writing.
2. Creative and productive thinking - Children who have an extremely creative thinking, giving answers that really reveal this creativity of thought, leaving the adult surprised by the answers given.

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3. Leadership ability – The children who can convince almost everyone to do almost everything, that is, he has a great ability to lead, fundamentally his peers.
4. Skill for the visual and / or performing arts (dramatic) - Children have talent for dancing, singing, playing musical instruments, drawing or painting.
5. Psychomotor aptitude - It is a characteristic ability of the child that totally manipulates his body, in time and space, with an extraordinary ability.

According to the Science and Art Centers Directive of Turkey, which was established for the education of gifted people, giftedness is defined as follows; “Gifted child is a child who performs at a higher level in special academic fields or in terms of intelligence, creativity, art and leadership capacity compared to his peers and who needs services or activities that cannot be provided by the school to develop such abilities.” (MEB, Science and Art Centers Directive, 2007) So shortly, gifted students are individuals who have above-average ability, have creative and critical thinking skills, have developed problem-solving skills, and can demonstrate high level of reasoning, problem-solving and planning skills compared to their peers (Kunt & Tortop, 2013).

However, there are many aspects that must be considered and properly analyzed when we talk about gifted children. Though proposing a precise and universally accepted definition may not be possible, gifted individuals should not only be the ones who achieve exceptional results on intelligence tests or who perform better in science (Alencar 2001).

### Foreign Language Anxiety

There are several variables that influence an adult's success in learning a foreign language. However, those who have the experience of learning a foreign language might agree that the most influential factor is the emotional component that involves other related variables such as motivation, interest, self-esteem and anxiety. According to Lazarus (2000), the way we perceive and acquire new knowledge is largely influenced by our relationship with that knowledge. The negative relationship between anxiety and language learning has been shown by many researchers, defining its role as debilitator in language learning. Thus, language learners are prone to have trouble in language classroom by reason of anxiety (Alrabia, 2014; Brown, 2007; Horwitz, 1986; Horwitz, 2001; Kruk, 2018; MacIntyre & Gardner, 1991; MacIntyre, 1999; Kim, 2000; Oxford, 1999). For instance, Krashen (1985) suggests in his input hypothesis that affective Filter is a mental block that prevents the individual from making full use of the understandable input he receives. This occurs when the student is unmotivated, without self-confidence, anxious or “on the defensive”, that is, when he sees the language class as a place where his weaknesses will be revealed. The filter is “low” when the individuals are not concerned with the possibility of failing

to acquire the language and when considering that they can feel comfortable while conversing. Similarly, Schumann (1994) argues that emotion and cognition are distinguishable, but inseparable and by complementing the affective filter theory, he argues that this filter operates by affecting the levels of motivation, anxiety and self-confidence. He explains that, in the classroom, the filter judges the material that is being used, the activities that are being developed, and even the teacher. This debilitating anxiety has a role to play on the relationship between anxiety and language achievement (Yoon, 2012) and in most circumstances, the affective filter with the presence of anxiety inhibits language learning (Krashen, 1985).

It has been long-established that communicating orally in foreign language leads to anxiety more than other such core language skills as writing, reading and listening. Studies also shows that the anxiety to express ideas orally in public or even with another person seems to be a major obstacle that students face during their process of acquiring a foreign language (Brown, 2007; Horwitz et al., 1986; Horwitz, 2001; P. D. MacIntyre & Gardner, 1991; Yeganehpour, Takkaç, 2016). Although pupils can satisfactorily perform activities involving writing, reading, and listening skills, there is usually some discomfort on their part when they need to expose themselves to oral language production, and are often resistant to express themselves in class.

### Foreign Language Anxiety and Gifted Students

In literature, it can be seen that some studies (Bar-On, 2007; Christopher & Shewmaker, 2010; Harrison & Van Haneghan, 2011; Kaplan, 1990; Lind, 2001; Tippey & Burnham, 2009) on general anxiety among gifted learners, whereas nearly there are no research studying the relationship between foreign language anxiety and giftedness, except for the study called Language Anxiety among Gifted Learners in Malaysia (Kamarulzaman, et al., 2013), which concludes that gifted learners have certain level of language anxiety in English language setting; that language anxiety negatively correlates with gifted learners' English language performance. Some researches demonstrate with their studies that the ones having low anxiety level have higher verbal creative thinking scores (Fleischer & Cohen, 1965; Grimm & Nachmias, 1977; White, 1968). Nevertheless, some other researchers do not back up these studies (Feldhusen, Denny, & Condon, 1965; Strauss, et al., 1981). Therefore, this study seems to be a significant research to shed light on this dark side of the gifted students.

### The Purpose of the Study and Research Questions

This study aims to explore the anxiety level among gifted students in terms of their branch and gender and for this purpose, the research pursues to find answers for the research questions below:

1. What is the level of foreign language anxiety among gifted students?
2. Is there a difference among gifted learner groups (IQ, Music and Art) in terms of foreign language anxiety?
3. Is there a difference between male and female gifted learners in terms of foreign language anxiety?
4. Does taking part in music, art or science classes have any effect on foreign language anxiety?

## METHOD

### 1. Research Method and Data Collection

Research carried out with mixed method including findings of both quantitative and qualitative data. The quantitative method was used to determine the anxiety level of the participants. For this purpose, a valid and reliable foreign language anxiety scale (Baş, 2013) consisted of 27 items (with KMO- 0.932, The Cronbach's Alpha -0.93 and the Spearman-Brown - 0.8)3 was used and the data was analyzed by means of one-way analysis of variance (ANOVA), Independent Samples T Test and Post Hoc Test in SPSS (see appendix 1). In conjunction with the qualitative data tool, semi-structured interviews were also used. In preparing the interview questions, the necessary care taken in order to ensure that they could be easily understood, were non-multidimensional and did not influence the respondent (Yılmaz & Altinkurt, 2011).

To determine the study group of the research, the criterion sampling method was used, which is one of the most effective sampling methods. Criterion sampling is the creation of a sample from individuals, events, objects or situations that have the specified qualifications related to the problem (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2009). Since the objective of the study is to determine the anxiety level of the gifted students as well as to explore the difference among gifted students in terms of FLA, the main criterion determined in the study as necessary for the selection of participants was to attend Art and Science Center (BILSEM).

The prepared interview form was presented to two experts in the field to check its comprehensibility, applicability and the extent to which it was fit for purpose. The interview form was adjusted in line with two experts' suggestions. Following this, a preliminary application was made with two gifted students and no problems were observed. were asked the following two questions:

1. How do you feel when you try to speak English?

2. Do you think your engagement with music or art helps you get rid of your foreign language anxiety? How? (This latter question was only asked to those who are in music and art classes)

### Participants

All the participants were chosen from those attending Science and Art Centers (BILSEM), which are schools opened within the framework of the special education curriculum prepared for gifted children. The students in BILSEM schools are chosen among gifted and talented students in elementary and secondary schools in Turkey by teachers. Then, group screening tests are applied to these students. Students who are successful in this screening test are taken to the individual examination test. In the exam, Wisc-R intelligence test is applied. In the intelligence test, they focus on those with an IQ of 130 and above. With the latest work, special talent is sought for music and painting. If talented, it is determined through commissions and these children are admitted to the center.

146 gifted and talented students in the 12-17 age group attending the Science and Art Center (BILSEM) participated in this study through Google forms rather than paper based forms due to Covid-19 infectious disease. 66 of them were in Math and Science (IQ) class, 44 of them were in art class and the rest 36 participants were in Music class. The details of the participants can be seen in Table 1.

For the qualitative part, a total of 10 students, 5 girls and 5 boys, were randomly selected for the study (5 students from Science, 2 from art and 3 from music classes) and for maintaining anonymity, they were coded as P1, P2, P3 and so forth.

## RESULTS AND DISCUSSION

As stated earlier, 66 gifted students attending science, 44 attending art and 36 attending music classes in BILSEM took part in the study. Table 2 shows that the mean anxiety scores for the groups and Science Group gets 98.7, Art Group gets 74.9 and Music Group gets 63.8 points. As the figures in Table 2.

**Table 1.** Details of the Participants for Quantitative Study

Gender				Branch			
		<i>Math and Science (IQ)</i>		<i>Arts</i>		<i>Music</i>	
<i>Male</i>	<i>Female</i>						
81 (55%)	65 (45%)	66 (45%)		44 (30%)		36 (25%)	

**Table 2:** The anxiety level of the groups – Descriptives

<i>Branch</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error</i>	<i>Minimum</i>	<i>Maximum</i>
Science	66	98,7727	34,64048	4,26395	28,00	133,00
Art	44	74,9773	18,89689	2,84881	28,00	118,00
Music	36	63,8611	18,54901	3,09150	27,00	98,00
Total	146	82,9932	30,83135	2,55162	27,00	133,00

suggest, we can see difference among the groups. The students in Science Group have higher level anxiety than Art and Music Groups. The students in Music Group have the lowest scores of foreign language anxiety.

So as to see whether this difference between groups is statistically significant, One-way ANOVA analysis was applied.

As it can clearly be seen in Table 3, the difference among group is statistically meaningful. The anxiety scores of gifted students who attending art and music classes are less than the score of the gifted students attending science class. It can be inferred from this results that art and music have a role in reducing foreign language anxiety. According to a study by Demir (2016), a significant decrease was found in the anxiety levels of university students in the applied art therapy program. In a study conducted by Demir and Demir (2018), shows that art has a positive effect in reducing the levels of interpersonal sensitivity, depression, anxiety, anger, phobic anxiety. Another study also backs up the results we have here since it confirms that being interested in art leads a significant decrease in the anxiety level (Curry & Kasser, 2005). In another study conducted by the same researcher, an art therapy program, in which participants take up some art activities, was applied to people with social anxiety and general anxiety, and a significant reduction in anxiety levels was found at the end of the program (Demir& Yıldırım,2017). This study also clearly indicates that the language learners who are engaged with art has a significantly reduced anxiety level when they are compared the language learners who are studying science.

Table 4 demonstrates that the mean difference between groups and as can be seen, the variance between the students attending art and music classes differs statistically significant from the ones attending science class since p-value less than

0.05, which shows that music has a meaningful effect on reducing foreign language anxiety. The correlation between music and language learning has been an important topic of research (Asaridou & McQueen, 2013; Besson& Faïta, 1995; Chobert & Besson,2013; Francois & Schön, 2011; Francois, et al., 2014; Pribram, 1982; Richard-Amato, 2003 and Slevc, 2012), and studies have verified that music has a positive influence on foreign language learners. As Krashen (1982) puts forward learning a foreign language mostly is contingent upon learners' emotional state. For actual learning to take place, the individual must have an affective 'down' filter, that is, they must be relaxed and motivated. The affective filter consists of emotional and attitudinal dynamics, such as motivation, self-confidence, anxiety and fear. Riddiford's (1999) findings support our results related correlation between music and foreign language anxiety since he states that music promotes a relaxed, playful, low-stress environment that is conducive to language learning as it minimizes the impact of psychological effects such stress and anxiety that inhibit learning. Furthermore, making music can also lower blood pressure, decrease heart rate, reduce stress and lessen anxiety and depression (Hansen, 2018). As stressed by Krashen(1982), well-motivated and self-confident students perform better than those who are anxious or afraid to participate in front of their peers. Students who are able to express themselves without fear of making mistakes are more likely to learn in a concrete way than students who are self-conscious, and the latter consequently lose opportunities to practice the language.

The table shows that 81 female and 65 male participants joined the study. The foreign language anxiety level of the female participants was found to be 88.32, while that of the males was found to be 92.6. The difference is small, and when

**Table 3:** One-way ANOVA Significance Analysis

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	75268,342	2	37634,171	86,903	,000
Within Groups	61927,768	143	433,061		
Total	137196,110	145			

**Table 4:** The Results of Post Hoc Test for Multiple Comparison.

<i>Branch</i>	<i>Branch</i>	<i>Mean Difference</i>	<i>Std. Error</i>	<i>Sig.</i>
Science	Art	39,87121*	4,05017	,000
	Music	50,98737*	4,31173	,000
Art	Science	-39,87121*	4,05017	,000
	Art	11,11616*	4,67673	,049
Music	Science	-50,98737*	4,31173	,000
	Art	-11,11616*	4,67673	,049



**Table-5** Independent Samples T- Test results related to gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean	Sig.	Sig (2-tailed)
Anxiety	Male	81	88,3210	31,15639	3,46182	.871	397
	Female	65	92,6769	30,32486	3,76134	871	396

**Table 6** Themes produced by gifted science students for the first question

N	Codes	Frequency
1	Fear of making mistakes	5 (P1, P2, P3, P4, P5)
2	Feeling uncomfortable	3 (P1, P2, P5)
3	Fear of being judged	3( P3, P4, P5)
4	Feeling inadequate	2(P1, P5)
5	Feeling silly	1( P4)
6	Feel embarrassed	1(P2)
7	shaking	1 (P5)
8	Sweating	1(P3)

an independent t-test was applied this difference was found not to be statistically significant, since the p-value was more than 0.05 ( $P > 0.05$ ).

As for the qualitative data obtained from the participants, the data suggested two main themes which were: “Themes produced by gifted science students” and “Themes Produced by gifted art and music students”. Besides themes, the direct quotations of the participants were included in order to increase the credibility (internal consistency) of the data and to reflect the opinions of the participants. In the presentation of the data, the criteria of striking (different opinion), explanatory (suitability to the theme), diversity and extreme examples were taken into consideration for the selection of citations (Ünver, Bümen, & Başbay, 2010).

As Table 6 shows all five gifted students in science class have produced negative codes related to their feelings about speaking English. All of them have said that they are afraid of making mistakes while speaking English. This can clearly be seen from the statements of the students below:

“When I try to speak English in front of others, I really fear of making mistakes so I don’t want to speak it at all because I feel like my English is not enough to speak (P5)”

“Well, you know, sometimes I just don’t know how to say it in English and so, not to make any mistakes I just prefer not speaking (P2)”

Um, well, uh, when I make mistakes in English, I’m embarrassed. I don’t know, that is why; I don’t like speaking English in front of my friends (P1)

It is considered quite common for anxious students to feel uncomfortable and afraid of making mistakes during a test or oral response (Horwitz et al., 1986). This phenomenon is most often explained by the fact that language anxiety has the potential to fully inflict the cognitive abilities of students and

**Table 7:** Themes produced by gifted art and music students for the first question

N	Codes	Frequency
1	Don’t mind making mistakes	5 (PM6, PM7, PM8, PA9, PA10)
2	Feeling comfortable	4 (PM6, PM7, P10A)
3	Don’t care others ‘judging	3 (PM5, PM6, PA10)
4	Feeling anxious	2 (PM6, PA9)
5	Fear of making mistakes	1 (PM5)
6	Ok to feel anxious	1 (PM7)
7	Feel important	1 (P10A)
8	Proud	1(PM6)
9	Chance for practice	1(11)

thus disrupt their language skills (McCroskey, 19970). It often leads to a complete “mental blockage” that affects students’ ability to process information in the course of learning a foreign language. In this case, language anxiety acts as an affective filter, putting the students in a situation where they do not react to language input at all (MacIntyre & Gardner, 1991).

“It’s better for me when I’m silent. I don’t like to answer, it’s easier for me if I am not speaking because speaking means mistakes and shame, so written English is my preference (P4).”

“Well it happens to me many times, uh, I often forget words, so I get nervous and I feel silly when I speak English (P2)

“Well, sometimes my hands sweat but my heart beats faster and I feel everybody is looking at me; so, I’m afraid I’m going to do something wrong (P3)”

From the students’ answers, it is possible to notice that the level of their anxiety is so high that they do not want to converse the language at all. The reactions of the students have been recognized as foreign language anxiety symptoms based on fear, nervous and a sense of helplessness (Whitaker, Sena, Lowe & Lee, 2007). The answers of gifted science students imply that the mistakes they make in their speech increase their language and in turn they feel stupid and inferior to others (Sander & Stella 2010).

Table 7. shows the codes produced by the gifted participants attending art and music classes. As can be seen they have mostly stated positive codes related the first question. All five of them think that it is normal to make mistake while speaking English. Four of them feel comfortable while using speaking their foreign language and three of them do not care about what other think about them while conversing in English. One of the gifted students feels proud while speaking English

**Table 8:** Themes produced by gifted science students for the second question.

N	Codes	Frequency
1	Being used to perform in front of others	5 (PM6, PM7, PM8, PA9, PA10)
2	Music reduces anxiety	3(PM6, PM7, PM8)
3	Music makes more comfortable	3( P3, P4, P5)
4	Music strategies help	2(PM6, PM7)
5	Art helps reducing anxiety	2(PA9, PA10)
6	relieve negative feelings	2( PM8, PA10)
7	Music relieves stress	1(PM5)

and another one feels important since he can speak English. Whereas, two of the participants have negative feelings and they state that they feel anxious and afraid of making mistakes. Some examples of the participants' comments are given below:

"I know I make some mistakes but without making mistakes and without trying, you cannot do anything. So I let myself make mistakes, thus I can learn (PA9)"

"From my experiences in learning guitar, I can say that mistakes just part of learning. It is a new language so mistakes are normal (PM7)"

"My mistakes help me to learn and if you stay silent because of your mistakes, teacher cannot help you. That is why, despite my lack of knowledge, I try my best to speak English. (PA10)"

The responds and the codes produced by the participants correspond to the results obtained in other studies (Horwitz et al., 1986; MacIntyre et al., 1998b; Gregersen & Horwitz, 2002). These studies similarly show that the learners who are highly anxious, perceive every mistake as a personal failure and that leads the lessening of self-confidence, while less anxious students, wanting to learn as much as possible, consider mistakes as a normal and integral part of the process of learning a foreign language.

10 gifted students from art and music classes were also asked whether they think their engagement with music or art helps them get rid of their foreign language anxiety. All five participants from music (3 participants) and art class (2 participants) think that their engagement with music or art is helpful for them to reduce their anxiety while speaking English.

All five participants stated that being engaged with music (3 participants) and art (2 participants) was supportive for them in decreasing their foreign language anxiety and they are already used to performing in front of others. Similarly, all the partakers stated that thanks to their involvement with music or art, foreign language anxiety affects them less. By the same token, three participants believe that as a result of musical engagement, they feel more comfortable overall while speaking English with their teachers and classmates. This aspect of engagement with music has also been noted by other

researchers. Their studies show that a key factor contributing to the positive outcomes for wellbeing associated with music is the social component of musical engagement (Joseph & Southcott, 2014; Southcott & Joseph, 2015). Similarly, other studies have indicated that engaging with music alone may improve physical health and psychological well-being (Khalifa, Bella, Roy, Peretz, & Lupien, 2003). Furthermore, research has shown that engaging with music in the company of others is associated with stronger positive experiences (Lamont, 2011). Some examples of the participants' comments are given below:

*Music is inside me. I believe that it helps me to be less anxious while trying to speak English. (PM5)*

*If you can play or sing in front of people, believe me, you can do anything in front of them. I have been playing the guitar and singing for years, so this experience helps me to be more comfortable with people while speaking English. (PM6)*

*At university in my music degree, we make a lot of mistakes in front of others while playing and singing, so I think we are used to making mistakes and correcting them over time. (P3) Music and my musical education help me a lot while speaking English with others. Music is like a second language through which I communicate with other people for me. I can say I am an experienced language learner because of that. (PM7)*

*I am used to performing in front of other people, and making mistakes is OK for me as long as you learn from them. I also use some breathing techniques and relaxation exercises that use in my music class to cope with my stress (PM5)*

*Before starting to sing, I use some strategies to warm my voice and to get myself psychologically ready for a performance, such as breathing and changing my body posture. I also use them for English and it works for me. (PM6)*

Ryan and Andrews (2009) studied methods of coping with anxiety in a sample of 201 musicians vocalizing in semi-professional choirs. The study showed that some of the most common and effective coping methods used are meditation, exercise and deep breathing. As some participants stated (PM6, PM7) using these kind of coping methods to get rid of the foreign language anxiety might be helpful. A similar study (Eğilmez, 2012) on the students attending music department demonstrated that the most common coping methods reported by the participants are performing breathing and relaxation exercises to get rid of anxiety. Therefore, coping strategies used by participants engaged with music seem to have a positive effect to reduce the effects of foreign language anxiety.

Two gifted students attending art class believe that art helps them reduce their foreign language anxiety during speaking classes. Participant coded PA9 states that Painting is a great way to reduce inner tension and since she is in art, she can cope with the foreign language anxiety better. Likewise, Participants coded PA10 says

*"I think art helps me feeling better when I speak English thanks to art, I have inner peace and relaxation. Moreover, I am*

used to painting in front of others and show my art to others. When I speak English, of course, I want to be noticed, despite my mistakes.”

“What better way to relax than making an effort to let simple creative expression ease out that inner tension and work you into a state of inspired self-possession?” Osborne (2015) asks this question and the answer for this question is art for her. Actually, some studies also show that art improves mood of people, decreases stress and anxiety (Petrillo and Winner, 2005; Walsh et al., 2005) and can be relaxing (Argyle and Bolton, 2005). Art also assists communication and collaboration, which in turn declines stress and anxiety (Lusebrink, 2004). The participants’ codes and statements can be supported by studies related literature which emphasis that art help to cope with stressful situations (Spanondis, 2003) and those who are engaged in art feel more peaceful and confident about his/her skills during stressful situations (Lazarus, 1999).

## CONCLUSION

The study has concluded that the gifted students attending music and art classes in BILSEM have reduced level of foreign language anxiety when compared to the students attending science classes. The quantitative study revealed that foreign language anxiety in students attending music or art classes differed significantly from students attending science classes. Similarly, according to the results of the qualitative study, students attending music or art classes stated that music and art reduced their foreign language anxiety. These results relate to other positive outcomes of music and art shown by other studies, such as motivation, self-exploration, psychological well-being, self-esteem and confidence (Creech, et al., 2013). The positive effect of engagement in music and art on foreign language anxiety has been well-established in this study, and this will help to gain a deeper understanding of how to lessen foreign language anxiety, and in turn, to assist foreign language teachers in creating a stress-free classroom environment. The study also reveals that there is no statistical significance between the groups in terms of gender.

## Limitations and Suggestions for Further studies

First of all, this study was carried out on a sample of 146 participants and could be done with a larger population. The qualitative part of the study is limited to 10 people. Further studies can be done on more people. The fact that music and art reduce language anxiety can be presented as a solution for many language learners with language anxiety.

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