

**REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM**

**INVESTIGATING SPEAKING ANXIETY OF UNIVERSITY EFL STUDENTS: THE
CASE OF INSTRUCTORS AND STUDENTS**

MASTER'S THESIS

Demet BOZOK

**ÇANAKKALE
JANUARY, 2018**

**Republic of Turkey
Çanakkale Onsekiz Mart University
Graduate School of Educational Sciences
Department of Foreign Language Education
English Language Teaching Program**

**Investigating Speaking Anxiety of University EFL Students: The Case of Instructors
and Students**

**Demet BOZOK
(Master's Thesis)**

**Supervisor
Assist. Prof. Dr Sevim INAL**

**Çanakkale
January, 2018**

Taahhütname

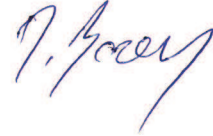
Yüksek lisans tezi olarak sunduğum “**Investigating Speaking Anxiety of university EFL students: The case of instructors and students**” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

Tarih

26.01.2018

Demet BOZOK

İmza




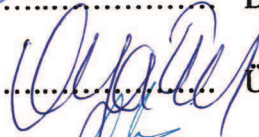

Çanakkale Onsekiz Mart Üniversitesi

Eğitim Bilimleri Enstitüsü

Onay

Demet BOZOK tarafından hazırlanan çalışma, 26/01/2018 tarihinde yapılan tez savunma sınavı sonucunda jüri tarafından başarılı bulunmuş ve Yüksek Lisans tezi olarak kabul edilmiştir.

Tez Referans No : 10047561

Akademik Unvan	Adı SOYADI	İmza	
Yrd. Doç. Dr.	Sevim İNAL		Danışman
Doç. Dr.	Oya BÜYÜKYAVUZ		Üye
Yrd. Doç. Dr.	Mustafa TEKİN		Üye

Tarih: 

İmza: 29/01/2018

Prof. Dr. Salih Zeki GENÇ

Enstitü Müdürü

Acknowledgement

I would like to express my sincere gratitude to many people around me during the writing process of my thesis. First of all, I am grateful to my supervisor Assist. Prof. Dr Sevim Inal for her constant encouragement and valuable guidance. She was always there whenever I needed help. Her sincerity and patience always encouraged me and helped me to complete my thesis. Besides, her guidance during my thesis, she has contributed to my personality too as I have learned modesty in deepest sense thanks to her sincerity.

I would also thank to Prof. Dr Dinçay Köksal, Assist. Prof. Dr Ece Zehir Topkaya, Assist. Prof. Dr Salim Razi and Assist. Prof. Dr Kürşat Cesur who provided necessary knowledge and skills to complete my thesis in their master courses.

I would like to express my thanks to instructors who took part in my interviews and shared opinions. Their sincere opinions and experiences helped me a lot during this journey.

Last but not least, I am indebted special thanks to my mother and father for their endless love and for various roles they played including a "secretary", "chauffeur", "cook", "maid", "friend" and "psychiatrist" during my writing process. Also, I owe thanks to them as they spent their hours and days in silence in order not to disturb me while I was studying. I have always felt myself lucky as I have such a family making me feel as if I were the only one in the world.

Çanakkale, 2018

Demet BOZOK

Abstract

Investigating Speaking Anxiety of University EFL Students: The Case of Instructors and Students

This current study investigated the speaking anxiety of students and the sources of speaking anxiety while speaking English in the classroom. The speaking anxiety and its relationship with different components were investigated and the sources of English speaking anxiety were explored in terms of teacher and student perspectives.

The data about the speaking anxiety levels of students were collected via English speaking anxiety scale and the sources of speaking anxiety were explored via the semi - structured interviews. In order to reach aim, totally 172 students in ELT department at COMU took part in study and completed the questionnaire. The questionnaire used in this study was originally developed by Horwitz et al. (1986) and it was adapted by Saltan (2003). The adapted version of questionnaire consists of 18 item. Also, totally 30 students and 10 teachers were interviewed to gather data about the sources of speaking anxiety in English classes. The data collected through questionnaire were analyzed quantitatively and the data gathered via interviews were analyzed qualitatively.

The findings presented a moderate level of speaking anxiety among students. There were found significant relationships in terms of gender and experience of abroad with speaking anxiety however there could be found no significant relationship between the period of language education and speaking anxiety. The most common sources of speaking anxiety were found to be lack of competency in different language areas, teacher and teaching procedures and negative evaluation of peers.

Key Words: ELT, foreign language anxiety, foreign language speaking anxiety, instructor

Özet

İngilizceyi Yabancı Dil Olarak Öğrenen Üniversite Öğrencilerinin Konuşma Kaygısının Araştırılması: Öğretmen ve Öğrencilerin Durumu

Bu çalışma öğrencilerin konuşma kaygısını ve sınıfta İngilizce konuşurken yaşadığı konuşma kaygısının kaynaklarını araştırmıştır. Konuşma kaygısı ve konuşma kaygısının farklı öğelerle ilişkisi araştırılmıştır ve İngilizce konuşma kaygısının kaynağı hem öğrenci hem de öğretmen açısından araştırılmıştır.

Öğrencilerin konuşma kaygı seviyeleri ile ilgili veri İngilizce konuşma kaygısı ölçeği ile toplanmıştır ve konuşma kaygısının kaynakları yarı yapılandırılmış röportajlarla ortaya çıkarılmıştır. Amaca ulaşmak için toplamda ÇÖMÜ İngilizce Öğretmenliği Bölümündeki 172 öğrenci çalışmada yer almış ve anketi tamamlamışlardır. Bu çalışmada kullanılan anket ilk olarak Horwitz et. al (1986) tarafından geliştirilmiş ve Saltan (2003) tarafından uyarlanmıştır. Anketin uyarlanmış versiyonu 18 maddeden oluşmaktadır. Aynı zamanda, İngilizce sınıflarındaki konuşma kaygısının kaynakları ile ilgili veri toplamak için 30 öğrenci ve 10 öğretmenle röportaj yapılmıştır. Anket ile toplanan veriler nicel olarak ve röportajlardan toplanan veriler nitel olarak analiz edilmiştir.

Bulgular öğrencilerde orta seviyede konuşma kaygısı ortaya koymuştur. Cinsiyet ve yurt dışı deneyimi açısından konuşma kaygısı ile önemli bir ilişki saptanmıştır ancak alınan dil eğitimi süresi ve konuşma kaygısı arasında önemli bir ilişki bulunamamıştır. Farklı dil alanlarındaki bilgi eksikliği, öğretmen ve öğretim süreci ve akranlarının negatif değerlendirmesi konuşma kaygısının en yaygın kaynakları olarak bulunmuştur.

Anahtar Kelimeler: İngiliz Dili Eğitimi, öğretmen, yabancı dil kaygısı, yabancı dil konuşma kaygısı

Table of Contents

Onay.....	i
Acknowledgement.....	ii
Abstract.....	iii
Özet.....	iv
Table of Contents.....	v
List of Tables.....	ix
List of Figures.....	x
List of Abbreviations.....	xi
Chapter I : Introduction.....	1
Introduction.....	1
Statement of Problem.....	2
Purpose of The Study.....	3
Significance of The Study.....	4
Assumptions of The Study.....	5
The Limitations of The Study.....	6
Concept and Key Terms.....	7
Anxiety.....	7
Speaking anxiety.....	7
Speaking and anxiety.....	7
Summary.....	7
Chapter II :Literature Review.....	8
Introduction.....	8
Speaking Anxiety.....	8

Theoretical Background.....	11
Anxiety.....	11
Types of anxiety.....	12
Approaches to anxiety.....	12
Foreign language anxiety.....	16
Foreign language speaking anxiety.....	19
The studies held in Turkish context.....	20
The studies held in foreign context.....	31
Summary.....	50
Chapter III : Methodology.....	51
Introduction.....	51
The aim of the study and Research Questions.....	51
Research Design.....	52
Participants of Study.....	52
Data Collection.....	53
Summary.....	55
Chapter IV : Findings.....	56
Introduction.....	56
The level of Speaking Anxiety.....	56
Gender Differences in English Speaking Anxiety Level.....	60
The Effect of Language Education on Learner's English Speaking Anxiety.....	64
The Impact of Abroad Experience on Speaking Anxiety in English Classrooms.....	65
The Sources of English Speaking Anxiety In Classroom from Student's Perspective.....	70
The sources of speaking anxiety related to insufficiency.....	72
Teacher as a source of speaking anxiety	76

Fear of negative evaluation.....	79
Fear of making mistakes.....	82
Perfectionist attitude.....	83
Learners' Perceptions.....	84
Sources of Anxiety; Perspective of Teacher.....	86
Insufficiency of learners.....	87
Fear of negative evaluation.....	89
Fear of making mistakes.....	91
Personality.....	91
Teacher Suggestions to Overcome Speaking Anxiety.....	92
Summary.....	97
Chapter V : Discussion and Conclusion.....	98
Introduction.....	98
Discussion.....	98
English speaking anxiety level experienced by Turkish EFL learners.....	98
Gender differences in English speaking anxiety level.....	98
The effect of language education on learner's English speaking anxiety.....	99
The impact of abroad experience on speaking anxiety in English classrooms....	100
The sources of English speaking anxiety in classroom.....	101
Learners' perceptions.....	105
Sources of anxiety; perspective of teacher.....	106
Teacher suggestions to overcome speaking anxiety.....	107
Conclusion.....	108
Implications.....	112
Implications for EFL programs.....	112

Implications for future research.....	113
References.....	114
Appendices.....	122
Appendix A: Foreign Language Speaking Anxiety Questionnaire.....	122
Appendix B: Student Interview Questions.....	124
Appendix C: Teacher Interview Questions.....	125



List of Tables

Table No	Title	Page Number
1.	The Mean Values of Items in FLSAQ	57
2.	The Anxiety Differences in Genders	60
3.	The Difference in Mean Scores of Items According to Gender	61
4.	The Anxiety Differences between Classes	65
5.	The differences in Speaking Anxiety Levels According to Abroad Experience	66
6.	The Differences in Mean Scores of Items According to Abroad Experience	67
7.	The Mean Score of Items Related to Preparation	75

List of Figures

Figure No	Title	Page Number
1.	The Categorization Procedure of FLACS Scores	59
2.	The Percentages of Anxiety Groups	59
3.	The percentages of Item 11 According to Genders	62
4.	The percentages of Item 2 According to Genders	63
5.	Summary of themes of Interviews	71
6.	The Main Categories of Speaking Anxiety Sources from Student's Perspective	71
7.	The Percentages of Insufficiency Categories	72
8.	The Percentages for the Areas of Incompetency	72
9.	The Percentages of Responses Related to Teacher as a Source of Speaking Anxiety	76
10.	The Percentages of Categories in the Theme of Teacher as a Source of Speaking Anxiety	77
11.	The Percentages of Students in Categories of Negative Evaluation	80
12.	The Percentages of Anxiety States in the Interviews	85
13.	Teachers' Opinions on the Main Sources of Speaking Anxiety	87
14.	The Reasons of Insufficiency among Learners	87
15.	The Reasons of Fear of Negative Evaluation in Teachers' Opinions	90
16.	Teacher Suggestions to Reduce English Speaking Anxiety	93

Abbreviations

COMU	Canakkale Onsekiz Mart University
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FL	Foreign Language
FLACS	Foreign Language Classroom Anxiety Scale
FLSAQ	Foreign Language Speaking Anxiety Questionnaire
IELTS	International English Language Testing System
L2	Second Language
M	Mean
N	Number
RQ	Research Question
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences



TO MY PARENTS...

Chapter I

Introduction

Introduction

Foreign language learning has gained importance over time due to the changes of life conditions. Learning a foreign language has turned out to be a necessity. Especially, English has become the most widely spoken foreign language around the world.

In the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways that would ensure their prosperity and eminence in the world. In order to be competitive, they have to be able to function well in multinational industrial enterprises, international trade, diplomacy, and scientific-technological areas of expertise. They have to be innovative and contribute to the knowledgebase of the world. In order to achieve these goals, they need to be able to utilize the most widely used medium, English. (Kachru & Smith, 2008, p.178)

This shift also affected the perspective of both learning and teaching a foreign language. The focus of both foreign language learners and instructors has also changed to a great extent. "The focus of L2/FL instruction has shifted from the narrow concern for developing learners' linguistic competence to the need for communicative competence, learners are challenged to be able to speak in the target language spontaneously in various social contexts" (Tanveer, 2007, p.9). Today, learners are concerned with speaking more than any other skills and this is highlighted by Mahmoodzadeh (2012) as non native speakers think that ability to speak a language indicates achievement in foreign language learning.

Due to the rise of desired attempt of foreign language learner to speak , this issue has gained more importance and the factors affecting speaking skill have been started to be investigated

deeply. It has been explored by the scholars that although the learners have enough competence to speak English, they may not be able to use it for communication actively in the classroom. Aydođan et al. (2013) emphasize the necessity of learning the culture in which the target foreign language is spoken. According to Aydođan et al. (2013) the learners from another culture can have difficulty in speaking or they can feel stressful while speaking a foreign language. Haidara (2016) also states that a good level of knowledge in vocabulary and grammar may not be enough to speak a foreign language successfully as speaking can be affected by psychological factors such as anxiety and self confidence. Many researches (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Park, 2009; Philips, 1992; Zheng, 2008) believed that as a psychological factor, anxiety can affect second language learner's (L2 learner) speaking ability to a great extent. As a productive skill, speaking raises anxiety more than other language skills. MacIntyre & Gardner (1991) reported that many scholars have agreed on the idea that speaking is the most anxiety provoking skill. Therefore, the reason of learners' speaking anxiety is one of the most important issues to be investigated. Many studies tried to identify the sources of speaking anxiety (Balemir, 2009; Freiburger, 2010; Hwa, 2014; Karakaş, 2012; Mohamad & Wahid, 2009; Subaşı, 2010). However, researches focusing on speaking skills and the speaking anxiety of the students studying in ELT departments have gained much more importance as they will use English in their daily lives and profession. Therefore, more studies are required in the area of speaking in ELT classes. In general, this study investigates the reasons of students' hesitation in speaking classes and also explores the teachers' opinions on students' anxiety and their hesitation. The study also tries to identify the difference between the freshmen and senior students' speaking anxiety level.

Statement of the Problem

In language learning, speaking is an essential skill and it is accepted as one of the hardest skills to achieve in second or foreign language learning. The reason of difficulty may

stem from the anxiety provoking nature of it. Although speaking courses take place in schools as a course aiming to develop students' English speaking skills, it still remains as a problematic area in second language learning. Basic (2011) explains in her study that speaking anxiety is an obstacle in oral skills and hinders students' speaking English by affecting them in a negative way. She also emphasizes that despite the importance of English speaking proficiency in schools, students have hard times in oral production as a result of their speaking anxiety. Park (2009) also mentions that anxiety prevents adult learners from speaking English spontaneously, notably, in the classroom. As it is clear by the studies, speaking is one of the areas in which students show lower achievement level. Febrianti (2011) mentions that although speaking is one of the most essential skills in learning process of a language, it is also an area in which learners show poor performances and he adds that low number of students can reach native - like proficiency. In Turkey, various studies on speaking anxiety in EFL classes have been conducted and they proved that Turkish EFL learners have speaking anxiety too. Öztürk and Gürbüz (2013) found that students in EFL classes see speaking as a skill causing anxiety. However, the importance of searching the speaking skills and the speaking anxiety of the students studying in ELT departments is increasing as they will use English as a teaching tool. Therefore, it is necessary to explore the sources of foreign language speaking anxiety from the perspective of both instructors and students to provide more comfortable classroom to speak. This investigation can help instructors to raise competent foreign language communicators.

The purpose of the study

The purpose of this study is to find out the level of speaking anxiety learners experience in English classes and the sources of students' speaking anxiety. The causes of speaking anxiety will be investigated from the students' and teachers' perspectives. Lastly, it is aimed to suggest solutions and recommendations to create more comfortable speaking

environment in English classes. The following research questions will be answered in this study:

RQ1. To what extent do Turkish EFL students experience speaking anxiety in English language classes?

RQ2. Does the level of speaking anxiety differ according to gender ?

RQ3. Is there a difference in the speaking anxiety levels of 1st year and 4th year students ?

RQ4. Does the speaking anxiety level of students differ according to their experience of abroad?

RQ5. What are the causes of speaking anxiety in English language classes?

RQ6. How do learners consider themselves regarding their speaking anxiety?

RQ7. How do teachers view their students' speaking anxiety in English language classes?

RQ8. What are the recommendations of teachers to overcome students' speaking anxiety in English language classes?

Significance of the study

There have been many attempts to find out the reasons of speaking anxiety students face in language classes. It is believed that overcoming the language anxiety is a hard step to achieve. Cutrone (2009) describes language anxiety as one of the most major difficulties to overcome in language classrooms. As language anxiety named as an obstacle in language classrooms, the reasons of it have become an area of investigation in foreign language learning. Various reasons of speaking anxiety were identified in English classes. Occhipinti (2009) in his study explored that the possibility of making mistakes in front of peers and teachers and spontaneous speaking cause anxiety among learners. He studied the relationship

between students' interest level and anxiety level and he found a positive correlation between the two. A detailed research was held in 2010 by Freiburger and 14 different causes of speaking anxiety in language classes were found. These causes are related to different factors such as perception of peer proficiency, communicating with native speakers, having incompatible goals with the intuitions where learners get language education, lack of opportunities out of the classroom, necessity of error correction...etc. In his study, Karakaş (2012) suggests that positive teacher manners and activities suitable to students' areas of interest and achievement levels can lower the speaking anxiety in speaking classes. Subaşı (2010) also explored the sources of speaking anxiety among Turkish EFL students in terms of two aspects including students' "fear of negative evaluation" and "self-perceived speaking ability". Balemir (2009) has studied the reasons of speaking anxiety in relationship with language proficiency levels. These studies have been held in various departments at different universities however, to the best of our knowledge, the language development gains vital importance in ELT as students in ELT departments will use English actively in their professional life therefore, it is necessary to improve their English speaking skills and as it was mentioned, in order to achieve it, their speaking anxiety should be overcome. This study will help educators, instructors and programmers to improve speaking courses and overcome the learners' speaking anxiety. In this study, the causes of speaking anxiety of ELT department students will be identified and in accordance with the results, suggestions for improvement of English speaking courses will be proposed.

Assumptions of the Study

In this study, a certain number of assumptions related to application process and the results have been asserted. Firstly, the participants are assumed to be the relevant group of learners to collect the data. At the same time, the answers of participants and those of the instructors are assumed to be sincere therefore, their answers are correct.

The instrument used in the current study is assumed to gather the data reliably and explore the sources and the level of speaking anxiety of learners.

It is assumed that there is a difference between genders in terms of speaking anxiety levels. As the results of various studies suggested a meaningful difference between genders in terms of English speaking anxiety (Balemir, 2009; Çağatay,2015; Öztürk & Gürbüz, 2013; Tercan & Dikilitaş, 2015). The differences in speaking anxiety levels of 1st and 4th grades of students are also assumed. It is assumed that the speaking anxiety levels can change according to the abroad experience.

The results of this study are assumed to provide better English classroom atmosphere for foreign language learning.

The Limitations of the Study

The aim of this study is to gather data about the EFL learners therefore, the students in ELT department have been chosen particularly as participants will be English teachers and use English as an instrument of teaching. Therefore, being competent in speaking skill in English is a necessity for them. The questionnaire was applied to students in ELT department at Çanakkale Onsekiz Mart University (COMU). However, if it had been applied to ELT departments at more than one university more comprehensible results can be obtained.

Another limitation is related to the language used in students' interviews. Although the learners are competent in English and can express their opinions in English, the interviews were held in students' mother tongue. The aim of holding interviews in Turkish is to make students feel themselves more comfortable and explain their ideas deeply as the opinions of students about speaking anxiety are very important for the results of this study. Therefore, the interviews were held in Turkish to get more detailed and sincere answers.

Concepts And the Key Terms

Anxiety. Anxiety is an abstract concept related to human psychology. Although it is a well known feeling among people, it is a complex psychological state to explain. Various definitions of anxiety have been made so far. In broad terms, anxiety can be related to "threats to self- efficiency and appraisals of situations as threatening" (Papamihiel, 2002, p.331). Horwitz et al. (1986) define the anxiety in relation to some negative feelings as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.125).

Speaking anxiety. Speaking anxiety is described as "a panicky feeling associated with physical sensations that are all too painfully familiar to those affected - increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area" (Mohamad & Wahid,1987, p. 67).

Speaking and anxiety. Horwitz et al. (1986) state that learning anxiety is a combination of emotions, opinions and behaviors originated from the different process of foreign language learning. It is seen that second language anxiety has a strong relationship with use of language. Therefore, it is natural to make a connection between speaking and anxiety. Anxiety affects foreign language learning to a great extent but it has a bigger impact on speaking than other skills such as reading, writing and listening. Onwuegbuzie, Bailey & Daley (2000) discuss that speaking anxiety has an impact on speech fluency and learning broadly.

Summary

In this chapter, the background information is presented. The aim and significance of the study and also they key concepts can be found in this chapter. In the next chapter, the theoretical background and the studies held in the field will be presented.

Chapter II

Literature Review

Introduction

Speaking anxiety is one of the most crucial hinders in the area of foreign language learning and teaching therefore, it has gained popularity among researchers. Scholars have tried to gather data about speaking anxiety and its reasons. There are both qualitative and quantitative studies held by many researchers related to speaking anxiety.

In this chapter, firstly speaking anxiety as a key concept is explained. Secondly, anxiety is presented from a psychological perspective. Next, the impact of anxiety on foreign language learning and speaking is discussed. Lastly, the studies and their results related to foreign language speaking anxiety are presented. Firstly, the studies held in Turkey are presented. Secondly, the studies held out of Turkey are presented. To sum up, key concepts and the studies held in this field are presented in the next chapter.

Speaking Anxiety

In the field of foreign language learning, speaking anxiety is one of the major hinders among second language learners. The studies have shown that speaking anxiety can be affected by different factors such as affective reasons, proficiency levels, gender...etc. It has been described in different perspectives in many studies as it is one of the key elements in learning English as a foreign language.

It has been associated with physical states of human body as mentioned in previous part. However, some definitions of speaking anxiety were also made beyond physical states. "Broadly speaking anxiety is the subjective feeling of tension, apprehension, nervousness, and

worry associated with an arousal of the automatic nervous system" (Spielberger, 1983 as cited in Zheng 2008, p.6).

It is not only related to physical states but it is also related to psychological states of humans as an anxious learner experiences inner feelings aroused by anxiety. "In its simplest form, anxiety can be associated with feelings of uneasiness, frustration, self-doubt, insecurity, or apprehension and is intricately intertwined with self-esteem issues and natural ego-preserving fears" (Sellers, 2000, p.512).

Zhen (2008) also defines anxiety as an emotional factor affecting foreign language learning deeply. Basic (2011) explains that it is a kind of fear to express oneself orally and it can be observed visually as a result of physical symptoms it creates. She also mentions about the negative impact of these physical signs on speaker as these signs hinder speaking by distracting the focus of speaker. In second language learning, the only chance of learners to practice English is in classes so they need to speak in front of their classmates. Therefore, these physical changes can affect them in a negative way.

A person suffering from public speaking anxiety is likely to be concerned about potential embarrassment and appearing foolish or stupid to others. When confronting the feared situation, whether it is a party or a class discussion, he/she will also experience some of the physical symptoms associated with anxiety, such as trembling, sweating, clammy hands, rapid heart rate, shortness of breath, muscle tension, blushing, confusion or losing one's train of thought, gastrointestinal discomfort, shaky voice, and/or dizziness. (Park, 2009, p.26)

Subaşı (2010) explains that such kind of physical signs cause "divided attention " and they decrease "cognitive performance" while speaking.

According to cognitive approach, Zheng (2008) mentions that anxious students try to cope with their anxiousness while learning and it leads to a weak working memory capacity so they can lose their attention more easily.

MacIntyre (as cited in Riasati, 2011) associated anxiety with second language learning and defined it as apprehension and sentimental response appearing in the learning period of second language or while practicing second language. Horwitz et al. (1986) support MacIntyre and state that anxiety is a deep structure including feelings, opinions and actions as a result of the different process of second language learning.

The impact of anxiety can be observed on speaking skill more than any other skills. In her interviews held with foreign language specialists, Young (1991) explored that one of the language learning areas which causes anxiety most is speaking. Krashen explains anxiety as "particularly anxiety provoking" in his interview (p.15). In the interview held with Young (1991), Omaggio Hadley mentions that speaking can create anxiety as it is a productive skill. Kondo & Ling (as cited in Marwan, 2007) state that anxiety of second language can affect learners' performances in a negative way and anxious learners can have hardship in understanding oral instructions and choosing the words while speaking. In their study, Ganchow et al. (as cited in Mahmoodzadeh, 2012) found that the level of anxiety of learners affects their spoken and written achievement in language.

Anxiety levels can be different in four language skills. Speaking gets a big round of applause as it creates the highest level of anxiety among foreign language learners. There may be various reasons of it but one of the most important reasons of speaking anxiety is that speaking is a productive skill. In productive skills learners need to prove their level of foreign language achievement by their performances. In terms of oral performance, a second language learner has to think about different areas such as pronunciation, accuracy, fluency...etc. In the interview held by Young (1991), Omaggio Hadley mentions that a foreign language speaker

needs to think about various areas in his/her oral performance. While speaking, speakers not only express their ideas in sentences but also they need to pronounce them. That's why speaking makes people anxious. Young (1991) also concludes that speaking has been found as the most anxiety provoking skill by four language specialists.

Theoretical Background

Anxiety. Anxiety represents various psychological elements in itself. It is a multidimensional term which includes psychological states of humans. Many scholars agreed upon deep structure of anxiety. Casado and Dereshiwsky (2004) defined anxiety as hard to explain as it includes both reflections of a mixture of human acts that can be observed and emotions that are hard to observe. Sellers (2000) mentioned about the complicated structure of anxiety too.

Anxiety is a complex psychological construct consisting of many variables. It is difficult to collapse them all into a single concise definition. In its simplest form, anxiety can be associated with feelings of uneasiness, frustration, self-doubt, insecurity or apprehension and it is intricately intertwined with self -esteem issues and naturally ego - preserving fears. (Sellers, 2000, p.512)

Papahimiel (2002) describes anxiety as "complex concept, dependent upon not only one's feelings of self - efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations" (p.330). Brown (2007) also associated the anxiety with "self esteem, self-efficacy and risk taking" (p.161). Scovel (1978) made another definition of anxiety in psychological pattern and described it as "apprehension, a vague fear that is only directly associated with an object" (as cited in Wang, 1998, p.13).

The definitions made by scholars point out that anxiety can be related to negative ideas or feelings which appear differently in various contexts. Therefore, it is understood that it has a relationship with personality, situation and objects. Therefore, scholars needed to

differentiate the anxiety types. In the next part, anxiety types proposed in earlier studies will be presented.

Types of anxiety. According to studies held in the literature anxiety can have both beneficial and deteriorating effects on speaking anxiety of learners.

Debilitating and facilitating anxiety. As early as Sarason, Mandler and Craighill (1952) mentioned about two sides of effect of anxiety on learners (as cited in Alpert and Haber, 1960). They proposed that anxiety can both improve and deteriorate learners' performances. Therefore, the impact of anxiety can be facilitating or debilitating. Young (1991) explains two kinds of anxiety; firstly she associated the facilitative anxiety with beneficial and encouraging effect as it creates eagerness before performing a difficult task. Secondly, debilitating anxiety was associated with negative emotions which intervene learning. Similar differentiation has been made by Spielmann & Radnofsky (2001) as "euphoric (beneficial)" and "dysphoric (detrimental)" tensions (p.17). It is seen that the scholars agreed upon the two sides of its effect on learning. Brown (2007) mentioned about that the anxiety may not be always dreadful factor. "The notion of facilitative anxiety and euphoric tension is that some concern - some apprehension - over a task to be accomplished is a positive factor" (Brown, 2007, p.162).

The studies in the field propose that anxiety may not always lead to poor performance but sometimes it may lead to better results in performing tasks. Horwitz et al. (1986) studied the debilitating effect of anxiety on foreign language learning. In the current study, as proved by the results of the study, the negative impact of anxiety on learners' performances therefore, debilitating anxiety will be studied.

Approaches to anxiety. As discussed in the previous part due to the complex nature of anxiety, scholars categorized the anxiety types. The aim of it is to measure anxiety and explore the relationship between different types of anxiety and language learning. In

general, scholars have proposed three kinds of anxiety. They are "trait anxiety", "state anxiety" and "situation anxiety". In this part, traditional approaches to anxiety will be explained.

Trait anxiety. Trait anxiety can be explained as the inclination of a person to feel tense in various situations (Spielberger, 1983 as cited in MacIntyre & Gardner, 1991). It is clear that trait anxiety can be associated with characteristics of a person. "At the deepest or global level, trait anxiety is a more permanent predisposition to be anxious. Some people are predictably and generally anxious about many things" (Brown, 2007, p.161). As it is related to personality types, the level of trait anxiety may also vary from person to person. "It is a relatively stable emotional state that an individual experiences more frequently or more intensely than most people do. From this perspective, anxiety is considered as a component of an individual's personality trait" (Wang, 1998, p.13). Therefore, it is relevant to characteristic features of people and the trait anxiety may show difference in every person. "Trait anxiety is not directly manifested in behavior, but may be inferred from the frequency and the intensity of an individual's elevations in anxiety state over a time. Thus, trait anxiety refers to stable personality differences in anxiety proneness" (Zhanibek, 2001, p.11).

However, the trait anxiety has been opposed by some scholars in the field. MacIntyre & Gardner (1991) stated that trait anxiety can only be significant in the contexts. "Behaviour occurs with a person in the context. In essence, the trait anxiety requires people to consider their reactions over a number of situations. For most individuals provoke anxiety whereas others will promote feeling of relaxation" (MacIntyre and Gardner, 1991, p.88.).

State anxiety. In their attempts to explore the sources of anxiety, scholars have also focused on the situations and their relationship with anxiety. At his point, the state anxiety has been proposed. According to this approach, Brown (2007) explains that the anxiety may differ or change according to the special occasions. Spielberger (1983) proposed that there need to

be some certain occasions to experience nervousness such as having a test (as cited in MacIntyre & Gardner, 1991). Thus, in tense situations, an increase in the level of state anxiety can be seen in people who tend to be anxious generally (i.e., whose level of trait anxiety is high) according to Spielberger et al. (1983) (as cited in Gardner et al., 1987). It is understood that there can be found a positive interaction between state and trait anxiety. Zhanibek (2001) proposed that there is also a relationship between state and trait anxiety. It can be stated that characteristic features of a person can lead to increase or decrease of state anxiety. Although they can affect each other, state and trait anxiety have different structures. Young (1991) compares the trait and state anxiety that state anxiety appears as a response to peculiar situation however trait anxiety is an everlasting tension experienced by a person in his life in various situations. In other words, state anxiety can be described as a kind of temporary anxiety changing according to situation. "It should be emphasized that state anxiety is the reaction, and trait anxiety represents the tendency to re-act in an anxious manner" (MacIntyre, 1995, p.93). Therefore, trait anxiety can be defined as a kind of permanent anxiety due to its relation to personality.

Individuals who are more anxious and more likely to become anxious regardless of situation are referred to as having trait anxiety; that is, anxiety is a part of their character or an aspect of a more serious disorder. However, those who are able to appraise situations accurately as being threatening or not within reasonable limits are said to have state anxiety, a social type of anxiety that occurs under certain conditions. (Papamihel, 2002, p.330)

Lasly, MacIntyre and Gardner (1991) criticize the state anxiety approach as it doesn't elaborate the principles of the anxiety mentioned by the respondent. In other words, state anxiety just focuses on the moments or events when a person feels nervous however, it doesn't emphasize any other factors contributing to their anxiety in that situation.

Situation specific anxiety. MacIntyre and Gardner (1991) defend that situation specific anxiety is more elaborative than the other two types of anxieties. They explain that it can be interpreted as a kind of trait anxiety indicating the specified anxiety level in a certain event. They also state that this anxiety represents the situation in which the learner gets anxious explicitly.

Gardner et al. (1987) explain the situation specific anxiety as "form of state anxiety that persists not necessarily across situations but within certain situations consistently across time" (p.8). Gardner et al. (1987) clarify it with an example; "In this case, a situation would be defined by an individual's perception. For example, a pilot with a fear of heights may not perceive the aircraft as high, but a 20 foot ladder may be overwhelming" (p.8).

Situation specific anxiety can also be seen in foreign language learning. Papamihel (2002) explains the situation specific anxiety in terms of foreign language anxiety as a learner may not feel nervousness while writing an essay in his/her mother tongue, whereas the same learner can find writing the same essay in second language as stressful. It is seen that learners can show different levels of anxiety while they are carrying out similar tasks in different situations. Similar to Papamihel (2002), Horwitz et al. (1986) mentioned about the reasons of language anxiety that learners experience in oral performances. "Because complex and non-spontaneous mental operations are required in order to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic" (Horwitz et al., 1986, p.128). Therefore, Horwitz et al. (1986) developed a scale to measure the foreign language anxiety of learners and they added items focusing on specific situations (i.e.; tests in language lessons or evaluation of their classmates) in foreign language learning. Papamihel (2002) associated the three basic categories in the study held by Horwitz et al.(1986) with situation specific approach.

"In a specific situation such as language learning, a fear of negative evaluation, test anxiety, communication apprehension, and threats to one's sense of self can reduce feelings of self-efficacy and increase the chances that a second language situation will be seen as threatening" (Papamihel, 2002, p.331).

MacIntyre and Gardner (1991) also mentioned about the categories in study held by Horwitz et al. (1986) as the situations that can be perceived by foreign language learners. Before explaining the categories in the study of Horwitz et al. (1986), foreign language anxiety will be presented in the next part.

Foreign language anxiety. In 21st century people are in need of speaking another language in different situations. Therefore, a foreign language; English as the most widely spoken, is a necessity in global world. Thus, the role of foreign language has gained importance around the world. However, due to the different nature of foreign language learning, it has been realized that learner experiences difficulty in learning foreign language in the classroom. There can be listed various reasons related to this difficulty. Anxiety has become one of the most popular reasons of difficulty in foreign language learning. As mentioned in the first section, anxiety has been defined as a complex issue with various dimensions. Therefore, anxiety can be found in any part of foreign language process. Scholars associated this difficulty in foreign language learning with anxiety therefore, foreign language anxiety has become an area of investigation. MacIntyre and Gardner (1989) drew a conclusion based on the studies held in language education that foreign language anxiety may be a precursor of achievement in the language classes. Foreign language learning has always been a controversial subject in education. Although learners have enough knowledge of foreign language, it has been realized that they may not be able to use their knowledge and skills efficiently while learning a language. Horwitz et al. (1986) were among the first researchers that proposed the foreign language anxiety in classroom. Horwitz et al. (1986)

mention that a person's achievement may differ according to the field of study. A person may be competent in a learning area such as maths however in case of language learning, the same learner may not achieve success. They asked the question "What, then, prevents them from achieving their desired goal?" (Horwitz et al., 1986, p.125). According to them, anxiety which can be addressed in different terms including nervousness or tension, impairs the performances in foreign language learning. "Foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p.128).

In the study held by Horwitz et al. (1986) learners who experience anxiety in foreign language classes mentioned about the signs of their psychological states including "tenseness, trembling, perspiring, palpitations and sleep disturbances" (p.129). In the classroom, the impact of foreign language anxiety can also impair the learners' performances. Aida (1994) searched the relationship between performance and foreign language anxiety. She found out that high level of anxiety affects performances adversely. The learners with high anxiety levels got lower marks in her study. There have been made various studies confirming the negative impact of anxiety on learners' foreign language learning (Foss and Reitzel, 1988; Gardner, Smyth, Clement and Gliksman, 1976; McCoy, 1976; Philips, 1992; Wilson, 2006; Woodrow, 2006). The learners described the situation they experience in the class as "freezing", "going to blank before exams" (Horwitz et al., 1986, p.128). It is understood that the anxiety can affect the performances of learners in a negative way in the classroom. Horwitz et al. (1986) classify kinds of performance anxiety into three categories.

Communication apprehension. McCroskey (1977) explains the communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p.78). Further, Horwitz et al. (1986) describe it as "a type of shyness characterized by fear of or anxiety about

communicating with people" (p.127). They further mention about the signs of communication apprehension including having difficulty in producing oral utterances in group or public or in understanding an oral input. It can be understood that communication apprehension may lead to hesitation in speaking foreign language as it is associated with negative feelings arising while interacting with people. McCroskey (1977) has proposed the idea that a person who experiences high level of communication apprehension can be called as "reticent" (p.78). It is clear that fear of communication can lead to silence in the classroom. Horwitz et al. (1986) support this idea that the learners are afraid of not being able to express themselves in the right way and not being able to understand the people around them in the language class therefore, this fear may lead to reticence. The silence as a result of communication apprehension was supported by various scholars. Burgoon (1976) explains that "individuals with communication reticence exhibit predisposition of unwillingness to communicate" (p.62). Philips (1968) also explains that the reticent person remains silent and shows reluctance to communicate and defines the reticent person as "for whom anxiety about participation in oral communication outweighs his (or her) projection of gain from the situation" (Philips, 1968, p.40).

Test anxiety. Sarason (1978) describes the test anxiety as "the tendency to view with the alarm the consequences of inadequate performance in an evaluative situation" (p.214). According to Horwitz et al. (1986) it arises when the learner is afraid of efficacy. The learners can be afraid of failing as there is always an assessment in foreign language classes. The feeling of efficacy arises when the learners have high expectations of themselves non-realistically in a test or an exam. Aida (1994) associates test anxiety with the feeling of "worry to perform well...Test-nervous students may not be able to focus on what is going on in the class- room because they tend to divide their attention between self-awareness of their fears and worries and class activities themselves" (p.157).

Fear of negative evaluation. Watson and Friend (1969) describe it as the concern about the opinions of others or abstaining from the evaluations and the tendency of expecting negative evaluations of other people (as cited in Horwitz et al., 1986). They also differentiate the test anxiety and fear of negative evaluation as it not only includes exam performances as in the test anxiety but also other social events such as job interviews or speaking in the classroom. Therefore, it can be mentioned that it is a wider term than test anxiety.

Aida (1994) describes the learners who experience fear of negative evaluation in the classroom as "sitting passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language" (p.157).

Foreign language speaking anxiety. "The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language...." (Tanveer, 2007, p.11). One of the major signs of knowing a language is using it in communication. Thus, learners are expected to produce utterances in the target language. Therefore, highly emphasis has been put on speaking skill. However, speaking is a multidimensional skill which can be found as complex and hard to achieve in the classroom by the learners. Therefore, it is not surprising that both learners and instructors can find it as the most anxiety leading skill. In the study held by Young, (1991) Krashen, Terrel and Omaggie put the skill of speaking at the top of the list in terms of anxiety.

MacIntyre and Gardner (1991) found out that speaking comes first as an anxiety leading activity. The results of their research also supported this idea. Eighty seven percent of students in this study mentioned that the most stressful activities include speaking. Horwitz et al. (1986) also state that anxious students can be reluctant to speak in the classroom. Young (1990) makes a citation of a learner's words describing the worry experienced in the foreign language class:

I dread going to Spanish class. My teacher is kind of nice and it can be fun, but I hate it when the teacher calls on me to speak. I freeze up and I can't think of what to say or how to say it. And my pronunciation is terrible. Sometimes I think people don't even understand what I'm saying. (p.539)

Philips (1992) found the impairing effect of foreign language anxiety on speaking. In the study, the students with lower anxiety levels produce longer utterances whereas the highly anxious students have a tendency to speak less and produce shorter utterances.

Studies have shown the adverse impact of anxiety on oral performances of learners in language classes. Speaking has been ranked as the most anxiety leading skill out of four skills. In the next section, the studies held both in and out of Turkey will be presented in relation to each other in a detailed way.

The studies held in Turkish context. The basic foreign language taught in Turkey is English. Therefore, in terms of speaking anxiety, the studies focus on the sources of English speaking anxiety among learners. English speaking anxiety has been studied mostly in relation to proficiency levels of learners and gender. In this chapter, some studies focused on speaking anxiety are presented.

Balemir (2009) studied the relationship between the achievement levels of learners and their level of anxiety. The study includes university students. In the study, the data about proficiency levels of students were gathered via a proficiency exam. On the other hand, the data about the speaking anxiety levels of learners were collected via a questionnaire and interviews. The data were analyzed both quantitatively and qualitatively. The students who were studying in different departments at Hacettepe University were categorized into groups according to both their level of anxiety and their level of English. The study revealed that students have moderate level of speaking anxiety. In the study, there couldn't be found any significant relationship between the proficiency levels and the speaking anxiety levels of

learners. This study also investigated the sources of English speaking anxiety. The results show that fear of negative evaluation, procedures related to testing and personal factors have significant effect on speaking anxiety. In terms of gender, it was found that female learners have slightly higher degrees of speaking anxiety than male students.

Saltan (2003) also studied English speaking anxiety. In this study, English speaking anxiety was investigated in two perspectives; both teachers' and students'. The data were collected via questionnaires applied to both teachers and students. Therefore, the data were analyzed quantitatively. The participants of this study were the students in prep classes at Gazi University. In this study, it has been found that students have anxiety to some extent however it had been expected to be higher. The results show similarity in terms of reasons of anxiety with the study held by Balemir (2009). This study also identifies teaching procedures and personal reasons as the most common sources of English speaking anxiety.

Subaşı (2010) also made a study about speaking anxiety. However, this study investigates speaking anxiety from a different perspective. In this study, she mainly focused on two sources of speaking anxiety; "fear of negative evaluation" and "self-perceived speaking ability of students". The relationship between anxiety and "fear of negative evaluation" and "self-perceived speaking ability" was investigated. Her study also aimed at finding out the reasons behind speaking anxiety of students. In the study, in order to collect data a survey was administered to students in ELT department at Anadolu University. According to survey results, there is a positive correlation between both anxiety and "fear of negative evaluation" and "self-perceived speaking ability". It means that when students are afraid of negative evaluation of their teachers or peers, their speaking anxiety level is getting higher. Therefore, according to study "fear of negative evaluation" can be a source of speaking anxiety. Another source of speaking anxiety proved in the study is "self-perceived speaking ability". This research revealed that if students see themselves insufficient in

comparison to their peers and native speakers they feel more anxious. Another important result of this study is that both "self-perceived speaking ability" and "fear of negative evaluation" affect each other and this relationship increases speaking anxiety of learners.

According to survey results, students are categorized into three groups in terms of their level of anxiety as low, medium and high. In order to find out the reasons of speaking anxiety among students, interviews were held with highly anxious students who have poor grades in speaking lessons. The results revealed that besides "negative evaluation" and "self-perceived ability", speaking anxiety of students can also stem from some different reasons such as teaching procedures, teacher manners and vocabulary knowledge. It was also revealed that boring or uninteresting teaching procedures and lack of knowledge may lead to anxiety.

Öztürk and Gürbüz studied the issue of "foreign language speaking anxiety" in depth. They made two studies to investigate the speaking anxiety of learners in different perspectives. Firstly, Öztürk and Gürbüz (2013) studied the gender in relation to foreign language speaking anxiety and motivation. In this study, they applied a questionnaire about motivation and attitude and a speaking anxiety scale to students who were studying in preparatory program at Afyon Kocatepe University. In the study, the data were gathered not only quantitatively, the results were also supported by qualitative data collected via semi-structured interviews.

The results revealed that female students show higher levels of speaking anxiety. Firstly, the study investigated the differences in the levels of motivation in terms of genders. The results showed that female students have higher levels of motivation in language learning. Another research area of this study was "integrative motivation". The findings showed parallelism with the motivation levels of students. The male students demonstrated lower levels of "integrative motivation". Lastly, the findings of this study support the other studies in the field in relation

to gender and speaking anxiety held by Balemir (2009), Çağatay (2015), Dalkılıç (2001) and Tercan and Dikilitaş (2015) in which the females showed higher anxiety levels while speaking English than the males. The interview results also supported the findings of the quantitative data in the study. According to the interview results, both genders feel speaking anxiety however, female students have higher anxiety level than the male students.

Öztürk and Gürbüz (2014) also investigated the major sources of speaking anxiety. The study includes university students and the data were gathered both qualitatively and quantitatively. The quantitative data were gathered through a questionnaire. According to the results of the questionnaire, the students were grouped into three categories as high, moderate and low. The students in this study showed a low level of speaking anxiety in general.

To collect data about students' perceptions about speaking English and the sources of speaking anxiety, interviews were held with some of the students. While the results of questionnaire revealed a low level of speaking anxiety among learners, in the interviews it was seen that most of the students define speaking as a source of anxiety. The interview results also presented the sources of speaking anxiety. According to interview results, three factors related to sources of speaking anxiety were found. First, students are afraid of making mistakes in the classroom and it causes anxiety. Another anxiety provoking factor found in the study is "perfectionist attitude of learners". The answers of students showed that students want to produce perfect utterances in terms of grammar, pronunciation or context and this desire to utter perfect sentences may lead to anxiety in learners. Lastly, "peer effect" was found as an anxiety creating factor. It was stated that the students don't want to be laughed or negatively evaluated by their peers therefore, they get anxious while speaking English in the classroom.

Aydoğan et al. (2013) made a study to explore the sources of speaking anxiety among learners. The study includes both Turkish and Bosnian EFL students studying at an international university however most of the students are Turkish students. It is stated that 85% of the participants are Turkish students. The study includes quantitative analyses. The results showed that the learners have speaking anxiety to some extent however the degree of it is not extremely high. According to the study, students experience foreign language speaking anxiety due to peer comparison, personal causes and anticipations. In terms of teacher related sources, it is reported that teaching procedures and the manners of teachers have significant impact on learners' level of speaking anxiety.

Tüm and Kunt (2013) also investigated the foreign language anxiety of learners at university however the participants are student teachers. The participants of the research studying in the teacher education programs who will teach English as a part of profession in future is the most significant difference of this study. The participants are non-native Turkish speakers in Northern Cyprus. The aim of the study was gathering data about the anxiety felt by student teachers and the impacts of their anxiety on their oral performances. In the study, not only a questionnaire was administered to participants but also interviews were held with them. According to the results of the questionnaire, the student teachers experience the impact of foreign language anxiety. The interview results supported the results of the questionnaire and it helped to elaborate the effects of foreign language anxiety on students' performances. The interview results revealed that foreign language anxiety affects students' speaking abilities and also their grammar accuracy negatively. It is explained that the feeling of anxiety increases the number of grammatical mistakes made by the students. It is also explained that the source of learners' anxiety can be "perfectionist attitude" which was similarly found by Öztürk and Gürbüz (2014) in their study. It was mentioned that students want to produce perfect sentences however they can't utter perfect sentences due to their anxiety. Therefore,

they feel themselves insufficient in using English and they make mistakes. It is also stated in the study that the anxiety can be related to "the fear of negative evaluation of peers" which was found as a source of anxiety in the studies held by Aydođan et al. (2013), Balemir (2009), Öztürk and Gürbüz (2014), Subaşı (2010). The results showed that the students don't want to be seen as insufficient by their peers thus, this feeling causes anxiety. This fear of being found as inadequate by their peers affects oral performances of students. This fear causes anxiety and it leads not only grammar mistakes but also pronunciation mistakes and even makes it difficult to remember necessary vocabulary.

Tercan and Dikilitaş (2015) investigated speaking anxiety in terms of proficiency levels, gender and the age started learning English as a foreign language. They tried to explore to what extent these factors affect the level of speaking anxiety. To reach this aim, they studied with prep class students at a private university in Turkey. These students were categorized into four groups according to their results of proficiency exams as A1, A2, B1, B2. In order to collect data, they used an anxiety questionnaire and the data were analyzed quantitatively. The results showed that the level of anxiety can differ in accordance with different variables. According to the results of this study, speaking anxiety can differ in A1 and A2 levels of students in relation to error correction. It was found that the students in A1 level have higher level of anxiety when their errors are corrected. However, this difference can only be seen in A1 and A2 proficiency levels. The levels of speaking anxiety in other proficiency groups don't differ significantly as in the study of Balemir (2009) in which there was found no significant relationship between proficiency levels of students and speaking anxiety.

On the other hand, the results revealed a difference in most of the areas in terms of gender. The study showed that except two areas; error correction and discussion, in most of the areas, females are more anxious than male students. The results indicated that in the areas of

individual speaking, preparedness, question and answer sessions, testing and public speaking, females have higher anxiety levels than male students.

The last area of research is the age started learning English as a foreign language and its relationship with speaking anxiety. The study revealed that the age started learning English doesn't have a significant impact on the level of speaking anxiety of learners. According to the results, only in the area of testing, the levels of anxiety can change according to age started to learn English. The findings of this study showed that there is a significant difference between learners who started to learn English at primary and secondary schools and who started to learn English at high school or university in terms of testing. It is stated that the students started to study English at secondary school are more anxious than the students started to study English at university in terms of testing.

The study conducted by Çağatay (2015) investigated the level of speaking anxiety and its relationship with gender, proficiency level and native speakers. The participants were university students in the department of Basic English at Middle East Technical University. The data collected through by a questionnaire and the data were analyzed quantitatively. The results of this study indicated that the students have moderate level of speaking anxiety as in line with the studies held by Balemir (2009) and Saltan (2003). Three categories were administered in terms of speaking anxiety as low, moderate and high and most of the students took place in moderate group. At the same time, the results indicated that females have higher levels of anxiety than males in accordance with the results of the studies held by Balemir (2009), Dalkılıç (2001), Öztürk and Gürbüz (2013), Tercan and Dikilitaş (2015).

Another area of investigation in this study is the relationship between proficiency and anxiety levels of learners. In the study the participants were divided into four groups according their level of proficiency as beginner, elementary, pre-intermediate and upper intermediate. The

findings of the study revealed that the proficiency levels don't have an impact on students' anxiety levels. The study presents similar results with the studies held by Balemir (2009) and Tercan and Dikilitaş (2015) in terms of the relationship between proficiency levels and speaking anxiety.

This study also investigated whether the anxiety levels of students change while speaking with a native speaker or in front of classmates. According to the results, speaking with a native speaker was found as an anxiety provoking factor. It is identified that students feel more hesitation while communicating with a native speaker therefore, they feel less anxious while they are speaking in front of the classmates.

Dalkılıç (2001) investigated the relationship between the level of foreign language anxiety and the success of students in speaking lessons. The participants were the students in ELT department at Dicle University. In order to find out this relationship, a foreign language anxiety scale was used and the data were analyzed quantitatively. According to the results of this study, a significant relationship was found between the achievement levels and anxiety levels of students. It is explained that successful students who have higher grades in speaking courses have lower levels of anxiety. At the same time, another component which has significant relationship with anxiety is gender in this study. The results revealed that female students are highly more anxious than male students. The studies held by Balemir (2009), Çağatay (2015), Öztürk and Gürbüz (2013), Tercan and Dikilitaş (2015) support the results of this study in terms of gender difference in speaking anxiety.

This study also investigated the reasons of foreign language anxiety and its impact on students and also learners' coping strategies with anxiety. In order to achieve this aim, the students were categorized into three groups as low, moderate and high in terms of their anxiety levels. In the study, a foreign language anxiety scale was applied to categorize the students. Six

randomly chosen students in each category were interviewed about their opinions related to foreign language anxiety, its effects and coping strategies with anxiety. Interview results revealed different reasons of foreign language anxiety. The main categories of sources of foreign language anxiety are "lack of self-confidence", "shyness", "lack of knowledge", "consciousness" and "high expectations of others".

The results also presented the effects of anxiety on learners. There are mainly three important impacts of anxiety as "reticence" , feeling of guiltiness" and "failure in exams". As it is understood by the categories, the anxiety has negative impact on learners in this study.

On the other hand, the study revealed that students try to cope with feeling of anxiety and in order to do this, students created some strategies including "self-encouragement" , "positive self-talk", "making practice" and "preparing before the exams". Lastly, another crucial finding is that instructor has a significant role in coping with the anxiety. The study revealed that positive manners of teachers towards anxious students can calm them and therefore, they can reduce the stress and anxiety of their learners. The studies held by Subaşı (2010) and Aydoğan et al. (2013) confirm the importance of the role of teacher in terms of anxiety as they found that teacher manners can be source of speaking anxiety in their studies.

Bozavli and Gülmez (2012) conducted a study based on foreign language anxiety in speaking classes which are taught by two different teachers; native and non-native English speaking teachers. This study aims at finding out the difference in students' level of anxiety in native speaker and non-native speaker classes and also to gather data about the opinions of students on speaking anxiety. The participants of the study were the students in prep classes at Erzincan University studying in two different schools; the School of Civil Aviation and Tourism and Hotel Management Vocational School. Both of the two groups of students have speaking classes however the students studying at the School of Civil Aviation were taught by

native speaker on the other hand the students studying at Tourism and Hotel Management Vocational School were taught by non-native speaker. In order to gather data about the level of anxiety, researchers used a foreign language anxiety scale and the data were analyzed quantitatively in terms of both age and gender.

According to the results of this study, there was found no significant difference between the two groups in terms of anxiety levels however it was found that the students in native speaker classes appeared to be more anxious than the students in non-native speaker classes. The data were analyzed also, in terms of relationship between anxiety and gender. On the contrary to the results of the studies held by Balemir (2009), Çağatay (2015), Dalkılıç (2001), Tercan and Dikilitaş (2015), it was found no significant relationship between the anxiety levels of students and gender both in native speaker classes and non-native speaker classes. Although there wasn't any significant relationship, the results of the study indicated that male students appeared to be more anxious than the female students. However, in the studies held by Balemir (2009), Çağatay (2015), Dalkılıç (2001), Öztürk and Gürbüz (2013), Tercan and Dikilitaş (2015), the results presented that the females have higher anxiety levels than the males.

This study also revealed the factors that affect the level of speaking anxiety of learners. According to the results of this study, peers, teacher and the classroom environment were found as quite essential. It was also found that peer effect can cause speaking anxiety as in line with the other studies conducted by Aydoğan et al. (2013), Balemir (2009), Öztürk and Gürbüz (2014), Subaşı (2010). In terms of teacher and student relationship, the study presented that the students in this study preferred their teachers to be "corrective" in the classroom. The students want to be corrected by their instructors in this study. Another important issue reported by learners was "preparedness" as the students preferred to talk about the topics given beforehand so they could get prepared for the topic.

Han, Tanrıöver and Şahan (2016) also investigated the difference in students' foreign language speaking anxiety levels according to the native and non-native teachers in speaking courses. This study includes the university students at A1 level in preparatory classes at a state university in Turkey. The students were classified into groups according to their achievement levels through a placement test. The A1 level students were grouped into four classes randomly and the speaking courses of two classes were taught by a native English speaker and the other two classes were taught by non-native English speakers. In order to reveal the attitudes of students towards foreign language speakers, a questionnaire was addressed to the students. Furthermore, semi-structured and face to face interviews were held to collect information about the opinions and feelings of the learners about the impact of native and non-native teachers on their foreign language speaking anxiety. The teachers also answered the open-ended questions about their students' foreign language speaking anxiety.

The results revealed that foreign language speaking anxiety levels of learners don't change significantly according to the native and non-native teachers in speaking courses. In terms of gender, there was found no statistically significant difference in the attitudes of learners towards native and non-native teachers. It is explained that the way of teaching, characteristics and behaviors of teachers can also be effective in the classroom. "Peer pressure" and "the fear of negative evaluation " were also stated by both students and teachers as the most crucial causes of speaking anxiety. The employment of strategies to cope with speaking anxiety both by students and teachers was also highlighted in the study.

Another study which also investigated speaking anxiety and its relationship with gender, proficiency level of English, preparatory training and the kind of high school graduated was held by Karataş, Alcı, Bademcioğlu and Ergin (2016). The study was conducted at Istanbul Technical University with prep class students. The researchers used a

foreign language speaking anxiety questionnaire to collect data. The data were analyzed quantitatively.

The findings of this study revealed that there is a relationship between gender and speaking anxiety levels of students. According to the results of this study, gender plays a significant role as a source of speaking anxiety and the results of the study revealed that female students feel more anxious while speaking English than the male students. In terms of gender, the results of this study are in line with the studies held by of Balemir (2009), Çağatay (2015), Dalkılıç (2001), Öztürk and Gürbüz (2013), Tercan and Dikilitaş (2015) in which females were found as more anxious than males. On the other hand, the language level of the students doesn't affect the anxiety level of students according to the results of the study. In the field, some studies support the findings of this study. As in the studies held by Balemir (2009), Çağatay (2015), Tercan and Dikilitaş (2015) there was found no significant relationship between language level and speaking anxiety. On the other hand, Dalkılıç (2001) found that speaking anxiety can change according to proficiency levels. According to the study held by Dalkılıç (2001), students who have higher levels of achievement in English experience higher level of speaking anxiety than the students who are less successful.

The last area of investigation in this study is the effect of the types of high school graduated by the students on speaking anxiety. As in the proficiency levels of students, there was found no significant difference according to the high school types that the learners graduated.

The studies held in foreign context. In this chapter, the findings of the researches held out of Turkey will be presented and their relationships with each other will be discussed. This chapter will shed light on the issues covered under the heading of foreign language anxiety including the sources of it and its relationship with various constructs. The studies were held in many different countries with participants from different nationalities.

In order to measure speaking anxiety of learners, the foreign language speaking anxiety scales have been widely used in the studies around the world. In majority of the studies, the questionnaires which have already showed high reliability and internal consistency have been used. On the other hand, some scholars have preferred to develop their own scales as in the study held by Woodrow (2006).

Woodrow (2006) created an original scale to measure speaking anxiety. The first aim of this study was to categorize the anxiety as "in and out of classroom". The second aim of it was to reveal the impact of speaking anxiety on learners' speeches. Thirdly, the sources causing stress while speaking English were investigated. In order to reach these aims, three types of data collection techniques were employed in this study; both quantitative and qualitative research tools including a questionnaire which was developed in this study, an exam in the format of IELTS speaking test and interviews. The sample consisted of English learners who have advanced level of English studying at "English for Academic Purposes" courses in Australia. The participants included people from different nationalities.

The study revealed that there is an adverse relationship between achievement of speaking and both "in-class" and "out-of-class" anxieties. Therefore, it can be mentioned that when the speaking anxiety level becomes higher, the quality of oral performances becomes lower according to the study results. The findings of this research showed that students find doing oral performances in front of classmates and teacher as the most stress provoking occasion in the classroom. On the other hand, in terms of learning environment out of classroom, interacting with teachers was found as the highest stress provoking element. According to the answers given in the interviews, majority of the students experience second language speaking anxiety to a certain extent. However, their speaking anxiety levels aren't very high. The interview results are also relevant to the data gathered via questionnaire. The

participants found doing oral performances in front of their peers and having communication with native speakers in English as the most stressful tasks.

It was also found that participants express their reactions in psychological or cognitive ways such as "sweating, blushing, racing hearts" and "worrying about performances and mind going blank". They use behavioral patterns including "fidgeting, talking too much and shuttering" less than psychological and cognitive patterns. The results also revealed that students use some strategies to overcome their speaking anxiety. The most frequent ways of coping with anxiety were found as persistence in speaking; not quitting speaking and enhancing their knowledge and language skills.

Lastly, in the interview results, it was found that learners experience anxiety due to various reasons. Speaking with native speakers and having oral performances in the classroom are the most widely reported reasons of speaking anxiety.

Yahya (2013) also investigated the reasons behind speaking anxiety of learners. The participants were university students at Arab American University of Jenin. The aim of this research was to investigate the sources of speaking anxiety of students who participated in "Speech Communication Course" at university. In order to gather data about the sources of speaking anxiety, a questionnaire was applied to participants and the data were analyzed quantitatively.

The questionnaire measured the anxiety of learners in three areas including "test anxiety, communication anxiety and fear of negative feedback". According to results of the study, in all three areas, moderate level of anxiety was found. However, "the fear of negative feedback" has the highest score in the group. Therefore, it can be mentioned that the feeling of being judged by others in the classroom creates anxiety and it is the most stressful factor for the students in this study. The results of this study can be related to the study held by

Woodrow (2006). In the study held by Woodrow (2006), having oral performance in front of peers' and teachers' eyes was described as the most stressful task for language learners. The high score of fear of speaking in front of classmates and teachers can be related to "fear of negative feedback" in this study. As during oral performances in the classroom, the other students and teacher watch the performance and evaluate it. Therefore, it can be taken as a similarity in the results of these two studies. The second anxiety source reported in the study was "communication anxiety". The least popular anxiety source in the study was found as "test anxiety".

Songyut (2016) made a research on speaking anxiety experienced in English classes. This research is based on interviews of instructors and students. The aim of this study is to investigate speaking anxiety levels of learners in terms of teachers' point of view. Also, interviews were held with students studying at Thai University. The participants took part in "English Conversation Course". The data were analyzed qualitatively.

The answers of the teachers revealed that their students have speaking anxiety in the classroom. It was concluded that speaking can be factor that can create anxiety in the classroom. At the same time, instructors agreed that speaking anxiety may have an impact on their students' marks partially.

The interview results revealed the possible reasons that can affect oral performances of students negatively. According to the answers of the instructors, self reliance was found as a factor that may prevent speaking English. Also, lack of experience and knowledge in English which were described as "background" may lead to silence in the classroom. The last reason reported in the study is lack of motivation in students. It was also reported in the results that the instructors are in favor of using English in the classroom to increase their students' level of

English. However it was also mentioned by the teachers that it may not be practical in the classroom.

The interviews held with students suggested that students use some strategies to overcome their speaking anxiety. The strategies were categorized into six groups as "Social, affective, meta-cognitive, compensatory, cognitive and memory - related". According to the results, most frequently used strategy is "social strategy". Students also reported that enhancing their vocabulary knowledge and audiovisual materials can be helpful for developing their speaking ability in English.

Tsai (2014) made a research about speaking anxiety of university students who are learning English as foreign language. The data collected via a speaking anxiety questionnaire and were analyzed quantitatively. This research investigated the level of speaking anxiety of students at university and the differences in their speaking anxiety levels in terms of genders and proficiency levels.

Firstly, the students' achievement levels were categorized into two groups as low and high. The achievement levels were determined according to students' own opinions about their self-confidence and level of English. The results showed that the students in low proficiency group experience higher speaking anxiety than the students in high proficiency group.

Another comparison was made between the genders. The results revealed that there is no substantial difference between male and female students in terms of speaking anxiety.

In the study, there were made some notifications about the sources of EFL speaking anxiety. It was concluded that the speaking anxiety changes according to some factors such as speaking experience, self-assurance, achievement levels and the idea of making mistakes.

Tianjian (2010) also investigated the issue of speaking anxiety. It is a deep study investigated not only the speaking anxiety levels of learners and its difference according to the gender and achievement levels of learners but also the relationship of speaking anxiety with other factors including "trait anxiety", "unwillingness to communicate", "language class risk-taking", "speaking self-efficacy", "indicators of language achievement". The study included university students in Thailand. The participants were categorized into five groups. There were three groups of lower achievement levels and two groups of higher achievement levels. According to the achievement levels of participants, two instruments were applied; first questionnaire measured only speaking anxiety levels of the learners, second questionnaire measured the relationship between speaking anxiety and other factors mentioned above. The lower achievement groups were addressed only the first questionnaire however the higher achievement groups were addressed both of the questionnaires.

The findings of the research demonstrated that higher than 50% of the participants experience either moderate or high level of speaking anxiety. There was found no difference between males and females significantly in terms of speaking anxiety however the speaking anxiety levels changed according to the different proficiency groups. The results showed that the students who have lower achievement levels of English experience higher speaking anxiety. The findings of this research related to speaking anxiety differences in terms of proficiency levels and gender are in line with the research held by Tsai (2014).

A significant relationship between speaking anxiety and other constructs was also found. It was found that the participants who have pessimistic states of mind, who are introvert or who are less willing to communicate with people are more anxious while speaking English. Also, the results suggested that speaking anxiety is related to achievement levels. The learners who are avoid of using English for communication or learning in the class and the learners who have low proficiency levels of English are also more anxious. These

findings proved that speaking anxiety is also related to individual traits of the learners. Therefore, it is clear by the results that the achievement levels and speaking anxiety affect each other.

Haidara (2016) investigated the psychological barriers that influence students' speaking in English. In order to achieve it, the data were collected in two ways. The first instrument was observation and the second one was interview. It is a qualitative research. The students in this study were studying at a university in Indonesia.

The researcher observed that students were influenced by their psychological states. In other words, it was found that there are some psychological barriers that hinder students while speaking English in the classroom. It was stated that students feel themselves more active in the class if they speak in their mother tongue. According to interview results, the first reason of speaking anxiety is that students remain silence and show reluctance in speaking English as they are afraid of making mistakes. It was mentioned that the learners cannot be sure of themselves about making mistakes and this feeling leads to silence most of the time. Secondly, they feel themselves shy and they hesitate while speaking. Lastly, one of the most important barriers reported in the study is self-assurance. The research findings revealed that students don't trust themselves as they find their way of speaking English as artificial; not like native therefore, they always think about pronunciation or the right words to choose. This study presented the reasons of speaking anxiety of learners in English classes and the results of this research support the study held by Yahya (2013) and Tsai (2014) in terms of sources of speaking anxiety.

He (2013) investigated foreign language speaking anxiety comparatively. The data were collected both from teachers and university students and their opinions about the reasons of foreign language speaking anxiety were compared. In this study, both the reasons of

speaking anxiety of Chinese university students were investigated and also the answers of students and instructors were compared. The data were gathered quantitatively via a questionnaire and qualitatively via focused interviews. A foreign language speaking anxiety scale was developed and applied to both teachers and university students.

The findings of this study revealed that the instructors and students agreed upon some items. Therefore, the agreed items could be the main sources of speaking anxiety. The most highly ranked four sources presented in the study are "speaking FL on an unfamiliar topic", "fear of being tested orally in a FL", "having little time to think before speaking in a FL" and "worry about the fluency of speaking a FL". It was reported that the students feel themselves more comfortable if they speak on familiar topics and if they get prepared before speaking. In this study, "test anxiety" is presented as one of the most essential sources of speaking anxiety. The results of this study support the study held by Yahya (2013) in which "test anxiety" was found as one of the most significant reasons of speaking anxiety.

Also, the results also showed significant differences between the answers of teachers and students. The first difference was seen in vocabulary knowledge. According to the learners in this study, the vocabulary knowledge is the most popular source of foreign language speaking anxiety. In this study, students found "lack of vocabulary" as the key factor leading to speaking anxiety however the instructors didn't find "lack of vocabulary" as the most essential reason of speaking anxiety. The teachers put this reason at the back of the list. According to the teachers, one of the most crucial anxiety leading reasons is pronunciation. The teachers in this study reported that when the students worry about their pronunciation, toning and stress they feel speaking anxiety. However, it was found as the least popular source of speaking anxiety by the students. Another difference in the answers of students and teachers is related to the fear of being laughed away due to mistakes. The results showed that students give more importance to this reason which was associated with "fear of negative evaluation" in the

study. It was stated in the study that students who have "fear of negative evaluation" experience speaking anxiety and remain silent in the class. The findings of the studies held by Woodrow (2006) and Yahya (2013) support the results of this study. In these studies the impact of "negative evaluation" was also found as effective in determining the level of speaking anxiety of learners.

Students reported a different reason from the teachers as a source of anxiety. It was "lack of confidence". The students considered firstly, "lack of vocabulary" and secondly, "lack of self confidence" as the most anxiety provoking factors in this study. In the study of Songyut (2016), "lack of self confidence" is also presented as a significant factor leading foreign language speaking anxiety among learners.

Speaking anxiety has been an investigation area in different studies in China. Another research was held by Liu (2007) with university students in China. The aim of this study is also similar to other studies however the data collection procedure is different from the other studies held in the field. Liu (2007) investigated the level and the reasons of speaking anxiety of learners and their coping strategies to overcome speaking anxiety in speaking classes. This is a case study and firstly, the level and the causes of anxiety were investigated via a questionnaire and secondly, in order to get detailed information about the reasons of speaking anxiety and the strategies used by learners to handle speaking anxiety in the classroom, journals of students were examined and analyzed.

According to the survey findings, many students feel anxious while speaking English in the classroom. The most essential sources of anxiety are speaking in front of others, comparing themselves with other students and the fear of not being able to understand the spoken language by teacher. The fear of public speaking was reported as an anxiety source by anxious learners. Learners' preferences related to activity types also supported this finding as

most of the students preferred speaking activities in groups or in pairs because they found such kind of speaking activities more comfortable than delivering a speech in front of their classmates. In other words, learners experience the lowest level of anxiety when they participate in group or pair works in this study. The findings of this study are similar to the studies held by Yahya (2013) and Woodrow (2006) in terms of the high anxiety levels experienced by students while speaking individually in front of others. According to the results of this study, students also experience the feeling of comparison. The findings showed that they compare their achievement levels of English with their peers and when they feel insufficient, it causes anxiety. These students are afraid of being assessed or having negative feedback. In terms of "the fear of negative evaluation", the results of this study are similar to the studies held by He (2013), Yahya (2013) and Woodrow (2006) in which "fear of negative evaluation" was found as an anxiety leading factor.

The journals kept by students for 11 weeks revealed the sources of speaking anxiety of learners extensively. Various reasons of speaking anxiety including not having sufficient vocabulary knowledge and experience in English, differences in English language achievement levels of learners, not being prepared for speaking, the fear of not being able to produce correct utterances and being looked down by others...etc. were reported by the students in their journals. The sources mentioned by the learners show similarity with the opinions of learners in studies held by He (2013), Songyut (2016).

Lastly, the results showed that students actually don't have specific strategies to overcome their stress and anxiety while speaking. However, Songyut (2016) and Woodrow (2006) found that students use some certain strategies to make them feel more comfortable while speaking English in their studies.

Liu and Jackson (2008) made a research about foreign language anxiety and in this research they investigated the reluctance of learners to communicate in English. The relationship between anxiety and other constructs were also investigated. The data collected from the university students via questionnaires in China. In this research, a quantitative analysis was applied although in the first study held by Liu (2007), the study was based on qualitative analyses.

The results revealed that students feel anxiety while speaking English. The students feel nervous due to some common factors including "fear of negative evaluation", "fear of public speaking" and exams. "Fear of negative evaluation" was also found as anxiety leading factor in the studies held by He (2013), Yahya (2013) and Woodrow (2006). Fear of speaking individually in the classroom is another common source of anxiety found in the studies held by Yahya (2013) and Woodrow (2006). The students also found being tested or having exams as stressful in the studies held by He (2013) and Yahya (2013).

A positive relationship was also found between these factors in the study. If the more a learner is afraid of being assessed in a negative way, the more s/he is afraid of test taking and feels nervous.

Although majority of the students in this study showed eagerness to take part in dialogues, many of them didn't want to use English in the classroom. Also, there was found a positive relationship between speaking anxiety and reluctance. According to the findings of the study, the higher anxiety levels can lead to more reluctance or vice versa. As a conclusion, the disposition of learners' eagerness to participate in communication in English was discovered and it was found that this disposition may change according to the environment. The students actually want to take part in dialogues in English however, they are reluctant to speak English in the classroom. According to the findings of this study, the feeling of being

listened and evaluated in the classroom makes students anxious and they are afraid of being ridiculed.

Fang-peng and Dong (2010) express that although university students have improved their English level to a great extent, their oral communication skills in English are not good enough and need to be improved as the students experience anxiety in China. In order to shed light on the reasons of anxiety among university students, Fang-peng and Dong (2010) studied the anxiety and its relationship with different factors. In order to achieve it, the proficiency levels of learners were determined via an English test. As a second step, a questionnaire to measure the characteristic features of learners was applied and lastly, the students were addressed a questionnaire related to anxiety. The data were analyzed quantitatively.

The relationship between language anxiety and various factors has been analyzed in the field before, however this study also examined the factors such as pronunciation, grammar and intonation. According to results, there is a relationship between anxiety and speaking. The findings showed that if a learner has lower anxiety level, s/he speaks better. Also, if a student concentrates on diction and toning, the anxiety level will be higher according to analysis results. He (2013) supports the findings of this study partly. He (2013) investigated speaking anxiety in terms of both learners and teachers. Although the learners didn't find the concern of pronunciation as a significant factor affecting their anxiety level, the teachers stated that when the learners focus on pronunciation, their anxiety levels increase. Fang-peng and Dong (2010) also found motivation as an indicative factor of anxiety. It was stated that the lower motivation levels in learners can cause higher anxiety levels. Songyut (2016) was also found that the lack of motivation can increase the anxiety level of learners. Also, the findings of this study can be significant in terms of the role of mother tongue in speaking English as Fang-peng and Dong (2010) found that thinking in mother tongue and interpreting

it in English increase anxiety while speaking English. The other two factors investigated in this study were grammar and personality. The results of the study showed that these two factors and anxiety don't affect each other significantly. In terms of the effect of personality, the results of this study are different from the study held by Tianjian (2014). Tianjian (2014) found a relationship between characteristic features of learners and their anxiety levels therefore, the anxiety levels can change according to characteristics of learners. It can be seen that the results of this study both have similarities and also, differences with the studies held in the field.

Some of the most widely investigated areas of speaking anxiety are its causes and the differences in speaking anxiety levels in terms of genders. Mohamad and Wahid (2009) investigated the factors leading to speaking anxiety and compared the anxiety levels of males and females. The study was held at a university in Malaysia. The data were obtained via both a questionnaire related to anxiety and open ended questions.

The first finding of study is different from the results of other studies held in the field. It was found that female students feel more anxiety than male students. However Tsai (2014) and Tianjian (2010) found that males and females don't differ from each other significantly.

Mohamad and Wahid (2009) also investigated the causes of speaking anxiety. According to the results, the most stressful factor for students is "perception of others". This term can be found under different headings such as "public speaking" in various studies in the field. Liu (2007), Yahya (2013) and Woodrow (2006) support the findings of study as they found "public speaking" or "perception of others" as an anxiety leading factor in their studies.

Mohamad and Wahid (2009) also presented having communication with native speakers as a source of speaking anxiety. This finding is in line with the study held by Woodrow (2006) in

which having dialogues with native speakers was found as a source of anxiety among learners.

Besides these factors, there were found various reasons including lack of English knowledge and self-assurance. The emotional states of learners such as shyness, tension...etc. were also found as the factors increasing anxiety in this study.

In Malaysia, various studies were held focusing on language learning. Hwa (2014) has made a study on speaking anxiety of ESL learners to explore the major stressors and the gender differences in terms of speaking anxiety. In order to collect data, Hwa (2014) used a questionnaire and applied it to university students in Malaysia. The data were interpreted statistically and the results were similar to the other studies held in the field.

The quantitative data showed that university students experience speaking anxiety at moderate level. The findings of this study are in accordance with the study held by Yahya (2013) in terms of anxiety levels of the learners. Woodrow (2006) also found that the students have anxiety however their levels are not so high.

Hwa (2014) also investigated the most important stressors for the students. According to the results of the study, the "perception factor" is the most significant element causing speaking anxiety among students. It was explained that the students are aware of the fact that they need to speak English or they need to interact in English as it is the most essential reason of learning English. The necessity of speaking English makes them anxious and it was found as the most anxiety provoking factor in the research. Another factor affecting students was found as "English classroom anxiety". Woodrow (2006) also differentiated anxiety as "in" and "out" of classroom. According to findings of the study, students speak in front of their peers and teachers in the classroom therefore, students may feel that they are assessed while they are speaking English. It was also reported that the students may be afraid of producing incorrect

sentences. Woodrow (2006) explained that speaking in front of classmates and having communication with teacher can be anxiety sources. The last source of anxiety found in the study is related to psychological factors. According to the responses of students, the students' self-esteem and fear of interaction in English have an impact on learners' speaking anxiety levels. The studies held by Haidara (2016), He (2013), Mohamad and Wahid (2009), Tsai (2014) and Songyut (2016) also supported the idea that self-confidence can have an impact on the speaking anxiety levels of learners.

Many studies related to speaking anxiety have taken place in contexts in which English is spoken as a foreign language such as in the studies held by Fang-peng and Dong (2010), Haidara (2016), Hwa (2014), Liu (2007), Liu and Jackson (2008), Mohamad and Wahid (2009), Songyut (2016), Yahya (2013). However, the experience of living in a society in which English is widely spoken and its effect on speaking English can be the factors that need to be investigated. Occhipinti (2009) held a research with two groups of students including a group of Spanish learners who are studying at Erasmus program and have been living in Wales for 6 months and the other group of students consists of Italian students who are studying at university in Italia. An important notification was made about the language spoken in Wales that although English isn't spoken as an official language, most of the people in Wales speak English.

The results of this study demonstrated that the learners have moderate level of speaking anxiety. However, there is a differentiation in gender, the females show mildly more speaking anxiety than males as in accordance with the studies held by Mohamad and Wahid (2009). Also, the students in this study, mostly, think that their English levels are good enough to speak English. Therefore, they have an optimistic attitude towards their English level which is a factor reducing anxiety. In accordance with their optimistic opinions about their proficiency levels, students have positive attitudes towards learning English too.

However, this positive attitude towards learning English can make them more anxious as the more the learners show interest in learning English, the better performances they want to produce while speaking.

The activity types creating higher and lower anxiety levels among learners were also investigated in this study. The responses of the students revealed that using English orally in the classroom leads anxiety. The activity types which make students anxious mostly are the activities that students need to perform English speaking skills in front of the eyes of their classmates and teachers. Liu (2007), Yahya (2013) and Woodrow (2006) also support the results of this study as the learners in their studies prefer same kind of activities due to lower anxiety level created by such kinds of activity types. In this study, students prefer group or pair work as they feel themselves more comfortable while interacting with their friends as in line with the results of the study held by Liu (2007). "Speaking in front of others" has also been found as stressful in studies held by Yahya (2013) and Woodrow (2006).

Another area of investigation in this study is the learners' opinions about instructors. The responses demonstrated that learners prefer to be corrected in a positive way by their teachers. The learners expect from their teachers to take their mistakes as natural parts of language learning and not to humiliate them when they make mistakes.

Similar anxiety levels of learners in different contexts can be seen as the most significant result of the study. It can be concluded that the experience of living in a society in which English is widely spoken does not have a significant impact on learners' speaking anxiety levels.

As mentioned in the previous parts, there has been found strong relationship between anxiety and various factors including gender, proficiency levels, self-perceptions, personality, peers, psychological states and teacher manners. The speaking anxiety can also be related to

some demographic, cognitive or psychological factors as suggested in Wilson (2006). Wilson (2006) in his doctoral thesis, collected data about the learners' proficiency levels both according to their self-perceptions and their test results, their speaking anxiety levels, feelings, demographic and psychological states. In order to gather data, a number of different surveys, English tests and interviews were applied to the participants. The data were analyzed by both quantitative and qualitative methods.

In order to obtain data about the achievement levels of participants, a speaking exam was applied to students. It was found that the scores of speaking tests have relationship with different factors. It is understood by the results that there are factors affecting the test grades of learners. The first effective factor found in the study is the anxiety level of the respondents. It is clear by the results that the respondents who experience higher levels of anxiety perform poorer in speaking tests. Highly-anxious participants get poorer marks in the exam however the learners in lower anxiety groups get better marks according to the results. Woodrow (2006) also detected negative relationship between speaking performance and anxiety levels of learners thus, the findings of this study are in line with the study held by Wilson (2006). Wilson (2006) suggested that the poor grades of highly anxious students can promote the idea that anxious learners can have "test anxiety". The studies held by He (2013), Liu and Jackson (2008) and Yahya (2013) also support the feeling of "test anxiety" among anxious learners. Another significant finding of this study is the relationship between the oral performances of the learners and demographic factors. The level of education of learners' family was found as an effective factor on their use of English in communication. It was observed that the participants who have "highly educated" parents show higher achievement in speaking tests. Besides oral communication levels, the general English achievement levels can be influenced by the time devoted in learning English. It was concluded that if a learner spends more time on learning English (months or years) and begins learning English at an earlier age, the

general English level improves much more. These factors also have an impact on speaking anxiety. The students who have studied English for longer periods and started to learn English at an earlier age, show lower speaking anxiety. The scores of speaking test are also similar to overall English levels of these students. According to findings of this study, these students also perform better in oral exams.

Another important demographic issue addressed in this study is "abroad experience in English speaking country". There was found a positive relationship between the period spent in countries in which English is spoken and total proficiency level of English. Although it was found as influential in total proficiency level, it was seen that "abroad experience in English speaking country" doesn't affect speaking anxiety. The age and the gender also weren't found as significant effective factors in terms of proficiency levels of the students. However the results of the study demonstrated that age influenced the performance of learners in the speaking test. The results showed that younger participants perform better in spoken English test.

The second language besides English was also found as an effective factor in terms of oral performances. The participants who speak a second foreign language besides English got higher grades in spoken English exam. It was also found that these students experience lower anxiety levels.

It is clear by the results that "cognitive" states of learners can have an impact on their speaking. The study proved that the students who have positive ideas about their achievement in oral test got better grades.

As studied in the previous studies, in terms of gender and speaking anxiety relationship, the females were found as more anxious than males as in line with the results of the studies held by Occhipinti (2009), Mohamad and Wahid (2009). However Tsai (2014) and

Tianjian (2010) found that males and females don't differ from each other significantly in terms of speaking anxiety.

Lastly, the interviews revealed that the students associate the anxiety with nervousness. The word "nervous" was uttered by each respondent in the interviews. Although not many students uttered, some of the students mentioned about the reflections of their "nervousness" in psychological states. The reflections can appear as "physical tenseness, perspiring hands and wavering voice". It can be understood that anxiety can become visible therefore, it is not just only an inner feeling but the effects of it can be observed. The impacts of anxiety can also be another source of anxiety. Horwitz et al. (1986) also mentioned about the reflections of anxiety on learners' appearances. "They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations" (Horwitz et al, 1986, p.126).

Horwitz et al. (1986) developed a scale measuring the foreign language anxiety levels of learners in the classroom and this scale has been become the most widely used scale with some adaptations for measuring speaking anxiety by the scholars in the field. In the original form, Horwitz et al. (1986) grouped the items on the scale into three categories as "communication apprehension", "test anxiety" and "fear of negative evaluation". The scholars using the foreign language anxiety scale developed by Horwitz et al. (1986) examined the foreign language anxiety in these three basic headings. However, Mahmoozadeh (2012) used the adapted version of it in relation to students' "interlanguage system" under three different headings as "interlanguage meaning, grammar and phonology systems". Mahmoozadeh (2012) applied the questionnaire to university students who were grouped according to their achievement levels as "upper and lower intermediate". The results revealed that learners experience the highest levels of anxiety when they try to convey the meaning therefore,

"interlanguage meaning system" was found as the most anxiety leading factor in comparison to "interlanguage grammar and phonology systems".

Another comparison made between the gender of the respondents in terms of speaking anxiety. The results demonstrated that female participants experience more anxiety in terms of "interlanguage phonology and meaning system" than male participants. However, girls feel themselves more comfortable and less stressful in terms of grammar system. Last of all, there is a positive relationship between their levels of proficiency and anxiety. The upper intermediate learners tend to be more anxious while speaking however the lower intermediate learners experience less anxiety. It can be concluded that the more the achievement level of learners increases, the more their anxiety levels increase. The findings of this study showed difference with Tianjian (2010) and Tsai (2014). In their studies, lower achievement groups felt higher anxiety levels on the contrary to the findings of this study.

Summary

In this section, the theoretical information related to the speaking anxiety are presented. Also, the studies related to speaking anxiety and the sources of it held both in Turkey and out of Turkey can be found. The researches on speaking anxiety present that majority of foreign language learners suffer from speaking anxiety. The anxiety levels can show difference according to various issues such as gender, proficiency levels, experience of abroad, personal traits, activity types...etc. The most common sources of foreign language speaking anxiety found in the studies are negative assessment of peers or instructors, worrying about making mistakes and exams, feeling less competent than others, lack of knowledge, instructors' behaviors in the classroom. In the next section the methodology and the findings about the foreign language speaking anxiety of this study will be presented.

Chapter III

Methodology

Introduction

This chapter presents the information about the design of the research. The process of data collection and analysis, settings and participants are explained in a detailed way.

The Aim of the Study and Research Questions

The main purpose of this study is to reflect the level and the sources of foreign language speaking anxiety experienced by EFL learners in English language classes. Also, in order to overcome EFL speaking anxiety the opinions of teachers have also been investigated and presented. In order to achieve this aim, the following research questions have been addressed;

RQ1. To what extent do Turkish EFL students experience speaking anxiety in English language classes?

RQ2. Does the level of speaking anxiety differ according to gender ?

RQ3. Is there a difference in speaking anxiety levels of 1st year and 4th year students ?

RQ4. Does the speaking anxiety level of students differ according to their experience of abroad?

RQ5. What are the causes of speaking anxiety in English language classes?

RQ6. How do learners consider themselves regarding their speaking anxiety?

RQ7. How do teachers view their students' speaking anxiety in English language classes ?

RQ8. What are the recommendations of teachers to overcome students' speaking anxiety in English language classes?

Research Design

In this study, it is aimed to find out the sources and the level of speaking anxiety of EFL students in English classes. To perform this aim, two different ways of data collection were employed. A foreign language speaking anxiety scale was applied to participants to reach the data about their speaking anxiety levels. The questionnaire also aims to reveal the relationship between speaking anxiety and different components including gender, abroad experience and period of language education. On the other hand, in order to get detailed information about the sources of speaking anxiety, semi-structured interviews were held with both students and teachers. In the interviews, four questions were addressed to students. The data were collected via open-ended questions then the results of the interviews were compared to those of the questionnaire. The interviews were held in Turkish in order not to lead any misunderstandings and in order to let students to explain their opinions in a detailed way. The interviews were transcribed and translated into English. The data obtained via interviews were analyzed thematically. The reasons of speaking anxiety were categorized into themes. 16 Themes were analyzed in total, however these themes were presented under five main headings in relationship with each other and literature review. The questions in students' interviews aim to find out how students feel while speaking English and the sources of their speaking anxiety in English classes. Teachers were also addressed two open-ended questions aiming at finding out their opinions about the reasons of their students' anxiety in English classes. The teachers' interviews also aim to find out their recommendations to make learners feel more comfortable while speaking English in the classroom.

Participants of Study

In this study, the sample group consists of 1st and 4th year students studying in ELT department at COMU in spring term of 2016-2017 education year. The number of 1st year students included in the study is 94 and the number of 4th year students included in the study

is 78 out of 172 students. 66 students are males whereas 106 students are females. The students are accepted to this department via national university placement exams. Students have also English courses at high school. Most of the students participate in English language preparatory program for a year before starting their first year education. In preparatory program, they have twenty two hours of English classes a week. They attend to various courses including listening and speaking, writing, reading and main course. In prep classes, students have five hours of listening and speaking courses. Their mother tongue is Turkish and they learn two foreign languages in their department while students are majoring in English language teaching they also learn a second foreign language. This study focuses only on English courses. The students have speaking courses only in their 1st year of their education however they have courses supporting their improvement of speaking after the 1st year. The 1st year students have 3 hours of speaking classes in a week. They also have reading and writing, grammar, listening classes. Students don't have speaking classes in their 4th year. The 4th year students have courses related to their profession. The overall age range is between 18- 22.

Interviews were held with randomly selected 30 students in sample group. The number of 1st year students included in the interviews is 15 and the number of 4th year students included in the interviews is 15. At the same time, in order to get information in depth, 10 teachers were also interviewed. The instructors interviewed in this study are also teaching English at COMU.

Data Collection

In this study, an adapted version of Foreign Language Classroom Anxiety Scale (FLCAS) with 5 likert scale developed by Horwitz et al.(1986), is used to gather the data. The original questionnaire consists of 33 items. However the adapted version of foreign language

speaking anxiety questionnaire (FLSAQ) consisting of 18 items that were adapted by Saltan (2003) and also used in the study of Öztürk & Gürbüz (2013) was applied to students. The items in the adapted version of questionnaire were found to be directly related to foreign language speaking anxiety in the study held by Saltan (2003) therefore, the adapted version of questionnaire was used in this study. The reliability value of adapted version of foreign language speaking anxiety questionnaire was found as $\alpha = .92$ in this study. The questionnaire was applied in English as it was assumed that students' level of English is enough to complete the questionnaire. However, the researcher made explanation when students need help to avoid any misunderstandings. The questionnaire was also used to gather data about students' age, class and abroad experience. The students participated to study voluntarily. They were informed that their responses would be kept confidential and only used for academic purposes. They were also informed not to add any personal information while filling the questionnaire. As a last step, the data gathered via questionnaires were analyzed statistically by means of Statistical Package for the Social Sciences (SPSS) version 21. In order to analyze the data, descriptive statistics were used to find out the mean scores of the items in the questionnaire. Independent samples t-test was also conducted to find out the relationship between speaking anxiety and gender, abroad experience and period of language education.

In order to collect the data about the opinions of teachers on students' speaking anxiety and cope with speaking anxiety in EFL classes, open-ended questions (See Appendices 2-3) were addressed to both teachers and students. The interviews were held both with students and teachers to get detailed answers and support the results.

Students were addressed four open-ended questions. The interviews were held in Turkish with students in order to avoid any misunderstandings and to get detailed answers. Approximately 10 minutes were spent in each interview. The time spent in the interviews changed according to the length of the answers given by participant. The students participated in interviews

voluntarily and the interviews with students were recorded via a recorder. The voice records were saved in mp3 format. The interviews were transcribed and translated into English. Approximately, an hour was spent for transcribing each interview. Lastly, thematic analyses were held and the categorization was made according to the most frequent themes found in the responses. Totally, five main categories related to sources of speaking anxiety in students' perspective were found. The frequencies of categories were presented in percentages.

Teachers answered two open-ended questions about the sources of their students' speaking anxiety in English classes and their recommendations to reduce English speaking anxiety. The interviews were held in both Turkish and English. The data were collected in two ways; face to face interviews and e-mails. The teachers answered the questions via e-mails or if the instructors' schedule fit, the researcher got an appointment from the instructor and held face to face interview. An interview with an instructor nearly took half an hour. The responses of teachers were not recorded but notes were taken during the interviews. A clean copy of the notes taken during the interviews were made by researcher. Thematic analyses were done according to the most frequent themes in the responses of teachers. Four main themes related to sources of speaking anxiety were found according to teachers' responses. There were found three categories in suggestions to reduce speaking anxiety in English classes. The themes were presented in percentages.

Summary

In this chapter, the methodology, the design of this research and the information about the data collection tools and the population are presented.

Chapter IV

Findings

Introduction

In this chapter, the results of data analysis of current study are presented. The findings of both quantitative and qualitative data are presented in relation to research questions.

The level of Speaking Anxiety

In this section, the findings of the first research question are presented in accordance with the results of questionnaire.

The scores of foreign language speaking anxiety questionnaire revealed the anxiety levels of the students. In order to investigate the anxiety levels of respondents the mean scores of the items of questionnaire were computed. The mean values of participants' responses were calculated.

The overall mean score of respondents ($M= 2.51$, $SD= 0.793$) show that the participants have moderate level of speaking anxiety in general. The mean scores of respondents change from 1 to 4,67. It can be concluded that the participant group includes both the learners experiencing English speaking anxiety at the lowest level at the same time there are students who feel anxiety at the highest level.

The mean scores of each item can be seen in table 2 below. As it is seen in table 2, the items with highest mean scores are item 13, item 2 and item 1. The first highest mean score is seen in item 13 "*I feel very self-conscious about speaking English in front of other students*" ($M= 3.01$, $SD= 1.19$).

Table 1

The Mean Values of Items in FLSAQ

Items in FLSAQ	Mean	SD
17. I am afraid that the other students will laugh at me when I speak English.	1.90	1.12
6. I get embarrassed to volunteer answers in English classes.	2.33	1.16
4. I get frightened when I don't understand what the teacher is saying in English.	2.33	1.16
10. I am afraid that my English teacher is ready to correct every mistake I make.	2.35	1.30
15. I get nervous when I don't understand every word my English teacher says.	2.35	1.15
3. I tremble when I know that I am going to be called on in English classes.	2.42	1.10
7. I feel nervous while speaking English with native speakers.	2.42	1.23
12. I always feel that the other students speak English better than I do.	2.48	1.29
9. I don't feel confident when I speak English in classes.	2.49	1.24
16. I feel overwhelmed by the number of rules I have to learn to speak English.	2.53	1.14
11. I can feel my heart pounding when I am going to be called on in English classes.	2.58	1.16
14. I get nervous and confused when I am speaking in English classes.	2.60	1.25
8. I get upset when I don't understand what the teacher is correcting.	2.62	1.16
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.66	1.23
5. I start to panic when I have to speak without preparation in English classes.	2.69	1.29
1. I am never quite sure of myself when I am speaking in English.	2.73	1.17
2. I am afraid of making mistakes in English classes.	2.76	1.17
13. I feel very self-conscious about speaking English in front of other students.	3.01	1.19

It can be concluded that students feel nervous while speaking English in front of their classmates in the classroom. The second highest mean score is seen in item 2 "*I am afraid of making mistakes in English classes*" ($M= 2.76$, $SD= 1.17$). The results show that fear of making mistakes is a significant stressor for the students in this study. The third highest score

can be seen in item 1 "*I am never quite sure of myself when I am speaking in English*" ($M= 2.73$, $SD= 1.17$). It can be understood that students don't feel confident while speaking English in the classroom and it can increase their speaking anxiety.

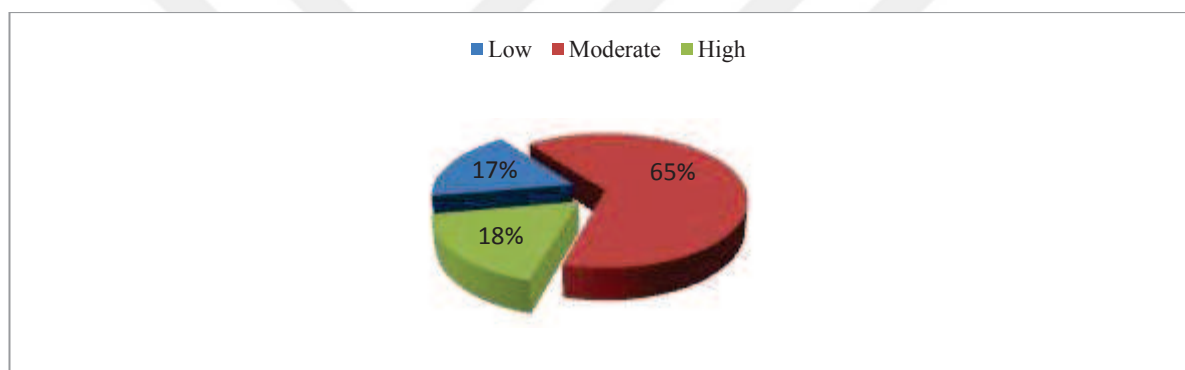
The lowest mean scores can be seen in item 17, item 6 and item 4. The first lowest mean score is seen in item 17 "*I am afraid that the other students will laugh at me when I speak English*" ($M= 1.90$, $SD= 1.12$). It can be understood by the mean score of this item that students see their peers as anxiety provoking factor while speaking in the classroom. It is seen that fear of negative evaluation can be an anxiety leading factor to some extent for students in this study. The second lowest mean score is seen in item 6 "*I get embarrassed to volunteer answers in English classes*" ($M= 2.33$, $SD= 1.16$) as it can be seen in the mean score of this item that the students find speaking and participating in English course as anxiety leading to some extent however there are more anxiety provoking factors for students in the classroom as mentioned above. The third highest mean score can be seen in item 4 "*I get frightened when I don't understand what the teacher is saying in English*" ($M= 2.33$, $SD= 1.16$). It is seen that students find understanding the input provided by the teacher as anxiety leading to some extent.

The scores of items of foreign language speaking anxiety questionnaire change from 1 to 5. 1 stands for *strongly disagree*, 2 for *disagree*, 3 for *not sure*, 4 for *agree* and 5 for *strongly agree*. As mentioned above, the scores were grouped into three levels of anxiety categories according to the formula in the studies of Aydın (2001) and Saltan (2003). The calculation formula applied in this research is presented below;

Low	Mean - Standard deviation= Scores lower than this
High	Mean + Standard deviation= Scores higher than this
Medium	The scores between Mean - Standard deviation and Mean + Standard deviation

Figure 1. The categorization procedure of FLSAQ scores

The scores lower than 1,71 demonstrated low levels of foreign language speaking anxiety. The scores between 1,72 - 3,30 represented moderate levels of anxiety and the scores higher than 3,30 showed high level of anxiety. According to this procedure, the scores of respondents were grouped into three categories as low, high and moderate. The percentages of three categories were presented in the figure 2 below.



$N= 172$ $M= 2.51$ $SD= .793$

Figure 2. The percentages of anxiety groups

As demonstrated in Figure 2, majority of respondents show moderate level of English speaking anxiety and % 18 of the students experience high level of speaking anxiety. On the other hand, % 17 of the respondents have low level of speaking anxiety.

In total, it is clear that % 83 of the participants in this study, feel English speaking anxiety to some extent. Therefore, these students have either high or moderate level of speaking anxiety.

Gender Differences in English Speaking Anxiety Level

In this section, the findings of the second research question are presented in accordance with the results of questionnaire.

Table 2

The Anxiety Differences in Genders

Gender	N	Mean	SD	p
Male	66	2.11	.703	.000
Female	106	2.76	.745	

Table 2 reveals that females differ from males significantly in terms of speaking anxiety ($p=.000$). It is seen that female students ($M= 2.76$, $SD= 0.745$) experience higher speaking anxiety levels in English classrooms in comparison to male students ($M= 2.11$, $SD= 0.703$). However, when the mean scores are compared there isn't a big amount of difference between two groups. It can be concluded that both groups reflect moderate level of speaking anxiety in English classes.

The independent t-test results revealed that there is a significant difference between male and females. In order to investigate the items which show the highest difference in terms of gender, the mean scores of the items in the questionnaire were compared in accordance with gender. The results of the analysis are demonstrated in the following table.

Table 3

The Differences in Mean Scores of Items According to Gender

	Gender	N	Mean	SD
1. I am never quite sure of myself when I am speaking in English.	Male	66	2.29	1.07
	Female	106	3.01	1.15
2. I am afraid of making mistakes in English classes.	Male	66	2.27	1.06
	Female	106	3.07	1.14
3. I tremble when I know that I am going to be called on in English classes.	Male	66	2.09	1.06
	Female	106	2.62	1.09
4. I get frightened when I don't understand what the teacher is saying in English.	Male	66	1.89	1.04
	Female	106	2.60	1.15
5. I start to panic when I have to speak without preparation in English classes.	Male	66	2.11	1.09
	Female	106	3.06	1.28
6. I get embarrassed to volunteer answers in English classes.	Male	66	1.89	.963
	Female	106	2.59	1.20
7. I feel nervous while speaking English with native speakers.	Male	66	2.00	1.20
	Female	106	2.69	1.19
8. I get upset when I don't understand what the teacher is correcting.	Male	66	2.21	1.11
	Female	106	2.88	1.11
9. I don't feel confident when I speak English in classes.	Male	66	2.02	1.07
	Female	106	2.78	1.25
10. I am afraid that my English teacher is ready to correct every mistake I make.	Male	66	2.06	1.21
	Female	106	2.54	1.32
11. I can feel my heart pounding when I am going to be called on in English classes.	Male	66	1.95	.968
	Female	106	2.97	1.11
12. I always feel that the other students speak English better than I do.	Male	66	2.14	1.16
	Female	106	2.70	1.32
13. I feel very self-conscious about speaking English in front of other students.	Male	66	2.94	1.08
	Female	106	3.12	1.34
14. I get nervous and confused when I am speaking in English classes.	Male	66	2.14	1.12
	Female	106	2.89	1.25
15. I get nervous when I don't understand every word my English teacher says.	Male	66	1.97	1.02
	Female	106	2.59	1.17
16. I feel overwhelmed by the number of rules I have to learn to speak English.	Male	66	2.26	1.12
	Female	106	2.71	1.12
17. I am afraid that the other students will laugh at me when I speak English.	Male	66	1.52	.899
	Female	106	2.14	1.18
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	Male	66	2.17	1.01
	Female	106	2.96	1.26

As demonstrated in Table 3, the item 13 has the highest mean scores in two groups. Item 13 *"I feel very self-conscious about speaking English in front of other students"* shows the highest score in both female group ($M= 3.12, SD= 1.34$) and male group ($M= 2.94, SD= 1.08$). Therefore, the findings show that students find speaking in front of their classmates as the most anxiety provoking factor in the questionnaire.

The second highest mean score can be found in item 1 *"I am never quite sure of myself when I am speaking in English"* in male group ($M= 2.29, SD= 1.07$) on the other hand, item 2 *"I am afraid of making mistakes in English classes"* has the second highest mean score in female group ($M= 3.07, SD= 1.14$). However, males ($M= 2.27, SD= 1.06$) show lower level of speaking anxiety in item 2 and this item has the third highest mean score in male group. It is seen in the results that possibility of making mistakes is a more significant stressor for females. There is also a significant difference between the mean scores of item 2 in terms of genders. The percentages of answers given to item 2 can be seen in figure 3 below.

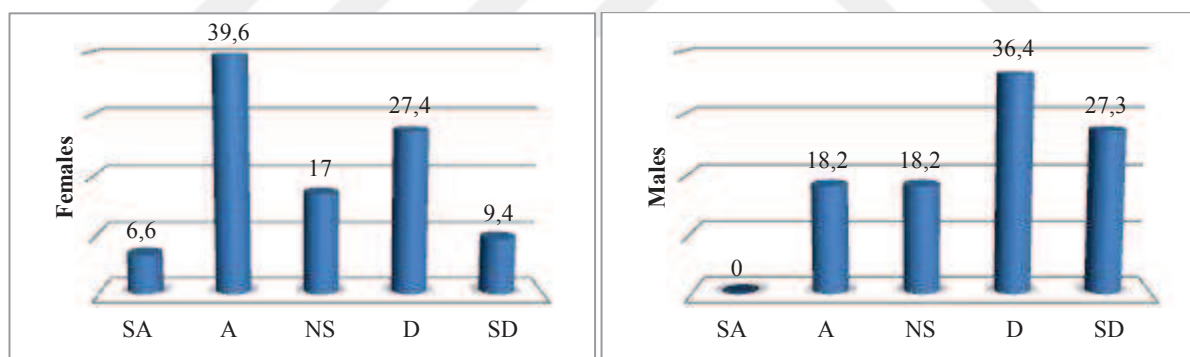


Figure 3. The percentages of item 2 according to genders

Figure 3 demonstrates that no one, in general, in male group strongly agrees on this item. Nearly, half of the female students reported that they have fear of making mistakes while speaking English in the classroom. On the other hand, approximately % 64 of male students rejected this feeling.

The female group has the third highest mean scores in item 5 *"I start to panic when I have to speak without preparation in English classes"*. There also is a significant difference in

the responses given to item 5 in terms of genders. According to survey results, lack of preparation can be more anxiety provoking factor for females ($M= 3.06$, $SD= 1.28$) than males ($M= 2.11$, $SD= 1.09$).

The second highest difference in mean scores of the two groups can be seen in item 11 "*I can feel my heart pounding when I am going to be called on in English classes*". It can be concluded that speaking in front of others causes higher level of anxiety in female group ($M= 2.97$, $SD= 1.11$) than in male group ($M= 1.95$, $SD= .968$). At the same time, item 11 has the fourth highest mean score in female group.

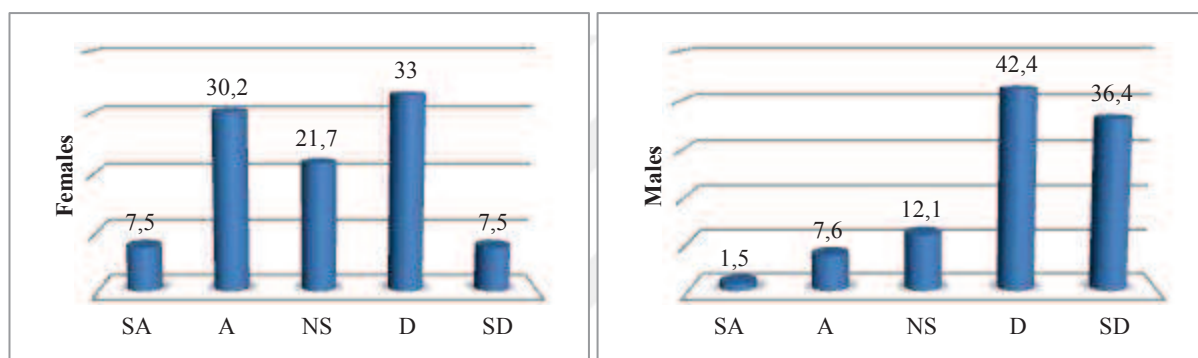


Figure 4. The percentages of item 11 according to genders

Figure 4 reveals that majority of males reject the feeling of anxiety when their names are called on to speak English in the classroom. Approximately % 79 of males response this item in a negative way whereas females accept it. According to the results, nearly % 30 of female students agree that they feel excited when they are asked to speak English in the classroom. On the other hand, nearly % 22 of them didn't have an exact idea about this item. Only % 33 of female learners reported that they don't get anxious when they are asked to speak in English class.

On the other hand, the fourth highest mean score in male group can be seen in item 16 "*I feel overwhelmed by the number of rules I have to learn to speak English*". The mean scores of the responses belong to females ($M= 2.71$, $SD= 1.12$) and males ($M= 2.26$, $SD=$

1.12) are nearest in this item. However, females show higher level of speaking anxiety in terms of overwhelming impact of the rules to be learned in order to speak English.

Item 11 "*I can feel my heart pounding when I am going to be called on in English classes*" has the fifth highest score in female group ($M= 2.97$, $SD= 1.11$). However, the fifth item in male group ($M= 2.21$, $SD= 1.11$). is item 8 "*I get upset when I don't understand what the teacher is correcting*". It can be seen that females feel more anxious when they participate in English courses and speak in front of others however males get more anxious when they can't understand the correction done by the teacher.

In both groups, item 17 "*I am afraid that the other students will laugh at me when I speak English*" has the lowest mean scores. Males ($M= 1.52$, $SD= 0.899$) and females ($M= 2.14$, $SD= 1.18$) show the lowest level of anxiety in item 17. The mean scores of item 17 in the groups reveal that being negatively evaluated create speaking anxiety to some extent in both groups.

The statistical analysis results showed that there is a significant difference between females and males in terms of speaking anxiety levels. However, when the mean scores are compared, they are similar to each other. Although there isn't a high difference between the answers of the two groups, the items having the highest and the lowest mean scores in the two groups were presented in this section.

The Effect of Language Education on Learners' English Speaking Anxiety

In this part, the effect of years spent in learning English on speaking anxiety is demonstrated. The responses and mean values of the 1st year students and 4th year students' are presented. As mentioned in previous parts, both groups of learners studied English in prep class for one year.

1st year students are at the beginning of their university education and have less experience in English speaking in comparison to 4th year students who are studying the last

year of their university education and they have been using English actively in classroom for four years whereas the first class students have been using English only for one year. The effect of this difference between the speaking anxiety levels of students can be seen in the following table.

Table 4

The Anxiety Differences between Classes

Classes	N	Mean	SD	p
1 st year	94	2,53	.830	.771
4 th year	78	2,49	.085	

As it can be seen in table 4, the mean scores of both groups don't differ significantly in terms of speaking anxiety levels ($p=.771$).

This results showed that the period of language education doesn't affect the level of speaking anxiety as the 1st year students have been taking English language education for one year whereas 4th year students have been taking English language education for 4 years. Although there is a significant difference in terms of the periods of language education in two groups there is not a significant difference in terms of speaking anxiety levels between 1st year and 4th year students.

The Impact of Abroad Experience on Speaking Anxiety in English Classes

The fourth research question related to effect of abroad experience on speaking anxiety level of learners was answered in this part. The questionnaire also gathered data about learners' abroad experiences. Although the number of the students who have been abroad is limited, it was considered to be an important identifying factor of speaking anxiety as Saito & Iida (2015) found that the abroad experience increases the self-esteem of learners while speaking English as these learners also have experience in using target language thus, it was

concluded that abroad experience can decrease foreign language anxiety. Therefore, the impact of abroad experience was seen necessary to be investigated. In order to find the answer to the fourth research question independent-samples t-test was conducted on data. The results of independent-samples t-test can be found in the table 5.

Table 5

The Differences in Speaking Anxiety Levels According to Abroad Experience

Abroad Experience	N	Mean	SD	p
Yes	51	2,29	.757	.016
No	121	2,60	.792	

Table 5 shows that the anxiety levels change in accordance with abroad experience in a meaningful way statistically ($p=.016$). According to the independent-samples t-test results, the learners who have been abroad at least once in their lives ($M= 2.29$, $SD= 0.757$) feel lower levels of speaking anxiety in English classes. However, the respondents who have never been abroad before ($M= 2.60$, $SD= 0.792$) experience higher levels of anxiety.

Table 6

The Differences in Mean Scores of Items According to Abroad Experience

	Abroad Experience	N	Mean	SD
1. I am never quite sure of myself when I am speaking in English.	No	121	2.83	1.18
	Yes	51	2.49	1.12
2. I am afraid of making mistakes in English classes.	No	121	2.88	1.16
	Yes	51	2.47	1.17
3. I tremble when I know that I am going to be called on in English classes.	No	121	2.50	1.11
	Yes	51	2.22	1.03
4. I get frightened when I don't understand what the teacher is saying in English.	No	121	2.37	1.17
	Yes	51	2.24	1.14
5. I start to panic when I have to speak without preparation in English classes.	No	121	2.77	1.29
	Yes	51	2.51	1.30
6. I get embarrassed to volunteer answers in English classes.	No	121	2.47	1.17
	Yes	51	1.98	1.06
7. I feel nervous while speaking English with native speakers.	No	121	2.52	1.23
	Yes	51	2.20	1.21
8. I get upset when I don't understand what the teacher is correcting.	No	121	2.82	1.14
	Yes	51	2.16	1.06
9. I don't feel confident when I speak English in classes.	No	121	2.58	1.25
	Yes	51	2.27	1.18
10. I am afraid that my English teacher is ready to correct every mistake I make.	No	121	2.40	1.33
	Yes	51	2.24	1.22
11. I can feel my heart pounding when I am going to be called on in English classes.	No	121	2.68	1.19
	Yes	51	2.35	1.09
12. I always feel that the other students speak English better than I do.	No	121	2.63	1.29
	Yes	51	2.14	1.23
13. I feel very self-conscious about speaking English in front of other students.	No	121	3.04	1.32
	Yes	51	3.00	1.13
14. I get nervous and confused when I am speaking in English classes.	No	121	2.74	1.27
	Yes	51	2.27	1.16
15. I get nervous when I don't understand every word my English teacher says.	No	121	2.36	1.13
	Yes	51	2.35	1.21
16. I feel overwhelmed by the number of rules I have to learn to speak English.	No	121	2.69	1.17
	Yes	51	2.18	.974
17. I am afraid that the other students will laugh at me when I speak English.	No	121	2.02	1.19
	Yes	51	1.63	.871
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	No	121	2.72	1.19
	Yes	51	2.51	1.31

It can be seen in table 7 that item 13 has got the highest mean score in both groups. However, the students who have abroad experience ($M= 3.00$, $SD= 1.13$) show lower level of speaking anxiety than the students who haven't been abroad before ($M= 3.04$, $SD= 1.32$). Although the mean scores of the two groups are similar to each other, the positive impact of abroad experience can be seen on speaking anxiety levels of students.

The students who haven't been abroad before have their second highest anxiety in item 2 "*I am afraid of making mistakes in English classes*". The mean score of item 2 is higher in the group of students who don't have abroad experience ($M= 2.88$, $SD= 1.16$) than in the group of students with abroad experience ($M= 2.47$, $SD= 1.17$). It can be seen that abroad experience reduces the fear of making mistakes. The experience in using English and self-confidence related to this experience can be the reasons of this difference. The students who have been abroad have the second highest scores in item 5 "*I start to panic when I have to speak without preparation in English classes*" and item 18 "*I get nervous when the English teacher asks questions which I haven't prepared in advance*". It can be seen in the mean value of item 5 that the students having abroad experience ($M= 2.51$, $SD= 1.30$) find speaking English without preparation stressful. The similar mean values can be seen in the mean score of item 18 which is also related to preparation, in the group of students with abroad experience ($M= 2.51$, $SD= 1.31$). It can be concluded that time for preparation given before speaking can reduce the stress of students. However, the positive impact of abroad experience can be seen in terms of preparedness in the mean scores of item 5 as it can be seen that the students who haven't been abroad ($M= 2.77$, $SD= 1.29$) feel more nervous while speaking spontaneously .

The students who haven't been abroad also have high mean score in item 1 "*I am never quite sure of myself when I am speaking in English*" which has the third highest scores in both groups. The students haven't been abroad ($M= 2.83$, $SD= 1.18$) feel more anxious while

speaking English in comparison to students with abroad experience ($M= 2.49$, $SD= 1.12$). It can be understood that the experience of abroad can increase the self-confidence of students as the students can have experience in using English therefore, they can feel less stressful while speaking English in the classroom.

The lowest score in the group of students with abroad experience can be seen in the item 6 "*I get embarrassed to volunteer answers in English classes*". The students having abroad experience ($M= 1.98$, $SD= 1.06$) can show more eagerness to participate in English courses and they can feel more comfortable while speaking in front of others in the classroom in comparison to students who haven't abroad experience ($M= 2.47$, $SD= 1.17$).

The lowest mean score in the group of students who don't have an experience of abroad ($M= 2.02$, $SD= 1.19$) can be found in item 17 "*I am afraid that the other students will laugh at me when I speak English*". It can be seen that students experience fear of negative evaluation to some extent however the impact of it is lower than the other items in the questionnaire. It can be associated with the low number of students who have been abroad. As it is seen in the table 7, majority of the students haven't been abroad therefore, most of the students haven't experience of using English out of Turkey. Due to low number of students who have the opportunity of being abroad, they may not feel stressful while speaking English as most of the other students in the classroom also don't have abroad experience.

The students who have been abroad ($M= 2.14$, $SD= 1.23$) have the second lowest score in item 12 "*I always feel that the other students speak English better than I do*". It can be understood that peer comparison can have low impact on the learners who have abroad experience in terms of speaking anxiety.

The second lowest mean score in the group of students who haven't been abroad ($M= 2.36$, $SD= 1.13$) can be seen in item 15 "*I get nervous when I don't understand every word my English teacher says*". Also, the students with abroad experience

($M= 2.35$, $SD= 1.21$) have similar mean scores in the item 15. It can be understood that both groups of learners feel nervous when they don't understand the input provided by the teacher to some extent.

To sum up, it can be concluded that the abroad experience has a positive impact on students' speaking anxiety. The mean scores of the two groups of students are similar to each other however it is clear that the students who have abroad experience show lower levels of speaking anxiety in the items of questionnaire in comparison to the students who haven't been abroad before.

The Sources of English Speaking Anxiety in Classroom from Student's Perspective

This part presents the sources of speaking anxiety reported by students in English classrooms. In order to obtain data three questions aiming at revealing the causes of speaking anxiety were administered to students. The questions are;

- What hinders you in speaking English freely?
- Why do you feel nervous or stressful while speaking English in the classroom ?
- What makes you feel more comfortable while speaking English in the classroom ?

These three questions aim at finding out the sources of speaking anxiety therefore, the answers given to each question are similar to each other. The aim of asking these three questions is to avoid misunderstanding and get more detailed answers of participants. As a result of thematic analyses, it was seen that the themes in each questions were similar. The themes found out by thematic analyses are presented in the following figure;

Category	Themes
What hinders you while speaking English ?	Topics, peer effect, activity types, fear of public speaking, teacher as a source of anxiety, fear of making mistakes, fear of negative evaluation, preparedness, incompetency, perfectionist attitude, lack of experience.
Why do you feel nervous or stressful while speaking English in the classroom ?	Topics, peer effect, activity types, fear of public speaking, teacher as a source of anxiety, fear of making mistakes, fear of negative evaluation, preparedness, incompetency, perfectionist attitude, lack of experience.
What makes you feel more comfortable while speaking English in the classroom ?	Topics, peer effect, activity types, fear of public speaking, teacher as a source of anxiety, fear of making mistakes, fear of negative evaluation, preparedness.

Figure 5. Summary of themes of interviews

Figure 5 demonstrates the general themes found out in the interview analyses. It is seen that there have been found similar categories in each question. Therefore, the sources of speaking anxiety were determined according to the responses of three questions. The results of content analysis are presented by percentages in figure 6 below.

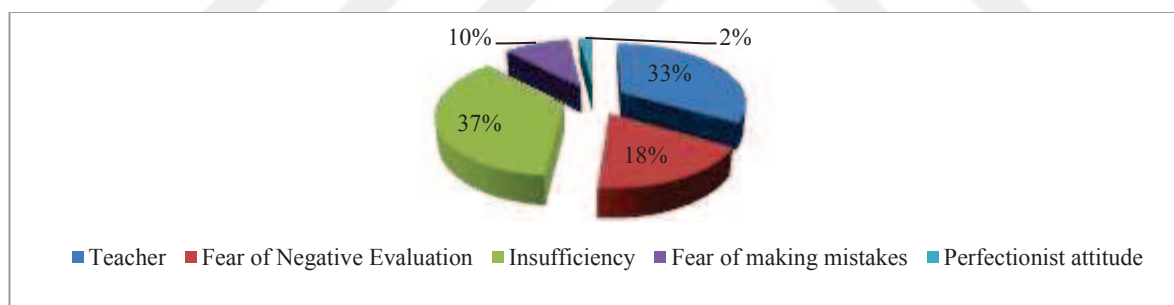


Figure 6. The main categories of speaking anxiety sources from student's perspective

Figure 6 presents five main sources of speaking anxiety in English classes in terms of student's perspective. The responses of learners revealed that the sources of their speaking anxiety are related to teachers, fear of making mistakes, fear of negative evaluation, perfectionist attitude and their insufficiency.

The sources of speaking anxiety related to insufficiency. The most crucial factor underlying students' English speaking anxiety is the feeling of insufficiency. 37 % of responses included the reasons related to insufficiency in English; their opinions about their English knowledge, feelings of preparedness or readiness and fear of public speaking.

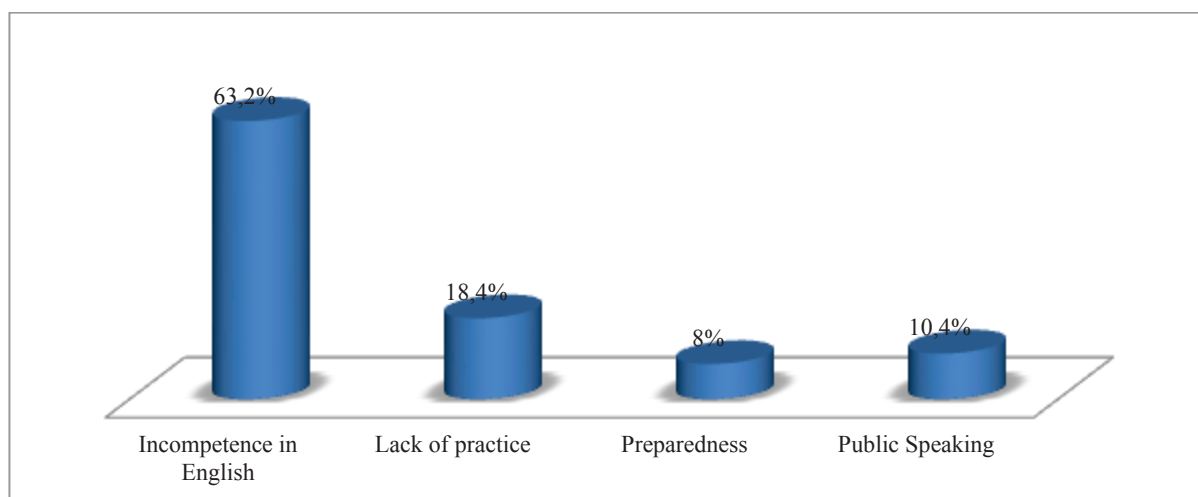


Figure 7. The percentages of insufficiency categories

As seen in Figure 7, the most popular reasons of speaking anxiety stem from the feeling of incompetence in different areas of English. Students reported that the linguistic difficulties cause speaking anxiety. Students stated that they have hard times to remember the words or applying the rules while speaking. According to the responses of participants, four areas were found in relation to their incompetency.

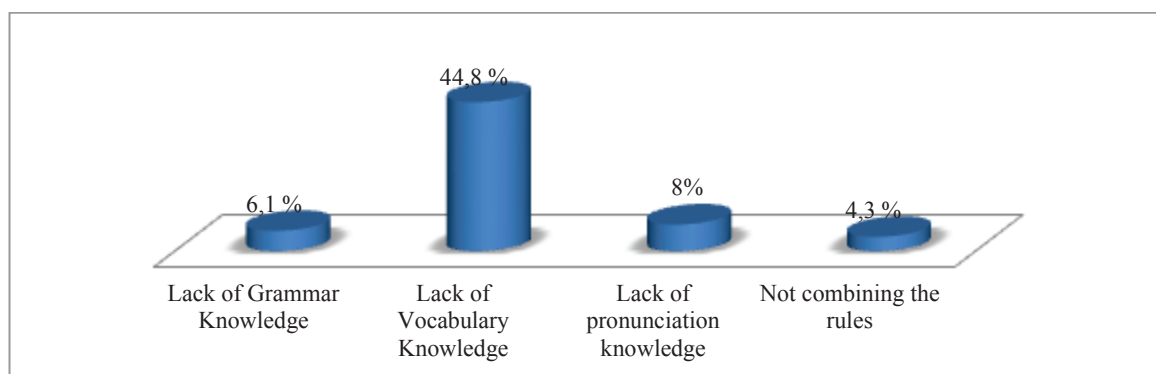


Figure 8. The Percentages for the Areas of Incompetency

Figure 8 reveals that nearly half of the students feel lack of vocabulary while speaking English. Therefore, the learners get anxious as they have problems in translating their ideas into English. In the responses of students, it is seen that students can't find the necessary vocabulary to explain their opinions in English therefore, they feel stressful or nervous when they can't translate their opinions into English. The example sentences taken from the students' interviews below show the relationship between lack of translation and speaking anxiety experienced by students. The words of a 1st year student explain the feeling of anxiety caused by lack of vocabulary;

S 1: The only reason why I can't tell the things on my mind is lack of vocabulary. I think rich knowledge of vocabulary is definitely advantageous. At least, In order to tell the things on my mind I need to know necessary vocabulary. I have trouble when I can't translate the things on my mind. I think that my vocabulary knowledge should improve.

The findings of interviews revealed that students don't want to speak in English as they can't express their ideas in English and this leads to silence. A learner explains her reason of silence in the following way;

S 2: The vocabulary knowledge... Sometimes, I can't translate the sentences into English. I don't think that my sentence in English is enough or I can't make English sentence on my mind. In that moment, I feel lack of vocabulary knowledge. I can't make the sentence in exact meaning that I want to say so I change my mind about making sentences and I don't make sentence.

The other stated reasons include lack of pronunciation and grammar knowledge. Students hesitate to pronounce the words or they are afraid of making mistakes because of their lack of knowledge. Although it has a small percentage, some students cannot apply the

grammar rules or choose the right words to express their ideas while speaking English in the classroom.

The second source of speaking anxiety reported in the interviews was lack of practice in speaking. Learners mentioned about the limited opportunities and activities for speaking English in their education life. Especially, before coming to university, they stated that they studied grammar in general and the skill of speaking wasn't emphasized or supported via activities in the classroom. Therefore, this lack of speaking experience influences their university life too. A 1st year student mentions about her lack of speaking experience in the following way;

S 13: Also, I don't have practice in speaking English, I firstly started to speak English at university. At high school, I studied English but we didn't study listening or speaking in the courses. We had grammar lesson. Our teacher at high school said that you will learn speaking at university so I don't have background in terms of listening and speaking. This lack of experience influences me in the classroom and it makes me nervous.

Students also feel nervous when they are speaking in front of their classmates and teachers. Nearly, 11% of the responses included the fear of public speaking. A student explains his feelings when he is speaking in front of his classmates and teacher frankly in these sincere sentences below;

S 8: ...I don't want to stand in front of class and try to talk.... It is like leaving the secure field. Everybody stares at you and also, the silence... I feel like a victim.

The findings obtained from the questionnaire also support the interview analysis results. As item 13 has the highest mean score according to the results of the questionnaire.

Item 13 "*I feel very self-conscious about speaking English in front of other students*" has the highest mean score ($M= 3.01$, $SD= 1.19$) in the questionnaire. It reveals that most of the learners experience the anxiety in front of their classmates.

The questionnaire includes items related to speaking in front of the eyes of people in the classroom. One of the most important items emphasizing the fear of public speaking is item 11 "*I can feel my heart pounding when I am going to be called on in English classes*". According to the mean score of item 11 ($M= 2.58$, $SD= 1.16$) it can be seen that the learners feel nervousness at moderate level while speaking English in the classroom. As it was explained in the previous parts, the mean scores between 1,72 - 3,30 demonstrate moderate levels of speaking anxiety. Therefore, both findings of questionnaire and interviews reveal that fear of public speaking is seen as a factor leading to speaking anxiety.

The last category is preparedness. 8% of the reasons are about the time the learners need before speaking. According to the responses of students, students need enough think - time before they start speaking.

Table 7

The Mean Scores of Items Related to Preparation in FLSAQ

Items	N	Mean	SD
Item 18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	172	2,66	1,23
Item 5. I start to panic when I have to speak without preparation in English classes.	172	2,69	1,29

Table 7 presents the overall mean scores of item 18 and item 5. It can be seen that participants showed a moderate level of anxiety when they are not prepared for speaking English. Therefore, the results of questionnaire support the findings of interview analysis.

A learner expresses the difficulty she experiences while speaking English without any preparation in the classroom;

S 29: *I can't speak spontaneously, I need to get prepared beforehand...*

According to the answers of the students, they can feel themselves more efficient if they get prepare before speaking English.

Teacher as a source of speaking anxiety. The second main area identified in the responses of participants is speaking anxiety stemming from the teacher. Most of the students see the teacher as a significant factor in terms of speaking anxiety in the classroom. High number of students mentioned about teacher related sources of speaking anxiety in English classes.

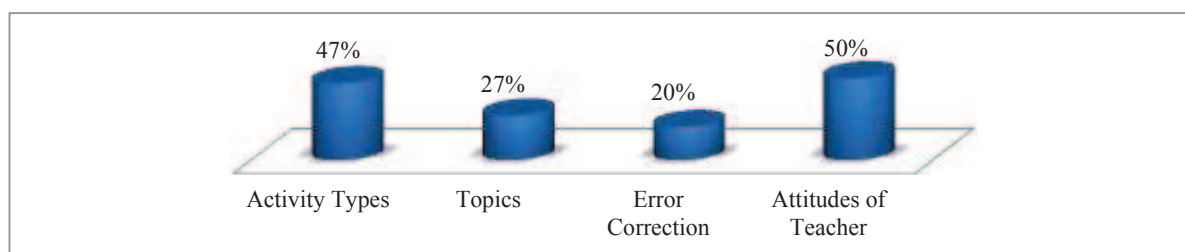


Figure 9. The percentages of responses related to teacher as a source of speaking anxiety

* A student can state more than one reason.

Figure 9 presents the amount of participants seeing teacher as a source of speaking anxiety in the classroom. Half of the learners find the attitudes of teacher as a determining element of their speaking anxiety level. The sentences of a respondent reveal how the attitudes of teacher affect her;

S 17: *It depends on teacher so much ... The teacher's way of speaking affects me so much; whether s/he speaks friendly or formally. If the teacher behaves to us sincerely or in a comfortable way, I feel myself comfortable too.*

Student 9 gives a similar answer and mentions that;

S 9: *The teacher shouldn't be authoritative. It can break my motivation, I need to love teacher, course and the way of teaching.*

As mentioned above by the student, not only the behaviors of teachers can lead speaking anxiety but also the way of teaching can affect speaking anxiety of students. The

analysis of interview data revealed that the topics and activity types used in English classes are also significant in terms of speaking anxiety.

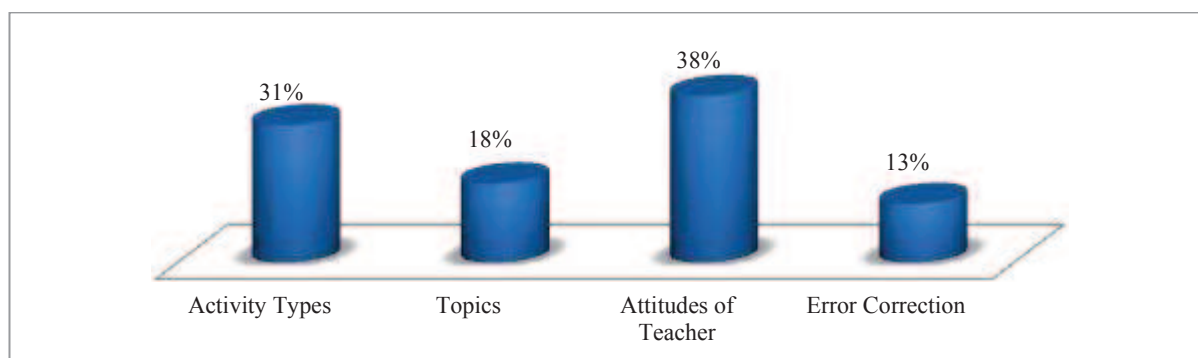


Figure 10. The percentages of categories in the theme of teacher as a source of speaking anxiety

As shown in figure 10, the second highest rank belongs to activity types in the group. According to the answers of students, group or pair works make students feel more comfortable in the classroom. A 1st year student explains her choice of activity with an example from their English course;

S 15: I feel more comfortable in group work. For example; in our last course we played a game as a group and I felt myself more relaxed. I expressed my opinions in a more comfortable way. If it had been individual I would have felt more stressful.

The other category is related to topics of discussion in English classes. Students prefer familiar topics in which they have enough knowledge or enjoyable topics. According to their responses, when they don't like the topic or don't have knowledge about the topic they remain silent or feel more nervous while speaking. One of the 4th year students expresses her ideas in these words;

S 30: It depends on topic. If I know the answer of the question very well, I don't feel excited too much while I am answering the question because I know something and I can tell it. But for example, when I am asked the questions that I don't know well, I feel excited.

Another example answer illustrating this issue is ;

S 19: ... the topic I speak about makes me nervous. The topic is important you talk about, whether you have knowledge about it or not... If I have knowledge about the topic, I am more comfortable, but If I don't have knowledge about the topic it is more difficult...

As shown in sentences taken from the interviews, students see the topic and activity types as the sources of speaking anxiety in the classroom. Therefore, the activity types and topics used in English classes with a 49 % have an important impact on learners' speaking anxiety levels in the classroom.

The last source of speaking anxiety related to teacher is error correction. The responses of participants showed that the way of error correction done by the teacher can lead to anxiety and silence. One of the 1st year student explains her feelings in the following way;

S 3: Sometimes you want to speak, you want to tell your ideas but you hesitate, the source of it can be teacher sometimes. Because you think that you will be corrected by teacher.

Another student who thinks that correction can affect him negatively;

S 2: Without a big mistake, the teacher shouldn't make "correction". Because it can break speaker's determination.

In these examples, it seen that the students don't want to be corrected. As in line with the interview results, item 10 which shows the attitudes of learners towards error correction, shows that students experience anxiety when their errors are corrected by their teachers.

Students show moderate level of anxiety for error correction done by teacher. Item 10 "I am afraid that my English teacher is ready to correct every mistake I make" has a moderate mean score ($M= 2.35$, $SD= 1.30$). Therefore, it is clear that interview results support the

findings of the questionnaire. As both the findings of questionnaire and interview analyses demonstrate that learners experience speaking anxiety to some extent due to error correction. Both quantitative and qualitative analyses show that error correction is accepted as a source of speaking anxiety by students in this study.

The results of interview showed that some of the students can accept error correction however the timing of it is important according to them that can be seen in the sentences below;

S 18: I wish, the teacher didn't assess me or maybe just s/he can take notes while I am speaking and after my speech or at the end of my speech s/he can tell me my mistakes.

Another example related to timing of error correction is;

S 2: ...It is more logical to correct after speech...

Also, the way of correction can affect speaking anxiety levels of students. A 4th year student shares an anecdote ;

S 24: for example; I made a presentation two days ago and the teacher was interrupting me or correcting me, it bothered me. It broke my heart. I am a fourth class student and the teacher made it in an offending way. S/he didn't do in a soft way.

It can be concluded that not only how it is done but also when it is done, is important in terms of error correction for the students. It can create hesitation, nervousness or anxiety or it can lead to silence in the classroom.

The responses revealed that there can be sources of speaking anxiety related to teachers in classrooms. The behaviors of teachers, the way of teaching or error correction can change the anxiety levels of students in the classroom.

Fear of negative evaluation. The third area of speaking anxiety is the being evaluated negatively by peers. The 18% of responses include fear of being evaluated

negatively by peers. The sources of negative evaluation were reported as different achievement levels of English, high expectations and behaviors of peers in the interviews.

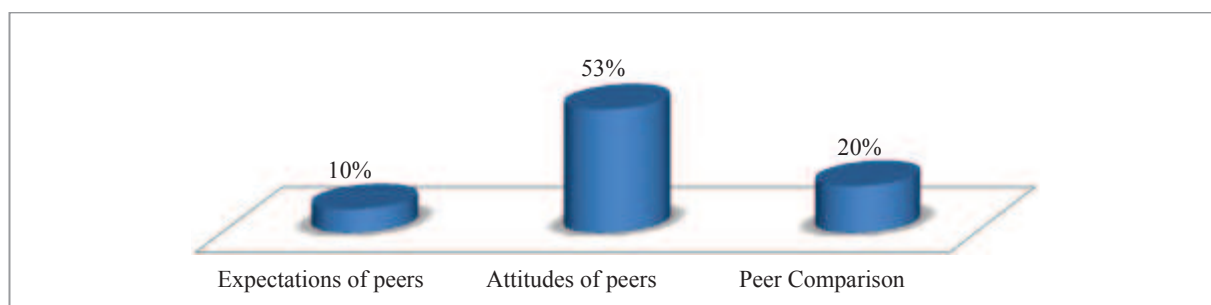


Figure 11. The Percentages of Students in Categories of Negative Evaluation

Figure 11 presents the percentages of students who find negative evaluation as a reason of speaking anxiety. According to the answers, more than half of the students become anxious as a result of their peers' attitudes. A 4th year student expresses her feelings in these sentences below;

S 28: *Actually, the attitudes of my friends in the class hinder me a little bit. Actually, most of the students can't speak well but there is a negative attitude towards students who speak bad.*

Another 4th student mentions about the feeling of being supported by classmates in these words;

S 18: *If I am stuck...so..I am affected by the classroom environment too much. If there is not a cooperation (between the learners), I don't like to speak or participate in the class... I think the trust and cooperation between the friends and nice topics are necessary in the classroom... My friends should be supportive rather than evaluative they should be helpful.*

The answers showed that students are afraid of showing their opinions when they are in contradiction with their classmates' opinions. They hesitate to express their ideas in the class for they would be labeled as antagonists and receive negative reaction due to their opposite ideas. A 1st year student thinks in this way;

S 3: *Above all of them, you can hesitate because you think that everybody can oppose you. In a topic, you can be the only person who supports it, you may find yourself insufficient.*

The second area is peer comparison. Students compare themselves with their classmates and this comparison can lead to speaking anxiety in the classroom. 20 % of the respondents mentioned about self-comparison and different proficiency levels in the classroom.

A 1st year student expresses her nervousness when she compares herself with other students in these sentences;

S 3: *If the other people in the classroom explain themselves in a better way in English. Maybe, you have the same opinions with other people however if you can't explain your ideas as better as the other students in the classroom, you feel nervous.*

A 4th year student expresses her silence due to better speaking classmates in these sentences;

S 29: *Actually, there are no people at the moderate level of speaking, there are people who can speak very well and people can't speak. So, I don't want to speak between the people who can speak English very well.*

As it can be seen in the interview results, peer comparison has a moderate mean score in the questionnaire results. As in line with the interview results, students show lower levels of speaking anxiety in the item 12 "*I always feel that the other students speak English better than I do*" ($M= 2.48$, $SD= 1.29$) which is related to peer comparison when it is compared to other items in the questionnaire.

In sum, comparing oneself to other students, is found as an anxiety leading factor as a result of it, students can keep their silence and it can break their motivation to speak English in classroom, however it doesn't affect students on a big scale in this study.

The last area which has the lowest score is expectations of peers. In this study, some students stated high expectations of their classmates as a reason of anxiety. It has 10% percentage, therefore, it can be concluded that it doesn't have a big impact on learners' speaking anxiety.

To sum up, students need support while speaking English in the classroom. Being evaluated adversely can increase their speaking anxiety level. When they feel their support of their peers they can speak English in a more comfortable way.

Fear of making mistakes. The possibility of making mistakes while speaking English can make learners stressful and therefore, it can lead to speaking anxiety. In this study, participants reported fear of making mistakes as an anxiety leading factor.

47 % of the respondents reported fear of making mistakes as a an anxiety leading factor. One of the 4th year students explained her nervousness in these sentences below;

S 26: I feel generally very anxious and I am afraid. What if I forget or make a mistake? I can't speak too much...

In this example, it is seen that the possibility of making mistakes causes reluctance to speak English. Another example is taken from the sentences of a 1st year student;

S 12: While I am speaking I try to be careful...and at the same time I am thinking the next sentences I am going to say so sometimes I make mistakes and these mistakes make me nervous...When I think about my speech and my mistakes after speaking English, I see that my mistakes are so simple and funny so sometimes these mistakes can make me stressful and hinder my speaking.

In the sentences taken from the interview, it can be clearly seen that the possibility of making mistakes creates negative feelings such as stress, anxiety and nervousness so it hinders students' speaking in the classroom.

Perfectionist attitude. The desire to speak English in a perfect way without making any mistakes sometimes can be a hinder for students. Especially, learners in ELT departments can be more sensitive in speaking English perfectly than the students in other departments. In this current study, the learners in ELT departments, although the percentage of it is the lowest one among the responses, reported their desire to speak English without any mistakes and fluently as an anxiety leading factor. Totally, 2% of the answers included the perfectionist attitude as an anxiety leading factor.

A 1st year student explains his ideas about the way he wants to speak English in the following sentences;

S 5: I have anxiety about making complex-high quality sentences. I don't want to make simple sentences. While speaking English, you have good ideas but if you express your ideas in simple words, it doesn't create the impact you want. I am afraid of it, so sometimes you prefer not to talk in the classroom.

Another 4th year student expresses her anxiety about the necessity of speaking English in these words;

S 28: We are the fourth class students and we should speak English, we will be teachers next year...

As the example sentences taken from the interviews show that the students want to be effective while speaking English and they want to produce complex sentences. Also, the department in which they are studying sometimes puts pressure on learners to speak English in a perfect way. Therefore, their eagerness to speak English perfectly creates anxiety and it may affect them in a negative way.

To sum up, there have been found five essential factors creating speaking anxiety on learners. They include insufficiency in English, teacher related sources, fear of negative evaluation, fear of making mistakes and perfectionist attitude. The most essential factor

found in this study is students' incompetency in language areas including grammar, vocabulary and pronunciation. Students also feel anxiety due to lack of practice in speaking English. Their speaking anxiety increases when they are not prepared, therefore, preparedness was found to be the third important factor in the category of insufficiency. The last factor was fear of speaking in front of public. Students get excited while speaking in front of their peers or teachers in the classroom. This excitement affects them adversely and they become nervous.

The second anxiety leading area includes the reasons related to teacher. According to results, teacher can be a source of speaking anxiety in the classroom. The activity types and topics used in English classes, their attitudes and error correction done by teachers were found as the second significant source of speaking anxiety in this study.

The third group is fear of negative evaluation. In this group, the impact of peers can be seen. It has the factors including attitudes of peers, peer comparison and expectations of peers.

The last two areas are fear of making mistakes and learners' desire to produce perfect utterances while speaking English in the classroom.

Learners' Perceptions

In this section, learners' opinions about their speaking anxiety are presented. The data about the perceptions of learners were obtained from the first interview question "How do you feel yourself while speaking English in the classroom?". In this part, the answer of the sixth interview question can be found.

The responses of first interview question were analyzed and presented in the percentages. The findings of this research question are demonstrated in the figure 12 below;

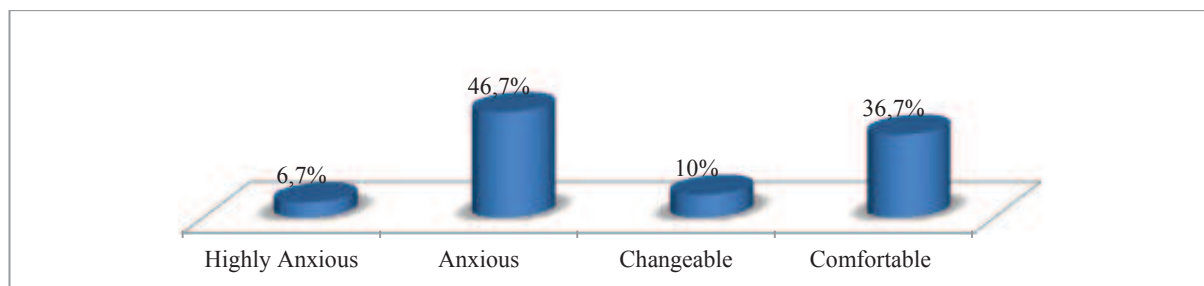


Figure 12. The percentages of anxiety states in the interviews

Figure 12 shows that nearly half of the learners feel anxious while speaking English in the classroom. As in line with the results of questionnaire a small percentage of learners, only 7% of the respondents experience high levels of speaking anxiety. 47% of the participants in the interview reported their anxiety while speaking English in the classroom. Totally, nearly 54% of the respondents feel anxious in the class. An anxious 4th year student expresses her feelings in the following sentences below;

S 16: I am generally nervous, because of this reason, when I speak, at first, I feel my hands are shaking. Sometimes I say to myself " please end this conversation..."

On the other hand, approximately 37% of the students don't experience anxiety and feel comfortable while speaking. A 1st year student explains her feelings and the reason of her state of speaking anxiety in the following sentences below;

S 14: I don't feel nervous while speaking English in the classroom because I have experience at high school. As we had discussions, made presentations at high school in English.

On the other hand, 10% of the participants reported that their anxiety can change according to some factors in the classroom. The factors reported in the interviews are topics, preparation, attitudes of classmates and teachers. In accordance with the findings of the 5th research question, familiar topics make learners feel more comfortable while speaking English in the classroom however if a student doesn't have enough knowledge about the topic, s/he

experiences higher levels of anxiety. The preparation is another factor affecting the learners' anxiety levels. According to the answers, lack of preparation can increase their speaking anxiety levels. Also, the attitudes of classmates and teachers can have an impact on anxiety levels of learners. Positive and supportive attitudes make students feel comfortable while speaking English in the classroom. Example sentences taken from the responses of a 1st year student reveal the importance of topic as an anxiety leading factor ;

S 1: It changes...Err..When I feel relax, If I have enough knowledge to talk about the topic, for example: While discussing a topic If I have opinions to talk about that issue, I immediately want to tell them, I want to tell the things on my mind... If I don't have enough information about the speaking topic, I feel nervous in those moments.

It can be concluded that questionnaire results and the findings of the interview results are similar. The group of high anxiety level has the lowest percentage in both interview and questionnaire results. As a result of the detailed analysis of interviews, another group of anxiety state appeared which includes the students whose anxiety levels depend on some certain conditions as explained above. Lastly, 37 % of the participants of interview experience low levels of anxiety and feel comfortable while speaking.

Sources of Anxiety; Perspective of Teacher

In this part, the sources of anxiety observed by teachers are presented. The experiences of teachers are valuable to investigate the speaking anxiety in English courses. Ten English teachers at COMU were interviewed to obtain data about the reasons of speaking anxiety in English classes. The interviews were held in English. The first question of interview; "*What do you think about the sources of your students' speaking anxiety in English speaking classes ?*" aimed at revealing the opinions of teachers about the reasons of speaking anxiety in English classes. The responses were analyzed through thematic analyses. The themes are presented in percentages.

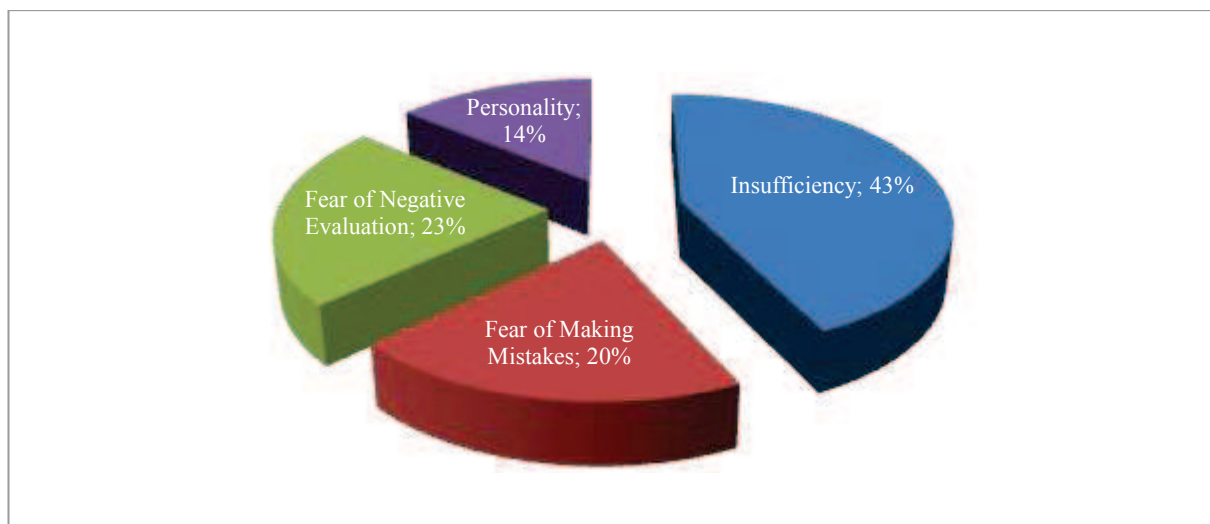


Figure 13. Teachers' opinions on the main sources of speaking anxiety

Figure 13 demonstrates the viewpoints of teachers about the main sources of speaking anxiety in the classrooms.

Insufficiency of learners. It can be seen that the most crucial factor creating speaking anxiety is feeling of insufficiency among learners. According to teachers, learners feel themselves insufficient in English classrooms therefore, the feelings of insufficiency lead to speaking anxiety.

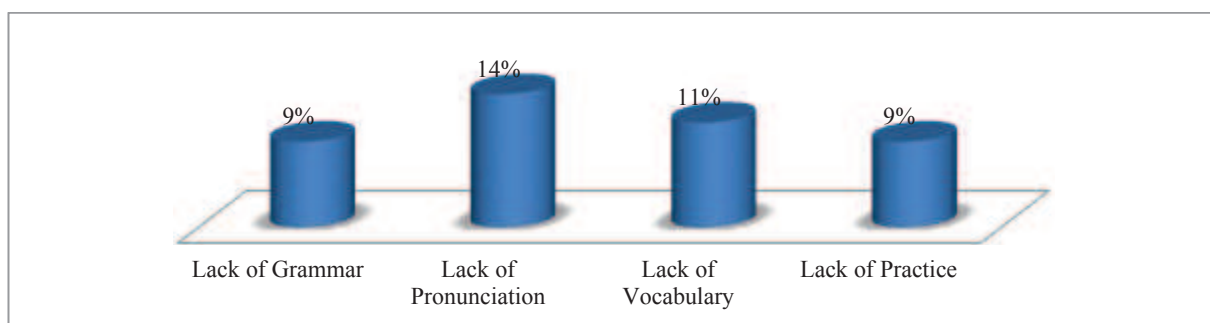


Figure 14. The reasons of insufficiency among learners

Figure 14 presents the reasons behind the feeling of insufficiency of learners. Teachers' responses revealed that insufficiency has the most significant impact on students' speaking anxiety. First of all, students experience insufficiency in language areas including grammar, pronunciation and vocabulary. Teachers reported that especially students have

trouble in pronunciation. They may not know how to pronounce or sometimes they may not be sure of their pronunciation. 14 % of the responses given by teachers include insufficiency in pronunciation.

The second most common language area reported by teachers is vocabulary. Teachers mentioned about the reticence and anxiety due to lack of vocabulary in rate of 11 %.

The last area of language mentioned in the interviews is grammar. 9 % of answers included incompetency in structures and grammar among learners.

The sentences taken from the interview of a teacher exemplifies this issue;

T 3: One of the main sources of my students' speaking anxiety is to have linguistic difficulties. My students have different linguistic difficulties such as lack of vocabulary, lack of grammar and sentence structure or pronunciation.

Another teacher mentions about the impact of lack of pronunciation on learners in these sentences;

T 4: ...In addition, since they are not sure about their own pronunciation, this also gives them anxiety.

The other reason causes the feeling of insufficiency is lack of practice according to teachers. Teachers mentioned that students have focused on grammar rather than speaking in their education life as a result of it, learners feel highly anxious while speaking English in the classroom. A teacher expresses her experiences in the following sentences below;

T 1: One of the sources of my students' anxiety is having passive education experience and lack of speaking practice hours they have at schools.

To sum up, insufficiency was seen as the most crucial factor behind learners' speaking anxiety by teachers in this study. The other reasons mentioned in the interviews are lack of knowledge in L1, fear of public speaking and not being able to understand the input.

The teacher interview results are similar to students' interview results as the insufficiency has a high percentage in responses of learners. Both the teachers and learners ranked the perception of insufficiency as the first anxiety leading factor. However, lack of vocabulary comes first for the students and the insufficiency in pronunciation comes as the last factor while the teachers emphasized the lack of pronunciation among their learners and ranked it as the first anxiety leading factor and they ranked the lack of vocabulary as the second anxiety leading factor.

Also, the lack of practice was rated as the second anxiety leading factor by both teachers and learners. Both groups supported the need of practicing speaking in English. Teachers and learners agreed upon the necessity of focusing on productive skills rather than grammar in education system.

Only one teacher mentioned about the fear of public speaking however learners put more emphasis on the anxiety of speaking in front of peers. Also, learners give importance to preparedness to speak in a confident way, however teachers didn't mentioned about the necessity of being prepared as an anxiety leading factor.

Fear of negative evaluation. In this part, teachers' opinions about the impact of peers and the adverse feelings experienced due to attitude of peers can be found. The findings of teacher interviews suggested that their students give importance to the ideas and support of their classmates too much therefore, the evaluation of their friends can increase their anxiety level. The instructors mentioned about the attitudes of friends and peer comparison as anxiety leading factors.

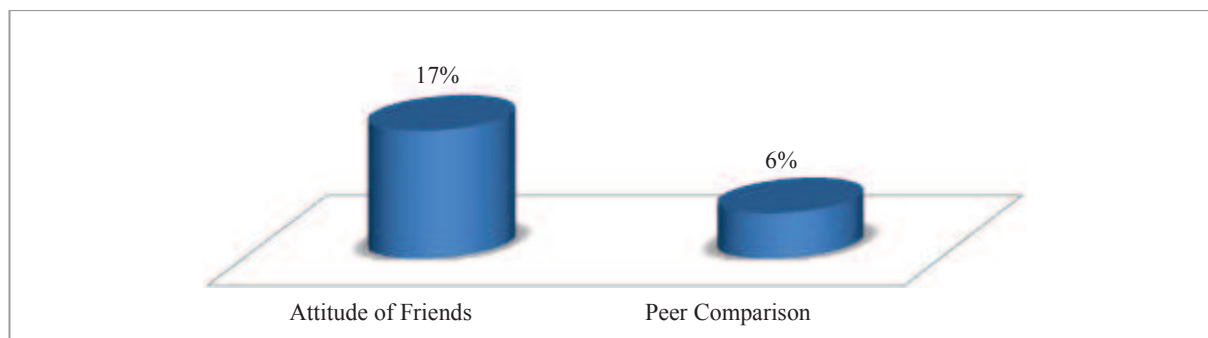


Figure 15. The reasons of fear of negative evaluation in teachers' opinions

Figure 15 shows that the most common reason of speaking anxiety according to teachers is attitudes of classmates. Learners can hesitate or avoid participating classroom activities due to their peers' behaviors. A teacher explains this situation in these words;

T 9: Students don't want to speak because they give too much importance to the opinions of other students in the classroom.

Another teacher mentions about the fear of failure experienced by learners in the classroom;

T 2: During my years of teaching I have witnessed that learners with low level of proficiency avoid joining activities especially the ones that require speaking. This is not surprising since those students have fear of failure in front of the whole class.

The peer comparison is another factor affecting learners' speaking anxiety. 6 % of the answers include the competitiveness among learners and the negative impact of it on their speaking.

The findings of teacher and student interviews show similar results as the peer effect was found as an anxiety leading factor in the results of both analyses. However, students mentioned about teacher effect as the third significant reason of their anxiety. On the other hand, teachers put it in the second place.

Fear of making mistakes. The third reason of their students' speaking anxiety is fear of making mistakes according to teachers in this current study. Learners are afraid of making mistakes and also the reactions they can get as a result of their mistakes. 20 % of the responses included the fear of making mistakes among learners. Students put emphasis on fear of making mistakes too. In both groups, fear of making mistakes was ranked as the third anxiety leading factor and it has lower percentages in both groups.

Personality. The responses of teachers suggested a different reason of speaking anxiety. They pointed out the impact of personality types. Teachers emphasized that personality types can be a factor causing speaking anxiety. 16 % of the responses include the personality as an affecting factor of speaking anxiety. The following sentences taken from the interview of a teacher explain the impact of personality on speaking anxiety;

T 2: Students with outgoing personality have less anxiety in language classes. They tend to participate in activities without concerning about the accurateness of their utterances. On the other hand learners who are less social in their lives also behave almost the same in the classroom. They are more anxious when compared to outgoing ones.

Another teacher makes a comparison between introvert and extrovert students in these words;

T 5:...It also depends on the learner styles. Introvert students are not willing to speak neither in their L1 nor in L2.

The teachers reported another reason of speaking anxiety; personality, different from students according to their observations and experiences. It differentiates the results of learners' and teachers' interviews as expected.

The other reasons reported in the interviews are lack of motivation in learners and their perfectionist attitudes in speaking English. Perfectionist attitude was also found as an anxiety leading factor in student interviews. Lastly, compulsory English language education was mentioned as a reason behind learners' speaking anxiety. According to this viewpoint, language education shouldn't be compulsory and learners should be presented different language options to study in their education life. According to this opinion, obligatory education of English increases speaking anxiety in the classrooms.

In summary, there have been found four main sources of speaking anxiety including insufficiency of learners, impact of peers, fear of making mistakes and personality according to teachers. The results show similarity with the findings of student interviews therefore, the findings of analyses of two groups support each other.

Teacher Suggestions to Overcome Speaking Anxiety

The last part of investigation on English speaking anxiety in classroom is related to recommendations of teachers to overcome speaking anxiety. In this part, the opinions of English teachers to handle speaking anxiety in English classes can be found. The responses of teachers to second interview question ; "*What could be done to reduce students' speaking anxiety in foreign language classes?*" were analyzed thematically and demonstrated in percentages in figures.

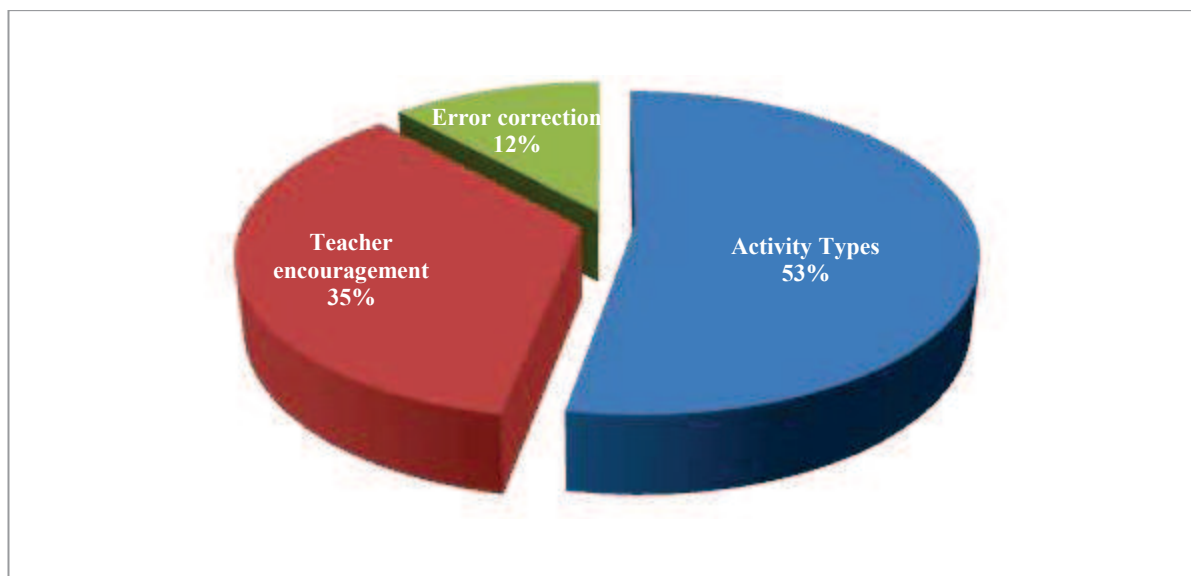


Figure 16. Teacher suggestions to reduce English speaking anxiety

As it can be seen in figure 16, there have been found three main categories to reduce the speaking anxiety in English classes. The highest rate belongs to activity types in English classes. More than half of suggestions are about the practicing activities of English. The teachers recommended activities based on productive skills rather than only teaching receptive skills or grammar. A teacher emphasizes the importance of activities to handle speaking anxiety in statements below;

T 5: The focus of classroom activities should be more on communication rather than form. Learner training activities could be designed and implemented to help them eliminate their speaking anxiety.

Another teacher suggests a different kind of communicative activity ;

T 3: Instructors can encourage the students to join drama activities...

A teacher explains his opinions on the role of choosing the right activity for communication in these sentences;

T 2: Teachers can help the student by providing comprehensible input and create opportunities to communicate. Triggering learners with right icebreakers would positively affect their performances.

As it can be seen in the responses, the activities should be based on communication and productive skills. Also, the other suggested activity types are group and pair work. In order to make students more comfortable, teachers recommended group work.

Also, some recommendations were made about language education in general. It was suggested that language courses should start with listening and speaking courses. It can be conducted that the focus of English courses should be communication therefore, the communicative and encouraging activities should be used in English classes.

It is clear that the findings of teacher interviews support students' interview results. It can be mentioned that teachers and students have common opinions about the sources of speaking anxiety and solutions of it. Learners also prefer enjoyable and communicative activities. They also prefer group work rather than individual speaking activities.

The second recommendation is about teacher encouragement in the classroom. According to responses in teachers' interviews, teacher is seen as one of the key elements to reduce the speaking anxiety. A teacher mentions about her ideas in the following sentences;

T 5: Teachers should maintain rapport with their students so that they can feel more comfortable to participate in speaking or communication activities.

Another teacher explains the role of teacher in creating less stressful classroom environment in these words;

T 6: Teachers can make individual talk to motivate those students when they experience anxiety... Another solution might be a whole class talk prior to the

classes. In these talks, teachers should consistently emphasize the fact that what they are learning is another language and making error is a natural outcome of this process. By suggesting this, teacher creates a safer environment for a better speaking practice.

A teacher mentioned about the necessity of sincere relationship between students and teachers to reduce stress in the classroom in these sentences;

T :4 A non-threatening setting in the classroom should be created. If the students are comfortable in the classroom then they are successful and willing to talk, so the relationship between teachers and students must be good.

The sentences taken from the responses of teachers exemplify the impact of teachers in providing a less stressful classroom environment for speaking English. It can be concluded that both teachers and students agree upon the effective role of teachers in reducing English speaking anxiety in the classroom. The answers showed that teacher support is an effective factor to lessen speaking anxiety. The positive attitude of teachers and sincere relationships between teachers and learners can provide more comfortable classroom environment therefore, it can be helpful to reduce speaking anxiety of learners.

The last most common suggestion is about error correction. Totally, 12 % of teacher responses are about error correction. Teachers recommended not to interrupt students to correct their mistakes. Another suggestion was made about the way of error correction. Teachers are in favor of indirect error correction rather than direct error correction. A teacher explains her ideas in the following words;

T 3: Encourage the students to speak English even if they make mistakes. Don't correct them, let them speak and also provide indirect, rather than direct correction so that the students feel more confident.

It is noted in the example sentences that interruption to correct mistakes can discourage students. The students also proffered error correction after speech in interview responses. The interview results identified that analyses of teachers' and students' interviews are consistent with each other. Interview analyses of students revealed that learners find implicit error correction as less stressful than explicit one as preferred by teachers.

The other recommendations reported in teacher interviews are about physical classroom conditions, lowering the expectations and pushing out learners to speak. It is suggested that the number of students in English classrooms should be reduced to provide better practicing opportunities for students. Thanks to this, the time of speaking for each student can be increased and also more positive and sincere relationships between students and teachers can be created.

It is also noted in the responses that learners should be pushed out to speak English in the classroom. According to this suggestion, learners should be asked to express their ideas in English so that learners can get used to speaking English.

The last recommendation for teachers is to lower expectations. It is identified that lowering expectations and positive attitude towards mistakes of learners can make students more comfortable while speaking English. Positive attitude towards learner mistakes is also noted by students. Interview analyses of students revealed that high expectations of people around them cause anxiety.

Summary

In this chapter, the findings of quantitative and qualitative data were presented via tables and figures. The answers of research questions related to speaking anxiety can be found under headings. It can be concluded that the results of qualitative data support the findings of quantitative data. Speaking anxiety was studied in two perspectives; teachers' and students' and the responses were compared with each other. The comparison demonstrated that teachers and students agree upon some certain ideas and the interview results are consistent with each other as well.



Chapter V

Discussion and Conclusion

Introduction

In this section, a summary of the current study and the discussions can be found. The discussions are presented under headings of research questions, namely eight categories are presented. Findings of the current research and comparison of it with other studies held in the field are presented.

Discussion

English speaking anxiety level experienced by Turkish EFL learners. The responses of the participants show that most of the respondents in this study experience moderate level of English speaking anxiety. The results of this study in terms of speaking anxiety levels are in line with Balemir (2009), Çağatay (2015), Hwa (2014), Occhipinti (2009), Saltan (2003), Yahya (2013). Öztürk and Gürbüz (2014) also studied the issue of speaking anxiety with students studying in preparatory program. However, in this study a low level of speaking anxiety was revealed. The difference can be due to the variety of departments in the study. As Öztürk and Gürbüz (2014) studied with participants studying in various departments at university. To sum up, it can be concluded that the results of first research question support the other studies held in the field as mentioned above.

Gender differences in English speaking anxiety level. The second goal of this study is to compare the speaking anxiety levels of students in terms of gender.

The questionnaire findings revealed that there is a significant difference between genders in favour of males who show lower speaking anxiety than their females counterparts. The mean scores of the two groups demonstrate a slight difference that females are slightly

more anxious than males. The results of this study are similar to the studies held by Balemir (2009), Dalkılıç (2001), Karataş et al. (2016), Mohamad and Wahid (2009), Occhipinti (2009), Öztürk and Gürbüz (2013), Tercan and Dikilitaş (2015) and Wilson (2006) who found that females have higher anxiety levels than males in their studies.

On the other hand, some studies found no significant difference in speaking anxiety levels of students according to gender as in the studies held by Bozavli and Gülmez (2012), Tianjian (2010) and Tsai (2014). However, although there could be found no significant difference statistically in terms of gender, when the mean scores are analyzed the male students appeared to be more anxious than female students in the study held by Bozavli and Gülmez (2012). The differences may emerged due to the different social contexts and age groups. The higher anxiety levels in females than males indicated by the findings of this study are in line with many studies held in the field as mentioned above.

The effect of being first and last year student (language education) on learners' English speaking anxiety. In relation to the 3rd research question, the quantitative data were analyzed to find the differences between 1st and 4th year students in terms of speaking anxiety. The results indicated that the speaking anxiety levels don't change in a significant way between 1st year and 4th year students. It can be concluded that the period of education doesn't have an impact on English speaking anxiety levels of learners. On the other hand, the results of 3rd research question can be related to achievement levels of students indirectly. It is assumed that 4th year students' level of proficiency is higher than the students studying in the 1st year in ELT department. Therefore, it can be concluded that proficiency levels of students may not be effective factor for speaking anxiety. There have been studies to investigate the relationship between proficiency levels and speaking anxiety in the field. The results of this study are similar to some studies held in this field. Balemir (2009) Çağatay (2015), Karataş et al. (2016), Tercan and Dikilitaş (2015) also could not find a significant relationship between

speaking anxiety and proficiency levels of learners. There have also been researches that found a relationship between speaking anxiety and achievement levels. Dalkılıç (2001) found that students whose level of achievement is higher experience higher levels of anxiety. Tsai (2014) also focused on the relationship between speaking anxiety and proficiency levels of students. The students were placed in the lower or higher achievement groups according to their self-reports. According to the study of Tsai (2014), less proficient learners demonstrated higher speaking anxiety. The studies indicating no significant relationship in terms of speaking anxiety according to different achievement levels categorized proficiency groups according to proficiency exams. On the other hand, the study which shows a significant relationship between achievement levels and speaking anxiety of students collected information according to students' own ideas about their proficiency levels or their grades. To sum up, there can be differences in the findings of the studies according to data collection tools.

The impact of abroad experience on speaking anxiety in English classrooms.

English speaking anxiety has been investigated in different aspects to enlighten the issue and suggest possible solutions to overcome it. Therefore, the 4th research question reveals the impact of abroad experience on speaking anxiety levels of learners. In order to find out the answer of this question the questionnaire results were analyzed.

The findings indicated that abroad experience has a facilitating effect on learners. It lowers the speaking anxiety. The results demonstrated that the learners who have abroad experience feel less tension and stress however the students who don't have experience of abroad are more anxious. The positive impact of abroad experience can be stemmed from having exposure to English much more than the learners who don't have experience of abroad. Also, the students who have abroad experience can have the opportunity of practicing English. Having experience in practicing English can increase self-esteem of students as it

was found as a stressor in the findings of this study. Having more exposure to English can also improve students' self-esteem. The scholars indicate the psychological side of anxiety. Anxiety is identified as a multifaceted phenomenon including self-esteem. Sellers (2000) explains the complex structure of anxiety in relation to self-confidence. As scholars indicate, the feelings of confidence can have positive impact in lowering the speaking anxiety. Although the impact of abroad experience hasn't drawn attention of scholars, Wilson (2006) has held a study in which the impact of abroad experience has been studied. According to the findings of this study although abroad experience affects achievement levels of students, there have been found no significant impact of it on speaking anxiety of learners. The difference in the findings of current study and the study held by Wilson (2006) can be seen due to different participant groups. Wilson (2006) held the study with learners who were learning English for specific purposes. At the same time, the study includes Spanish students. As a result of the different aims of learning and different characteristics of students the impact of abroad experience may change in two studies.

The sources of English speaking anxiety in the classroom. The sources of speaking anxiety in the classroom have been investigated and thematic analyses of student interviews have provided the factors causing anxiety among learners while speaking English in the classroom. The findings of 5th research question present the sources of speaking anxiety in English classes.

Totally, there have been explored five main categories of sources. The first category is feelings of students about their efficacy in English. Papahimiel (2002) mentions about its relationship with a person's feelings of competency. Horwitz et al. (1986) defines foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). In this category, the incompetency in English has the highest impact on

learners. Incompetency has four groups namely lack of vocabulary, grammar, pronunciation and the difficulty in combining the rules. The results showed that mostly students experience speaking anxiety while speaking English due to lack of vocabulary knowledge. The second source of incompetency is lack of pronunciation knowledge and the third one is lack of grammar knowledge. The last source of incompetency is the difficulty in applying the rules while speaking English. The findings of this study are similar to other studies including Dalkılıç (2001), Subaşı (2010), Songyut (2016) in which "lack of knowledge" was found as an anxiety leading factor. Subaşı (2010) also indicates the "self-perceived ability" as an effective factor in determining the speaking anxiety levels of learners as in this study. In the study held by Liu (2007) the lack of vocabulary was also found as an anxiety leading factor. He (2013) also found the lack of vocabulary as the most essential anxiety leading factor in terms of speaking. On the other hand, He (2013) investigated the reasons of speaking anxiety in terms of teachers. The results pointed that teachers put more emphasis on the concern of pronunciation in comparison to students as it can be seen in the results of this current study. Mohamad and Wahid (2009) also found in their study that lack of English can lead to speaking anxiety. Öztürk and Gürbüz (2014) found pronunciation as one the most significant reasons of speaking anxiety in their study.

Lastly, Balemir (2009) and Saltan (2003) found self-assessment ability as an speaking anxiety source in their studies. According to findings of these studies, when learners feel themselves insufficient in different areas of language such as grammar, vocabulary...etc. they feel anxiety. Some studies including Aydın (2001) and Kitano (2001), support the idea that students experiencing higher speaking anxiety levels feel themselves insufficient while speaking English, in other words, they assess themselves adversely.

The second reason of speaking anxiety found in this study is teacher. The sources related to teachers are presented under this heading. Teacher related sources found in the

students' interviews are activity types, topics, attitudes of teacher and error correction. The results suggested that the attitudes of teachers can have an impact on speaking anxiety. The findings of this study are in line with the studies held by Aydođan et al. (2013), Han et al. (2016) and Subaşı (2010) in which teacher manners were found as effective in terms of speaking anxiety.

The second reason of speaking anxiety in this category is the type of activity used in English classes. The respondents in this study found the type of activity used in the classroom as a reason of speaking anxiety. In this study, students mostly prefer group or pair work rather than presentations or giving individual speech in the classroom. The activity preferences of students in this study are similar to the preferences of learners in the studies held by Liu (2007) and Occhipinti (2009). Also, Yahya (2013) and Woodrow (2006) stated the high anxiety level experienced by students while speaking individually in front of the eyes of other people in the classroom in their studies.

The third area related to teachers in this study is topic. Learners participated in this study prefer enjoyable and familiar topics to speak in a comfortable way. The findings in terms of students' familiarity with topics in this study support the findings of the study held by He (2013) in which the necessity of familiarity of topics was emphasized to reduce speaking anxiety.

The last area of teacher related sources is error correction done by teacher. The responses revealed that students want to be corrected in a positive way and after speech. The offending way of error correction or being interrupted while speaking English can cause speaking anxiety. Tercan and Dikilitaş (2015) studied speaking anxiety with Turkish EFL students in terms of different proficiency groups. According to the findings of this study, in A1 and A2 levels the error correction can affect the speaking anxiety of learners. In A1 level students, error correction causes an increase in the speaking anxiety levels of students which

is similar to the results of this current study. An interesting result was seen in the study held by Freiberger (2010). Freiberger (2010) held a study to explore the reasons of second language anxiety with Spanish ESL learners and in this study, the necessity of error correction was found out as a reducing factor of anxiety. In this study, learners preferred to learn the sources of their mistakes and thanks to error correction their anxiety levels could be reduced. The scope of the study belongs to Freiberger (2010) is different, as this study includes ESL learners and it measures overall foreign language anxiety. However as a language study its result is noteworthy.

The third source of speaking anxiety is fear of negative evaluation in this study. The results showed that others' opinions or being judged negatively is a significant reason of speaking anxiety. The results of this study support the findings of the studies held by Aydoğan et al. (2013), Balemir (2009), Han et al. (2016), Öztürk and Gürbüz (2014), Subaşı (2010) and Yahya (2013) in which fear of negative evaluation was found as a significant reason of speaking anxiety.

In this study, fear of negative evaluation was divided into three groups according to the responses of participants. The first category is attitudes of peers. The students can be affected by negative behaviors or manners of their peers. In other words, the students need support of their classmates while speaking English in the classroom. The supportive manners of peers can reduce the speaking anxiety of students. The students in this study want to be in the same opinion with their peers. In other words, they want to have similar ideas to their classmates' opinions. They are afraid of being opposed by their peers. Therefore, they sometimes keep their silence.

Besides having similar ideas, students sometimes compare themselves with their peers. This comparison leads to speaking anxiety. Aydoğan et al. (2013), Liu (2007) and Subaşı (2010) also found peer comparison as an anxiety leading factor in their studies.

The last area of negative evaluation in this study is expectations of others. The interview results indicated that the high expectations of peers can increase speaking anxiety. Dalkılıç (2001) searched the causes of speaking anxiety and the expectations of others were also found as anxiety provoking in her study.

The fourth reason of speaking anxiety was found as fear of making mistakes in this study. The participants are afraid of making mistakes and as a result of this fear their anxiety becomes higher. The findings of this study are also in line with the other studies held in the field including Haidara (2016). Haidara (2016) investigated the psychological hinders of students while speaking English. In his study, fear of making mistakes was found as a reason of speaking anxiety. He (2013) found out the fear of making mistakes as an anxiety leading factor and associated it with fear of negative evaluation. Liu (2007) supports the findings of other studies and presents the idea of making mistakes as an anxiety leading factor. Öztürk & Gürbüz (2014) investigated the reasons of speaking anxiety and found out the idea of making mistakes as a source of anxiety. To sum up, the findings of this study are in line with the other studies in the field.

The fifth source of speaking anxiety suggested by the findings of this study is the desire of students to produce perfect speech. Although the number of studies that found out the perfectionist attitudes of learners as anxiety leading factor, is low, there are some studies which support the results of this study. Öztürk and Gürbüz (2014) and Tüm and Kunt (2013) also identify the desire of students to speak in a perfect way as a source of anxiety. It can be concluded that the more students want to speak English in a perfect way the higher their anxiety levels become while speaking English in the classroom.

Learners' perceptions. The perceived speaking anxiety level of students is another research area of this study. The responses of students regarding their level of speaking anxiety showed similar results with the findings of quantitative data. The findings of the interviews

revealed that more than half of the students feel anxiety while speaking English in the class. Also some students, reported their speaking anxiety as changeable according to some certain factors such as teacher, topics, preparation and the attitudes of classmates. The findings of this study are in line with the study held by Dalkılıç (2001) in which learners' own ideas about their states of feelings were investigated via interviews. According to the results of this study, majority of students experience anxiety while speaking English in the classroom. Interviews can provide more detailed data about the research area especially about the inner feelings of participants. Therefore, the quantitative data supported with qualitative research can provide more realistic results.

Sources of anxiety; perspective of teacher. Speaking anxiety is a multidimensional issue in the classroom. The interview results provided four main reasons of speaking anxiety including feelings of insufficiency among learners, fear of negative evaluation, fear of making mistakes and reasons related to personality. In the area of insufficiency, according to teachers, students feel insufficient in the areas of firstly pronunciation, secondly vocabulary, thirdly grammar and lastly they feel insufficient due to lack of practice in English. Although, the reasons of speaking anxiety presented by teachers and students support each other, students thought the lack of vocabulary knowledge as the most important stressor while speaking English in the classroom. However, teachers view the lack of pronunciation as the most important source of speaking anxiety. In both groups, lack of practice in speaking English is seen as a reason of anxiety. The other reasons mentioned in the interviews are lack of knowledge in L1, fear of public speaking and not being able to understand the input. To sum up, the feeling of insufficiency is seen as the most significant stressor in the interview results.

The second effective factor is fear of negative evaluation including two sub categories; attitudes of classmates and peer comparison. According to teachers, behaviors of peers can be source of speaking anxiety in the classroom. At the same time, the comparison between

students can be a reason of speaking anxiety in the classroom according to teachers. The interview results of teachers and students support each other. In both groups, the fear of negative evaluation in terms of peers is seen as an anxiety leading factor. However, teachers emphasize the impact of peer on speaking anxiety more than students. As the students view teacher as a more significant source of speaking anxiety than their peers.

Fear of making mistakes was reported as an anxiety source by teachers in this study. Students also put emphasis on fear of making mistakes. In both groups, fear of making mistakes was ranked as the third anxiety leading factor and it has lower percentages of frequency in the responses of both groups.

The last cause of speaking anxiety according to teachers is personality. In teachers' opinions, the personality types can have an impact speaking anxiety levels of students.

The issue of speaking anxiety as a research area has been investigated mostly in terms of students' perspectives however in this study this issue was also investigated in terms of teachers. Another research investigating EFL speaking anxiety in two dimensions; teachers and students, belongs to Saltan (2003). However, Saltan (2003) collected data via teacher questionnaire. The results of this study are similar to the study of Saltan (2003). In her study, the personal reasons of learners including self-evaluation of learners, self-comparison, the ideas about making mistakes, activity types, lack of practice, public speaking and the reasons related to teacher manners were found as speaking anxiety sources. In these two studies, teachers reported some common reasons for speaking anxiety among learners however in two studies the data were collected in different ways therefore, there can be some differences between the results of the two studies.

Teacher suggestions to overcome speaking anxiety. In order to bring solutions to speaking anxiety of learners, the opinions of teachers were collected via interview questions.

Teachers suggested being careful in choosing the activity types, student encouragement and the way of error correction. Majority of teachers put emphasis on activities used in the classrooms. According to their opinions, the activities should be communicative and productive. Also, group and pair work are preferred by the teachers in this current study. The preferences of teachers also show similarity with students. Students also identified the necessity of practice and group activities. Another suggestion is about student encouragement in the classroom. It is clear that both teachers and students emphasize the role of teacher in English classes. The instructors suggested that teachers should be supportive and positive in classroom to reduce speaking anxiety of their learners.

The last recommendation is about the way of error correction done by teachers. Teachers suggested not interrupting their students while speaking and also indirect way of error correction to reduce speaking anxiety. The responses of teachers also support the opinions of students in this study. Therefore, it can be mentioned that both groups see error correction as a significant factor to reduce speaking anxiety in English classes.

There are also some recommendations related to physical classroom conditions such as lowering the number of students in English classes, lowering the teacher expectations and being tolerant to mistakes of learners.

Conclusion

Speaking anxiety among EFL learners is a common problem in Turkey. In order to improve English speaking skills of EFL students, it can be helpful to overcome the obstacles that students face. Speaking anxiety in English as an obstacle in oral production among EFL learners is studied in this current study.

It is aimed to reveal the speaking anxiety levels of EFL learners and the main sources of it. In order to investigate the anxiety levels of learners and its relationship with different

components a quantitative analysis was applied. The sources of speaking anxiety were investigated via semi-structured interviews. The sources of speaking anxiety were studied in two perspectives; teachers' and students'. The causes of speaking anxiety were investigated in terms of both teachers and students and they were compared with each other.

In stage of quantitative research, an adapted version of Foreign Language Classroom Anxiety Scale (FLACS) was used developed by Horwitz et al. (1986). The original questionnaire has 33 items measuring foreign language anxiety. In order to measure speaking anxiety of students, 18 items out of 33 items were chosen and adapted by Saltan (2003). The adapted version of foreign language speaking anxiety questionnaire consisting of 18 items that was also used in study of Saltan (2003) and Öztürk & Gürbüz (2013) was applied to 172 students to gather data about the speaking anxiety levels and its relationship with different components in the current study. The data were analyzed statistically. In qualitative stage of this research, semi-structured interviews were held with 10 teachers and 30 students. Open-ended questions were asked and the responses of participants were analyzed through thematic analyses. The findings were presented in percentages in relation to the frequency of answers given by participants. The data were collected in academic year of 2016-2017. The participants included the learners studying in 1st and 4th classes in ELT department at COMU and the instructors teaching English at COMU.

The statistical analyses revealed an average level of speaking anxiety among learners. Students in this study don't experience very high or low levels of speaking anxiety in general. The learners' their own perceptions about their level of speaking anxiety were also investigated via interviews. There could be found no statistically significant difference between 1st year and 4th year students in terms speaking anxiety. It can be concluded that the amount of years spent in learning English or indirectly the proficiency levels don't have an impact on learners' speaking anxiety levels in this study. The first difference presented by the

results of this study is between males and females. Although the amount of difference isn't so high, the females experience higher levels of speaking anxiety in this current research. Another condition affecting the levels of speaking anxiety is learners' abroad experience. The students who have been abroad feel less anxious in this study. In conclusion, the gender and abroad experience were found to be effective factors in determining the speaking anxiety levels of students in English classes.

In qualitative research, the results showed that there are five main categories of sources of speaking anxiety in terms of learners' perspectives. They include learners' insufficiency, teachers, fear of negative evaluation, fear of making mistakes and perfectionist attitudes. The feeling of insufficiency of learners was found as a source of speaking anxiety in this study. The areas of insufficiency were categorized into four subheadings including incompetency, lack of practice, preparedness and fear of public speaking. The most essential factor having impact on speaking anxiety is lack of competency in different areas of language such as vocabulary, grammar and pronunciation and the difficulty in combination of rules in this current study. The learners feel strong feelings of insufficiency firstly in vocabulary, secondly in grammar, thirdly in pronunciation. The last source of insufficiency is the difficulty experienced in combining the rules and knowledge while speaking English.

The second main source of speaking anxiety in this study is teacher. Although teacher is the main heading, it presents four subheadings including the attitudes of teachers, activity types, topics and the way of error correction.

Another conclusion drawn from the results of this study is that peers can play an important role in creating more comfortable classroom environment. Fear of negative evaluation includes the peer effect in this current study. According to responses of students, they are

afraid of being negatively evaluated by their classmates. This fear is stemmed from the manners and expectations of classmates and peer comparison.

In the second phase of interviews, the opinions of teachers were investigated. The results of this study suggested that the perspectives of students and teachers regarding the sources of speaking anxiety in the classroom are similar to each other however there are still some minor differences. In teachers perspectives, there are four main sources of speaking anxiety including insufficiency, fear of negative evaluation, fear of making mistakes and personality. The areas of insufficiency are stemmed from lack of pronunciation, grammar, vocabulary and practise according to teachers. Although the reasons presented by both groups are similar to each other, the order of them can change. The experiences of teachers show that pronunciation is the main reason of speaking anxiety among students, on the other hand, learners put the lack of vocabulary at the top of the list.

As in the students' interview results, fear of negative evaluation is another main reason creating speaking anxiety among learners according to teachers' perspectives. Teachers presented peer comparison and attitudes of classmates as the main sources of this fear.

A new category as a source of speaking anxiety was suggested by instructors. Besides common reasons related to insufficiency, fear of negative evaluation and making mistakes, teachers associated the speaking anxiety with personality to some extent. The characteristics of a learner can increase or decrease the speaking anxiety felt in English classroom according to teachers.

Lastly, opinions of teachers to reduce speaking anxiety in English classes were investigated. According to teachers, productive activities should be used in English classes and also group or pair work can reduce the speaking anxiety of students rather than individual speaking activities. Teachers also emphasized the importance of student encouragement in the

classroom. The last area of recommendation is about error correction. According to teachers, indirect way of error correction can reduce speaking anxiety in English classes.

Implications

Implications for EFL programs. A number of implications can be made with regard to findings of this current study to improve the oral skills of learners and create more effective teaching environment by decreasing students' anxiety.

- More classroom time should be allocated to classroom activities to reboot vocabulary.
- Since the results in this study show lack of pronunciation as a cause for speaking anxiety and this was raised both by teachers and students, more listening or productive activities should be part of teaching in English classes. For example; drama, pair or group work can be used in the classrooms.
- The attitudes of both teachers and classmates can be sources of speaking anxiety among learners and it can lead to reticence in the classroom. In order to improve relationships between both students and teachers, activities like ice breakers or games can be chosen to create sincere relationships in English classes.
- As part of teaching process, the speaking activities in English courses can be designed in relation to the ideas and preferences of students. The speaking topics should be familiar and suitable to learners. Moreover, as shown in the results of the study, rather than individual speaking activities, group or pair work can create more enjoyable and comfortable classroom environment. At the same time, some preparation time before speaking can be given to students to think about the topic as preparedness reported as an important factor affecting learners' speaking anxiety.
- Teachers can encourage learners to make mistakes and to perceive it as a natural learning process as fear of making mistakes was stated as a source of speaking anxiety

in English classes while uttering sentences. At the same time, error correction can be done with positive manner and after speech instead of interrupting speaker. As interruption can break motivation of learners to speak English.

Implications for further research. In relation to the findings of this study, some suggestions can be put forward for future researches.

- The current study was conducted in ELT department at COMU. More studies with different departments and different contexts can be held to get more detailed information about the causes of speaking anxiety.
- The study was held in EFL context, it can also be applied in ESL context and the results of them can be compared.
- This study was held in a limited period of time. A longitudinal study can be held via different kinds of data collection tools such as observation, diaries...etc. Thanks to studies held in longer periods, the changes in learners' opinions can be observed.
- In this study, the years spent in English education and indirectly the proficiency levels couldn't be found as affecting factors of speaking anxiety. However, more studies mainly focusing on the relationship between proficiency levels and speaking anxiety can be held in the field.
- There has been found an important relationship between learners' speaking anxiety levels and their abroad experience. However, as the number of learners who have been abroad is limited in Turkey, larger studies can be held with participants who have abroad experience in different universities in Turkey.

References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: the case of students of Japanese. *Modern Language Journal*, 78(2), 155-168.
- Alpert, R., & Haber, R.N. (1960). Anxiety in academic achievement situations. *Journal of Abnormal and Social Psychology*, 81(2), 207-315.
- Aydın, B. (2001). *A study of sources of foreign language classroom anxiety in speaking and writing classes* (Unpublished doctoral dissertation). Anadolu University, Eskişehir.
- Aydoğan, H., Akborava, A.A., Doğan, A., Gonen, K., Tuncdemir, E. & Kerla, M. (2013). I can understand but cannot speak: language anxiety for oral communication. *Global Challenge International Journal of Linguistics, Literature and Translation*, 1(2)
- Balemir, S. H. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and the degree of foreign language speaking anxiety* (Unpublished master's thesis). Bilkent University, Ankara, Turkey.
- Basic, L. (2011). *Speaking anxiety: an obstacle to second language learning?*. Retrieved from www.diva-portal.org/smash/record.jsf?pid=diva2%3A453921&dsid=2843
- Bozavlı, E., & Gülmez, R. (2012). Turkish students' perspectives on speaking anxiety in native and non-native English speaker classes. *US-China Education Review B* 12,1034-1043.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th Ed.). New York: Pearson Education, Inc.
- Burgoon, J. K. (1976). Unwillingness to communicate scale. *Communication Monographs*, 13, 60-69.

- Casado, M. A., & Dereshiswsky, M. I. (2004). Effect of educational strategies on anxiety in the second language: : an exploratory comparative study between U.S. and Spanish first-semester university students. *College Student Journal*, 38(1), 23-35.
- Cutrone, P. (2009). Overcoming Japanese EFL learners' fear of speaking. *Language Studies Working Papers*, 1. 55-63.
- Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: the case at a Turkish state university. *Procedia-Social and Behavioral Sciences*, 199, 648-656. doi: 10.1016/j.sbspro.2015.07.594
- Dalkılıç, N. (2001). *An investigation into the role of anxiety in second language learning* (Unpublished doctoral dissertation). Çukurova University, Turkey.
- Gardner, R. C., Smythe, P. C., Clément, R., & Gliksmann, L. (1976). Second language learning: A social psychological perspective. *Canadian Modern Language Review*, 32, 198-213.
- Gardner et al. (1987). *The Role of Anxiety in Second Language Performance of Language Dropouts* (Research Bulletin No.657). Canada: University of Western Ontario, London. Dept. of Psychology, Ontario.
- Febrianti, E. R. (2011). Teaching Speaking Of English As A Foreign Language: Problems And Solutions. *Journal Bahasa*, 1(2), 133-146.
- Foss, K. A., & Reitzel, A.C. (1988). A Relational Model for Managing Second Language Anxiety. *TESOL Quarterly*, 22(3). 437-454.
- Freiberger, S. B. (2010) Occhipinti, A.(2009). *L2 Anxiety in Spanish - Speaking Adult ESL Populations Possible Causes and Cultural Influences*. Retrieved from <http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=5336&context=etd>
- Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research* 4(7), 1501-1505. doi: 10.13189/ujer.2016.040701

- Han, T., Tanrıöver, A.S., & Şahan, Ö. (2016). EFL students' and teachers' attitudes toward foreign language speaking anxiety: a look at NESTs and Non-NESTs. *International Education Studies*, 9(3). doi:10.5539/ies.v9n3p1
- He, D. (2013) What makes learners anxious while speaking English: a comparative study of the perceptions held by university students and teachers in China. *Educational Studies*, 39(3), 338-350, doi: 10.1080/03055698.2013.764819
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.
- Hwa, S. P. (2014, December). *The Impact of Gender on Speaking Anxiety among Malaysian Tertiary ESL Learners*. The International Conference on Language, Literature, Culture, and Education, Kuala Lumpur.
- Kachru, Y., & Smith, L.Y. (2008). *Cultures, Contexts, and World Englishes*. New York, NY: Taylor & Francis.
- Karakaş, A. (2012, July). How to cope with speaking anxiety in EFL classrooms. *ELT Weekly*, 4(28). Retrieved from https://www.academia.edu/1954388/How_to_Cope_With_Speaking_Anxiety_in_EFL_Classrooms?auto=download
- Karataş, H., Alcı, B., Bademcioğlu, M., & Ergin, A. (2016). An Investigation into University Students' Foreign Language Speaking Anxiety. *Procedia - Social and Behavioral Sciences*, 232. 382-388. doi: 10.1016/j.sbspro.2016.10.053
- Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85(4), 549-566.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92, 71-86.

- Liu, M. (2007). Anxiety in oral English classrooms: a case study in China. *Indonesian Journal of English Language Teaching*, 3(1), 119-137.
- Mahmoodzadeh, M. (2012). Investigating foreign language speaking anxiety within the EFL learner's interlanguage system: the case of Iranian learners. *Journal of Language Teaching and Research*, 3 (3), 466-476. doi:10.4304/jltr.3.3.466-476
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: toward a rhetorical clarification. *Language Learning*, 32(2), 251-275.
- MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning*, 41(4), 513-534.
- MacIntyre, P.D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *Modern Language Journal*, 79(1), 90-99.
- Marwan, A. (2007). Investigating students' foreign language anxiety. *Malaysian Journal Of ELT Research*, 3, 37-55.
- McCoy, I. R. (1976, November). *Means to Overcome the Anxieties of Second Language Learners*. Annual meeting of the American Council for the Teaching of Foreign Languages, New Orleans.
- McCroskey, J. C. (1977). Oral Communication Apprehension: A Summary of Recent Theory Research. *Human Communication Research*, (4)1, 78-96.
- Mohamad, A.R., & Wahid N. D. (2009). Anxiety and speaking English as a second language among male and female business students in University Industry Selangor. *Segi Review* 2, 2, 65-84.
- Occhipinti, A. (2009). *Foreign Language Anxiety in Class Speaking Activities – Two Learning Contexts in Comparison*. Retrieved from <https://www.duo.uio.no/bitstream/handle/10852/25584/Daxstamparexoggixultima.pdf>

- Onwuegbuzie, J. A., Bailey, P., & Daley, E. C. (2000). The validation of three scales measuring anxiety at different stages of the foreign language learning process: The input anxiety scale, the processing anxiety scale, and the output anxiety scale. *Language Learning*, 50(1), 87-117.
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia-Social and Behavioral Sciences*, 70, 654-665. doi: 10.1016/j.sbspro.2013.01.106
- Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: the case at a state university. *Journal of Language and Linguistic Studies*, 10(1), 1-17.
- Papamihiel, N. E. (2002). English as a second language students and english language anxiety: issues in the mainstream classroom. *Research In The Teaching of English*, 36(3), 327-355. Retrieved from <http://www.jstor.org/stable/40171530>
- Park, S.M. (2009). *The Effects of Speaking Anxiety on Foreign Language Learning*. (MA Report). Retrieved from The University of Texas at Austin, University of Texas Libraries website: <http://repositories.lib.utexas.edu/bitstream/handle/2152/ETD-UT-2009-12-651/PARK-MASTERS-REPORT.pdf?sequence=1>
- Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, 76(1), 14-26.
- Phillips, G.M. (1968). Reticence: Pathology of the Normal Speaker. *Speech Monographs*, 35, 39-49. doi. /10.1080/03637756809375564
- Riasati, M. J. (2011). Language learning anxiety from EFL learners' perspective. *Middle-East Journal of Scientific Research*, 7(6), 907-914.

- Saito, T., & Iida, T. (2015). Speaking anxiety and the effects of previous overseas experience in an English intensive program before study abroad. *Papers in Language, Literature, and Culture: Graduate School of Literary Studies, Doshisha Women's College of Liberal Arts*, 1-24. Retrieved from https://dwcla.repo.nii.ac.jp/?action=repository_action_common_download&item_id=892&item_no=1&attribute_id=22&file_no=1
- Saltan, F. (2003). *EFL speaking anxiety: How do students and teachers perceive it?*. (Unpublished master's thesis). METU, Ankara.
- Sellers, V.D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 33(5), 512-520.
- Spielmann, G., & Radnofsky, M. L. (2001). Learning language under tension: new directions from a qualitative study. *The Modern Language Journal*, 85, 259-278.
- Songyut, A. (2016). Reflections from teachers and students on speaking anxiety in an EFL classroom. *Journal of Language and Cultural Education*, 4(3), 46-70.
- Subaşı, G. (2010). What are the main sources of Turkish EFL students' anxiety in oral practice?. *Turkish Online Journal of Qualitative Inquiry*. 1(2). 29-49. Retrieved from <http://www.acarindex.com/dosyalar/makale/acarindex-1423932623.pdf>
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. University of Glasgow, Glasgow . Retrieved from https://www.researchgate.net/publication/293263722_Investigation_of_the_factors_that_cause_language_anxiety_for_ESLEFL_learners_in_learning_speaking_skills_and_the_influence_it_casts_on_communication_in_the_target_language
- Tercan, G., & Dikilitaş, K. (2015). EFL students' speaking anxiety: a case from tertiary level students. *ELT Research Journal*, 4(1), 16-27.

- Tianjian, W. (2010). Speaking anxiety: more of a function of personality than language achievement. *Chinese Journal of Applied Linguistics (Bimonthly)*, 33(5), 95-109.
- Tsai, C. C. (2014). English as a foreign language speaking anxiety among university of technology students in Taiwan. *Modern Journal of Language Teaching Method*, 4(4), 44-48.
- Tüm, D. Ö., & Kunt, N. (2013). Speaking anxiety among EFL student teachers. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(3), 385-399.
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education*, 1(1), 1-12.
- Yahya, M. (2013). Measuring speaking anxiety among speech communication course students at the Arab American University of Jenin (AAUJ). *European Social Sciences Research Journal*, 1(3), 229-248.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: what does language anxiety research suggest ?. *The Modern Language Journal*, 75(4), 426-239.
- Young, D. J. (1991, March). *Language Anxiety from the Foreign Language Specialist's Perspective: Interviews with Krashen, Omaggio Hadley, Terrell and Rardin*. The Annual Meeting of the Central States Conference on the Teaching of Foreign Languages, Indianapolis.
- Zhanibek, A. (2001). *The relationship between language anxiety and students' participation in foreign language classes* (Unpublished master's thesis). Bilkent University, Ankara.
- Wang, N. (1998). *Beliefs about language learning and foreign language anxiety: A study of university students learning English as a foreign language in Mainland China* (Unpublished master's thesis). University of Victoria, Victoria.

Wilson, S. T. J. (2006). *Anxiety in learning English as a foreign language: Its associations with student variables, with oral proficiency, and with performance on an oral test.*

(Unpublished doctoral dissertation). Universidad de Granada, Granada.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *Regional Language Centre Journal*, 37(3), 308-328. doi:10.1177/0033688206071315



Appendix A

FOREIGN LANGUAGE SPEAKING ANXIETY QUESTIONNAIRE

Dear participants,

The main purpose of this questionnaire is to have an idea on English language speaking anxiety in EFL classrooms. Your answers would contribute to this study. The information gained from you would be valuable in this research. The answers to this questionnaire will be kept confidential.

Thank you for your kind co-operation in completing this questionnaire.

PART I.

Gender: Male / Female	Grade Level:
Have you been abroad : (yes) (no)	

PART II.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English.	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes.	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5

8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
9. I don't feel confident when I speak English in classes.	1	2	3	4	5
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Appendix B

STUDENT INTERVIEW QUESTIONS

1. What hinders you in speaking English freely ?
2. Why do you feel nervous or stressful while speaking English in the classroom ?
3. What makes you feel more comfortable while speaking English in the classroom ?
4. How do you feel yourself while speaking English in the classroom ?



Appendix C

TEACHER INTERVIEW QUESTIONS

1. What do you think about the sources of your students' speaking anxiety in English speaking classes ?
2. What could be done to reduce students' speaking anxiety in foreign language classes?

