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LEARNERS' PERCEPTIONS OF THEIR ENGLISH PRONUNCIATION ANXIETY AT TERTIARY LEVEL

MASTER'S THESIS

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YÜKSEK LİSANS TEZİNİN ADI:
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ABSTRACT

LEARNERS' PERCEPTIONS OF THEIR ENGLISH PRONUNCIATION ANXIETY AT TERTIARY LEVEL

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The purpose of this study is to explore the perceptions of pronunciation anxiety of preparatory class EFL learners majoring in different departments as well as their anxiety levels in the context of different variables. The subjects of this research are the students of School of Foreign Languages at Gazi University and Hacı Bayram University in Ankara, Turkey. This research was conducted by using a descriptive survey model, which is one of the quantitative research methods. The data for the study were collected through a questionnaire measuring the pronunciation anxiety of EFL learners, developed by Kralova, Skorvagova, Tirpakova and Markechova (2017) and translated by the researcher. The data collected within the scope of the research were analyzed using statistical package programs. Based on the analysis results, it was determined that the participants had mild pronunciation anxiety. When the anxiety levels of the participants were examined in terms of gender variable, it was found that there was a significant relationship between anxiety levels and gender. In addition, the findings of the study showed that the anxiety levels of the participants showed a significant difference in regard to their major. The findings of the study showed that there was a significant relationship between the level of perceived proficiency and pronunciation anxiety of the students. The relationship between hours of study and anxiety levels of students, another variable, was found to be significant. The results showed that there was a significant relationship between the variables of face-to-face and online interaction with English speaking individuals, and levels of pronunciation anxiety. When the anxiety levels of the participants were examined in terms of how long, where, and how they learned English, it was found that there was a significant relationship between anxiety levels and these variables. It was observed that there was a relationship between self-efficacy beliefs of the participants regarding their pronunciation skill, pronunciation anxiety and interest in pronunciation, and their pronunciation anxiety levels. In the light of these findings, a number of suggestions have been made such as activities to reduce anxiety levels in the classrooms and redesigning the curriculum to increase speaking activities.

Key Words : *anxiety, pronunciation anxiety, foreign language pronunciation anxiety, foreign language pronunciation self-image, preparatory class students*

ÖZET

ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRENCİLERİNİN İNGİLİZCE TELAFFUZ KAYGILARINA İLİŞKİN ALGILARI

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Bu çalışmanın amacı, farklı lisans programlarına kayıtlı yabancı dil hazırlık sınıfı öğrencilerinin telaffuz kaygısına yönelik algılarını ve katılımcıların kaygı seviyelerini farklı değişkenler bağlamında araştırmaktır. Araştırma Gazi Üniversitesi ve Hacı Bayram Veli Üniversitesi Hazırlık okulunda yapılmıştır. Bu araştırma nicel araştırma yöntemlerinden betimsel tarama modeli kullanılarak yürütülmüştür. Araştırmanın verileri, Kralova, Skorvagova, Tirpakova ve Markechova (2017) tarafından geliştirilen ve araştırmacı tarafından Türkçe' ye çevrilen, yabancı dil öğrenen öğrencilerin telaffuz kaygılarını ölçen bir anket aracılığıyla toplanmıştır. Araştırmadan elde edilen verilerin analizleri istatistik paket programları kullanılarak yapılmıştır. Yapılan analizler sonucunda katılımcılarının tümünün hafif düzeyde telaffuz kaygısına sahip oldukları belirlenmiştir. Katılımcıların kaygı düzeyleri, cinsiyet değişkeni açısından incelendiğinde, kaygı seviyeleri ile cinsiyet arasında anlamlı bir ilişki olduğu görülmüştür. Ayrıca, çalışmanın bulguları katılımcıların kaygı düzeylerinin okudukları bölümlere göre anlamlı bir fark sergilediğini göstermiştir. Çalışmanın bulguları katılımcıların kendi ifade ettikleri yeterlilik düzeyi ile kaygı düzeyleri arasında anlamlı bir ilişki olduğunu göstermiştir. Diğer bir değişken olan öğrencilerin çalışma saatleri ve kaygı düzeyleri arasındaki ilişki anlamlı bulunmuştur. Bulgular İngilizce konuşan bireylerle yüz yüze ve çevrimiçi olarak iletişime geçme değişkenleri ile telaffuz kaygısı arasında anlamlı bir ilişki olduğunu göstermiştir. Katılımcıların kaygı düzeyleri, İngilizce'yi ne kadar uzun zamandır, nerede ve ne şekilde öğrendikleri açısından incelendiğinde kaygı seviyeleri ile bu değişkenler arasında anlamlı bir ilişki olduğu görülmüştür. Katılımcıların telaffuza yönelik yeteneklerine, kaygı düzeylerine ve ilgilerine ilişkin öz-yeterlik inançları ve telaffuz kaygı seviyeleri arasında bir ilişki olduğu görülmüştür. Çalışmanın bu bulguları ışığında sınıflarda kaygı düzeylerini düşürecek etkinliklerin yapılması, ders programlarının konuşma saatlerini artıracak şekilde desenlenmesi gibi bir takım öneriler getirilmiştir.

Anahtar Kelimeler : *telaffuz, telaffuz kaygısı, yabancı dil telaffuz kaygısı, yabancı dil telaffuz öz imgesi, hazırlık sınıfı öğrencileri*

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CHAPTER I
INTRODUCTION

1.1 Introduction

This chapter includes the background of the study, statement of the problem, purpose of the study and the research questions.

1.2 Background of the Study

English as a Foreign Language (henceforth, EFL) has a very important role in the academic and social lives of many learners worldwide. The sub-skills such as use of vocabulary and grammar in productive skills, comprehension, scanning and skimming in reading; and organisational and editing skills in writing; and listening for gist, listening for specific information and listening for detail in listening; and fluency and pronunciation, in speaking are of vital importance in language teaching, besides the four language macro skills: listening, speaking, reading and writing.

Pronunciation, the sub-skills of which includes word and sentence stress, rhythm and intonation and the use of the individual sounds of the language, plays an important role in communication, and therefore should be attributed proper importance to teaching in foreign language classes. However, many EFL teachers have unfortunately neglected it. Yet, in order for the speaker and the hearer to communicate properly, the former should be able to produce the sounds through encoding a message, whereas the latter should be able to comprehend what they hear through decoding the message sent, by learning the sounds of the target language (Hişmanoğlu, 2006). When the EFL learners happen to talk to a native or a fluent speaker of English, the lack of exposure to the authentic language leads to some difficulties in interaction, as they have not trained their ears to hear and understand English speech. Even if they have enough vocabulary and grammar knowledge to communicate, they cannot employ these skills partly because they don't understand the pronunciation of native speakers or the way they pronounce their words is not clear enough to carry out a meaningful conversation.

Yet, the English that Turkish students learn in most pre-university settings does not adequately prepare EFL learners for communicating in real world settings using English as either mostly teacher-centered methods which do not pay enough attention to teaching pronunciation are utilized or the methods adopted are not effective enough. The grammar-translation method and reading-based approaches, for example, have viewed pronunciation as irrelevant, whereas in the direct method pronunciation is very important, yet the methodology is primitive (Hişmanoğlu, 2006).

Furthermore, many scholars (Fangzhi, 1998; Pawlak, 2003; Szpyra-Kozowska, Frankiewicz & Gonet, 2002 as cited in Szyszka, 2011) assert that developing learners' pronunciation skills has been neglected. Similarly, Wei (2006) points out that teaching pronunciation is still neglected at many universities or colleges in the world. For instance, in China, English phonetic courses are simply left to chance or ignored completely in teaching and learning English (Fangzhi, 1998). In Turkey, especially at preparatory programs, pronunciation teaching is left to the instructors. Moreover, even if these speakers are competent enough in terms of some vital skills such as vocabulary and grammar, they tend to suffer from anxiety, which raises the question as to whether they may not perform as well as they actually can because of the feeling of anxiety.

1.3 Statement of the Problem

It is a fact highlighted in many studies that there are concerns about learning a foreign language, especially English as a foreign language for various reasons. Pronunciation is one of the major concerns of foreign language learners. In the literature, there are studies on foreign language anxiety and even pronounciation anxiety, but most of these studies are conducted with students studying in English-related fields. In the available literature, there are not many studies focusing on determining the pronunciation anxiety levels of language learners in general and evaluating these anxiety levels in terms of different variables. It has been emphasized by some researchers (Krashen 1982; Maclntyre and Gardner, 1991a) that the level of pronunciation anxiety also directly affects the overall language learning processes of foreign language learners. In this study, it is aimed to determine the level of pronunciation anxiety of preparatory year students registered in different departments in order to find solutions to the problem and contribute to narrowing the gap in the field.

Pronunciation anxiety appears to be a problem for learners of English; even if teaching of the macro skills is emphasized, pronunciation teaching is neglected; either the parts of the objectives relevant to pronunciation are totally omitted or left to the preference of the instructor.

However, many scholars (Stephenson Wilson, 2006; Woodrow, 2006) agree on the idea that oral performance is linked with language anxiety. For example, Mak (2011, p. 210) reports that learners generally tend to experience anxiety when giving speeches in class, interacting with a native speaker, or being corrected while speaking. They state that "discriminating the sounds and structures of a target language message" is difficult (Horwitz, Horwitz, & Cope, 1986, p.126).

Interest in pronunciation has increased because of its role in speech perception and recognition and also the observation that mispronunciation leads to embarrassment and apprehension, yet to this day, research on the pronunciation anxiety levels of preparatory year students at state universities especially in Turkey is very limited (Kafes, 2018).

There is now ample research on foreign language anxiety and pronunciation problems of Turkish learners of English in general and they do offer some solutions. However, during the review of available literature, at no point was there a relevant and comprehensive study related to the pronunciation anxiety level of learners at tertiary level or of its impact on their language production found. Therefore, this study aims to focus primarily on pronunciation anxiety.

1.4 Significance of the Study

Even though there are many studies (Hişmanoğlu, 2013; Yastıbas, 2016; Young, 1991) investigating the foreign language anxiety levels of learners in general or focusing on one of the four language macro skills or on the pronunciation anxiety of student teachers, the discipline still lacks studies investigating the pronunciation anxiety level of learners at tertiary level, especially within the context of general English preparatory programs of universities.

As there is a lack of research in the literature about the pronunciation anxiety levels of preparatory year students at state universities in Turkey, the results of this study may shed

some light on how the learners perceive their English pronunciation. At the local level, this study attempts to illustrate the English pronunciation self-perceptions of students at two states universities in Ankara, Turkey. This information may enable the instructors of English in these institutions to have an insight into the learners' self-perceptions and affective variables such as motivation, self-confidence, anxiety and attitude.

1.5 Aims and Scope

This study focuses on EFL learners' pronunciation anxiety level and seeks an answer to whether pronunciation anxiety helps learners learn better. In addition, it aims at investigating whether the anxiety levels show any differences depending on the variables such as the gender, major or experiences of the learners, such as being abroad before or time spent communicating with speakers of English. The participants of the study were the preparatory year students of various undergraduate programs at Gazi and Hacı Bayram Veli Universities. All the students were considered to be at level B1 of the Common European Framework of Reference for Languages (henceforth, CEFR) and they all took 24 hours of English lessons that academic term.

The researcher will use quantitative techniques such as surveys to identify whether Turkish learners of English experience pronunciation anxiety and if so, to what extent they experience it, and will suggest some techniques to help students overcome their anxiety and improve their pronunciation skills. In this study age will not be a factor, however, all ages will be represented, but the majors of the students will be an important factor as the researcher tries to find out the key factors from which the anxiety level differences may stem.

1.6 Research Questions

The questions that are being addressed in this research for analysis are:

1. What are the pronunciation anxiety levels of university students?
2. Do the anxiety levels show any differences depending on the variables?
    - 2.1 Is there a relationship between learners' pronunciation anxiety level and gender?
    - 2.2 Is there a relationship between learners' pronunciation anxiety level and major?
    - 2.3 Is there a relationship between learners' pronunciation anxiety level and their

perceived level of proficiency?

2.4 Is there a relationship between learners' pronunciation anxiety level and their hours of study per week?

2.5 Is there a relationship between learners' pronunciation anxiety level and interactions with native speakers?

2.6 Is there a relationship between learners' pronunciation anxiety level and any online interaction with speakers of English?

2.7 Is there a relationship between learners' pronunciation anxiety level and their foreign language learning background?

2.8 Is there a relationship between learners' pronunciation anxiety level and the number of past years studying English?

2.9 Is there a relationship between learners' language pronunciation anxiety levels and self-efficacy beliefs on pronunciation skill?

2.10 Is there a relationship between learners' pronunciation anxiety levels and their interest in pronunciation?

1.7 Limitations and Assumptions

This local study was carried out at The School of Foreign Languages at Gazi University and Hacı Bayram University with a total of 959 students in the spring term of the 2018-2019 academic year. Since as many numbers of learners as possible were aimed to be reached for the quantitative research design; it could be assumed that participants of the research are representative. The assumption is that learners are able to understand items properly and accordingly answer the questions sincerely and honestly. Being conducted at only Gazi University and Hacı Bayram Veli University is one of the limitations of this study. If the time and resources had been available to reach other universities in Turkey, the study could have identified to what extent learners of English in English preparatory programs of universities in Turkey experience pronunciation anxiety and also whether the learners do not perform as well as they actually can because of the feeling of anxiety or not more clearly. Also, the study is limited to the self-report data. If qualitative techniques had been used, there might have been different results

.

CHAPTER II
REVIEW OF LITERATURE

2.1 Introduction

In this chapter, an overall framework of the concept of anxiety and pronunciation anxiety will be introduced, and a brief review of recent studies will be presented.

2.2 Theoretical Background

Examining students' perceptions has a vital importance in the decision making process of language teaching as these perceptions have the potential of influencing the extent to which a learner can enjoy and benefit from the course or subject provided. Akıncı (2015) regards perceptions on a subject as a matter of utmost importance for effective learning prior to learning that subject and claims provided that the perceptions of the learners are positive, the process of learning may be easier and enjoyable or vice versa.

Many models and theories have discussed the role of language anxiety in the language learning process. To begin with, according to Krashen's (1981, 1982) affective filter hypothesis, language learners may be affected by some affective variables such as motivation, anxiety, and self-confidence which can have a major role in determining the success or failure of language learners while acquiring the language. For instance, a highly motivated and self-confident learner will not be under the influence of a mental block making input incomprehensible, whereas a learner who is not as motivated and self-confident and also more anxious will find it impossible to comprehend because of the mental block in action. Even though some researchers such as McLaughlin (1987, p.56) remarks, "Krashen's theory fails at every juncture ... Krashen has not defined his terms with enough precision, the empirical basis of the theory is weak, and the theory is not clear in its predictions.", the role of affective filters is accepted by many scholars and a lot of research has been conducted.

Among those theories, two prominent models have been found to be relevant to this study concerning the pronunciation anxiety. One of them is the model of the role of anxiety in language learning developed by MacIntyre and Gardner (1991a), which focuses on language

learning and how anxiety occurs. According to this model, there are three phases in language learning related to anxiety; beginner, post-beginner and later phase. The first phase does not have an effect on the language learning process, whereas the second phase, where, unlike the first one, the learners begin developing attitudes and emotions towards the EFL context. As a result of the negative experiences of the learners throughout the learning process, anxiety emerges and therefore language learners may achieve poorly. At the last phase, as the learners keep having those negative experiences, their anxiety levels ascend and this will result in poor language learning performance (Otair & Abd Aziz, 2017). In some cases learners may experience anxiety related to these situations. Situation- specific anxiety "can be seen as trait anxiety limited to a given context" (MacIntyre & Gardner, 1991a, p. 90). In foreign language contexts, situational anxiety or situation-specific anxiety was defined as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient". (MacIntyre & Gardner, 1993, p.5). Situation-specific anxiety can be seen as a trait that refers to anxiety experienced in a particular situation because it is triggered by a specific situation or event over time, "such as taking a test, public speaking, class participation, talking with a foreigner in a foreign language, or solving a physical problem" (Huang, 2012, p. 1520). MacIntyre and Gardner (1991a) recommend foreign language anxiety be studied with situation-specific measures, due to its own features. Similarly, Horwitz et al. (1986) regard foreign language classroom anxiety as a typical situation-specific anxiety. It is believed that there is a relationship between trait and situation-specific anxieties and Szyszka (2017) clarifies the relationship as follows:

> [...] if an individual – low or high in trait anxiety – perceives a defined context as non-threatening, then he or she will be low in situation-specific anxiety. However, if another specified situation is repeatedly recognised as dangerous by the same individual, then the level of situation-specific anxiety will be high. (p. 56)

2.2.1 The Concept of Anxiety

Anxiety, a complex psychological construct that is comprised of a lot of variables, is difficult to define in a single sentence (Zhanibek, 2001). According to Freud (1924) it is defined as "'something felt', a specific unpleasant emotional state or condition that included apprehension, tension, worry, and physiological arousal" (Spielberger & Reheiser, 2009, p.273) .

However, according to Spielberger (1983, p.1) anxiety is “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system”.

Some scholars define the types of anxiety in different words: for instance Brown (2000, p.151) claims that “trait anxiety is a more permanent predisposition to be anxious”. However, state anxiety refers to reactions to a stimulus perceived as harmful, dangerous or threatening in a certain context (Spielberger, 1972). In other words, trait anxiety refers to personality differences and stems from a global trait, whereas state anxiety is momentary and caused by a specific event or situation (Brown, 2000). The third type, situational anxiety, unlike trait anxiety, is not a personality trait and refers to anxiety experienced in a particular situation and therefore language anxiety can be considered a part of situational anxiety (Zhanibek, 2001). In this sense, situational anxiety was defined as the feeling of apprehension which individuals experience when they are required to use a second language they are not fully proficient at (MacIntyre & Gardner, 1991b) . Examples of situation-specific anxiety in a foreign language classroom include tasks such as public speaking, writing examinations or participating in class and classroom presentations (Zhanibek, 2001).

2.2.2 Anxiety in Language Learning

Anxiety is a common phenomenon that may lead to some negative consequences in language classroom such as lack of motivation, failing in developing required cognitive skills to learn a foreign language or poor academic performances (Yastıbaş, 2016).

Foreign language anxiety is related to performance evaluation regarding academic and social settings and therefore it is closely linked with communication apprehension, test anxiety and fear of negative evaluation (Horwitz, et al., 1986). Thus, foreign language anxiety is seen 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, Horwitz, & Cope, 1991, p.31). Likewise, MacIntyre (1998) defines foreign language anxiety as “the worry and negative emotional reaction aroused when learning or using a second language “(p.27). It has been long known that language learning is associated with anxiety and both the teachers and the learners regard anxiety as a big problem to deal with while learning to speak a second language. Some foreign language teaching methods

such as Community Language Learning and Suggestopedia are two of the approaches aimed at reducing learner anxiety (Horwitz, et al., 1986).

Some possible causes of anxiety can be seen as the difficulty level of foreign language classes, learners' personal perceptions of language aptitude, personality variables such as perfectionism and fear of public speaking, and stressful classroom experiences (Price, 1991).

Young (1991), on the other hand, identified six possible sources of anxiety, which are: 1) personal and interpersonal issues; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. It has not been easy to clearly define the relationship between anxiety and second language achievement as some experimental studies have failed to give consistent results to different anxiety measures and conceptualizations. Scovel (1978) suggested that drawing a clear distinction between facilitating and debilitating anxiety might help solve the phenomenon. In some cases, facilitating anxiety can occur when the task is just difficult enough for the learner to handle, thus enabling the learner to perform better and therefore beneficial to some extent, yet too much anxiety can cause a debilitating effect, and this may result in the avoidance of work or poor performance (Zheng, 2008).

Language anxiety is known to have consequences for FL learning and use (Baran-Łucarz, 2016). A consistent, negative correlation of moderate strength between language anxiety and measures testing achievements, such as final grades or task outcomes have been proven by many studies using the Foreign Language Classroom Anxiety Scale (FLCAS) and similar measures of foreign language anxiety (Horwitz, 2001). Many researchers have claimed language anxiety to be the strongest predictor of success whilst learning a foreign language and pointed out that the skill producing most anxiety is speaking, especially when the oral task takes place in front of other students (Baran-Łucarz, 2013a). At this point, the learners worry most about pronunciation most and are afraid of seeming ridiculous (Price 1991).

Foreign Language anxiety seems to be primarily associated with the oral aspects of language use, where, according to Baran-Łucarz (2011), concern over foreign language pronunciation is one of the determinants of it.

However, many scholars have identified other language-specific anxieties like reading anxiety (Argamon & Abu-Rabia, 2002; Matsuda and Gobel, 2004; Saito et al. 1999), writing anxiety (Cheng, 2004; Hilleson, 1996), listening anxiety (Elkhafaifi, 2005; Kim, 2005) or grammar anxiety (VanPatten and Glass 1999) (as cited in Baran-Łucarz, 2013a).

A study carried out by Saito, Horwitz, and Garza (1999) suggests that reading in the target language can be anxiety-provoking for some learners and that it is possible to distinguish foreign language reading anxiety from general foreign language classroom anxiety. Additionally, their study found that learners had dissimilar reading anxiety levels depending on their target language. In another study, Cheng, Horwitz, and Schallert (1999) aiming to differentiate the components of oral language anxiety and second language writing anxiety found that the students who suffer from higher levels of anxiety generally have low self-concepts as language learners. Listening anxiety in FL learning or, in other words, listening comprehension anxiety has something to do with ‘‘the way listeners select and interpret information that comes from the auditory and/or visual cues’’ (Piechurska-Kuciel 2008, p. 80). When the listening comprehension task is too hard, anxiety levels may rise and many features such as the speed of connected speech determine how difficult the task is. Poor strategy use and other factors can lead to listening apprehension, which may eventually result in fear of failure (Vogely, 1998).

According to Young (1991), what the learners believe about the nature of language learning is one of the factors that contributes considerably to language anxiety. She finds some of them to be unrealistic, such as the amount of time they set aside for themselves, and if “belief and reality clash”, anxiety occurs (p. 428). For example, a beginner level learner of a foreign language will probably not sound like a native speaker unless they are very highly motivated. Therefore, they may feel frustrated and stressed. According to studies, some learners believe pronunciation practice to be the most important skill among all the others (Gynan, 1989). Language learners in Horwitz’s (1988) study expressed concern about correct utterances and speaking with an excellent accent. Baran-Łucarz (2013a) asserts that “the importance of pronunciation and phonological awareness in perceiving and comprehending spoken language is undeniable” and one can also claim that this awareness plays even a greater role when it comes to communicating a message making best use of phonological competences.

2.2.3 Foreign Language Pronunciation Anxiety

Pronunciation anxiety can be considered as a language-specific anxiety and can be identified as a type of social anxiety caused by fear of "interpersonal evaluation in real or imagined social settings" (Leary, 1983, p. 67, as cited in Baran-Łucarz, 2016).

> Pronunciation anxiety is a feeling of apprehension experienced by FL learners either in the FL classroom or natural setting, deriving from negative FL pronunciation self-perceptions, fear of negative evaluation, and beliefs about the importance of pronunciation, difficulty of learning and the sound of the FL pronunciation, evidenced by typical cognitive, physiological/somatic and behavioral symptoms of being anxious. (Baran-Łucarz, 2014b, p.38)

In another study, Baran-Łucarz (2014a) defines pronunciation anxiety as "a multidimensional construct referring to the feeling of apprehension experienced by non-native speakers in oral-communicative situations, due to negative/ low pronunciation self-perception and to beliefs and fears related to pronunciation".

According to the working model of pronunciation anxiety (Baran-Łucarz, 2014a), it is a construct of which the components are a set of self-perceptions; pronunciation self-image, pronunciation self-efficacy and assessment, fear of negative assessment and beliefs related to the importance of pronunciation. The sub-components of self-perceptions, namely pronunciation self-image, refer to the beliefs that learners have about their appearance, the way they look or sound when communicating in a foreign language and their acceptance of the self-image they perceive; pronunciation self-efficacy can be explained as the predisposition to learn the pronunciation of a target language; pronunciation self-assessment is the way one evaluates his/her pronunciation level by comparing their pronunciation to those of others (Baran- Łucarz, 2014b). Two of the components that form this construct are: 1. fear of negative evaluation which means apprehension caused by the anticipation that the other speakers of the foreign language would have negative opinions regarding their pronunciation, and 2. beliefs related to TL pronunciation which include the importance of pronunciation in successful communication, the difficulty of learning pronunciation and the attitudes towards pronunciation (Baran-Łucarz, 2014a).

It is believed that there is a close link between foreign language pronunciation anxiety and phonetics learning anxiety. For instance Baran-Łucarz (2014c, p. 162) defines the construct of Phonetics Learning Anxiety as "an apprehension or fear that learners experience

specifically during a class of practical phonetics, aimed mainly at improving their pronunciation and raising their basic phonetic/ phonological competence, evidenced by cognitive, physiological/somatic, and behavioral symptoms". In order to examine phonetics learning anxiety of foreign language learners, Baran-Łucarz (2014c) carried out a study on the level of Phonetics Learning anxiety (PhLA) of Polish students. During the course, the learners were familiarized with the International Phonetic Alphabet (IPA) and were expected to have the ability to transcribe using it. The tests examining this skill were regarded as yet another factor causing apprehension in these classes. The students' belief about how difficult it was to learn English pronunciation for Poles, due to the general sound of it, were concluded to have an impact on the general level of PhLA.

2.2.4 General Aspects of Pronunciation Teaching

English has become the most prominent means of global communication and also the most important means of acquiring access to the world's resources (Kurniasih, 2016). Although there are four primary language skills in learning English as a foreign language there are also sub-skills such as vocabulary and pronunciation. There have been a lot of contrasting views on the value of pronunciation and how best to teach it in terms of giving foreign language instruction. Some researchers, including the one conducting this study, believe that pronunciation teaching and learning do pose great importance in the language learning process and therefore it should be attributed the importance it deserves. For example, Dalton-puffer, Kaltenboeck and Smit, (1997) believe good pronunciation to be indispensable for comprehensive communication in a second language and they add that it has an important role in one's first impression of a speaker's language competence.

Veronica (1997), on the other hand, focuses on the social aspect of it and asserts that social considerations should be neglected, adding that poor pronunciation may be annoying for the native speakers and can be associated with illiterate speech. However, even though there are plenty of studies pointing out how important pronunciation teaching is, at most universities pronunciation teaching is neglected; either the parts of the objectives relevant to pronunciation are totally omitted or left to the preference of the instructor. In this study it is aimed to list the possible reasons why pronunciation learning has been neglected, and also to point out the importance of teaching pronunciation to minimise 'pronunciation anxiety' which appears to be a problem for the learners of English, so that when learners encounter a native

speaker they are able to recognize immediately what is being said as the syllable stress and phoneme pronuniation in the vocabulary matches what they actually know and visa versa. Even though, there are many studies on foreign language anxiety and pronunciation problems of Turkish learners of English in general which offer some solutions, the discipline still lacks studies investigating the pronunciation anxiety level of learners at tertiary level and whether it has an impact on their language production. Therefore, this study aims to focus solely on pronunciation anxiety; other types of anxiety will not be examined.

From the point of historical perspective, there have been a lot of contrasting views on the value of pronunciation and how best to teach it in terms of giving foreign language instruction. “There was always the nagging question as to whether I was accomplishing anything at all by teaching pronunciation, whether I wouldn't be better serving my students by teaching them reading comprehension or vocabulary, for example” (Celce-Murcia, 1983, p.11).

The Grammar-translation Method and Reading-based approaches, for example, do not regard pronunciation as a vital component of language teaching; whereas according to the Direct Method, it is very important, and is presented through modelling by a native or native-like speaker. Similarly, the Audio-lingual method gives importance to pronunciation and it too is taught through modelling, repetition and minimal pair drill (Celce-Murcia, 1983).

Nakazawa (2012) asserts that the acquisition of correct pronunciation and intonation, despite their importance, has been either given little attention or even neglected when compared to the other aspects of language acquisition such as grammar because of time limitation and a limited number of resources such as teacher training. Survey results point out that most ESL learners are rarely provided with pronunciation or intonation instruction as they learn English (Derwing & Rossiter, 2002).

The Communicative Approach however does offer clear guidelines and directions on the teaching of pronunciation, yet the literature and the materials do not deal with pronunciation teaching itself much. Therefore, communicative tasks, games and problem-solving activities having pronunciation as the teaching objective must be considered (Celce-Murcia, 1983).

Second/foreign language learners' own perceptions and beliefs regarding pronunciation, such as their personal needs, or what they believe to be the best ways of dealing with communication problems attributed to their productions have been given little attention by researchers (Derwing & Rossiter, 2002). However, their perceptions should be measured. Celce-Murcia (1983, p. 13) states "Students learn to produce some selected sounds in a controlled situation in class, but what they learn does not readily transfer to real language use.

2.3 Relevant Studies

A great number of studies focused on foreign language anxiety regarding speaking and listening skills and pointed out that oral classroom activities constitute the most problematic and anxiety provoking aspect of foreign language learning (Horwitz et al., 1986; MacIntyre, 1995; Price, 1991; Young, 1991).

The Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) has been used heavily and adopted as a universal scale in studies dealing with anxiety in language learning. This self-report scale was later adapted by many researchers and gave inspiration for the development of skill-specific scales to measure anxiety. Among the most noteworthy of these studies was that carried out by Aida (1994). The study examined the relationship between language anxiety and Japanese language learning. The findings of the study were consistent with those of previous studies focusing on Western languages which showed that language anxiety was negatively correlated to students' language performance.

Numerous studies (Baran-Łucarz 2013b, 2014b, 2014c, 2016; Kralova et al., 2017; Kralova & Mala, 2018; Szyszka, 2011) have been conducted to investigate foreign language anxiety in terms of language skills, and they have utilised skill-specific tools to measure this anxiety. These studies have mainly adopted quantitative techniques (Baran-Łucarz, 2014b; Kralova et al., 2017; Kralova, Tirpakova & Skorvagova, 2018; Szyszka, 2011) and mainly applied correlational analyses through questionnaires and scales. Additionally, various researchers adopted both quantitative and qualitative techniques in their mixed-methods studies (Kralova & Mala, 2018) and utilized interviews with anxious learners or pre-service teachers to gather qualitative data.

However, overall, not many experiments have been conducted about foreign language pronunciation anxiety and verifying strategies on how to reduce it. Among these few studies, Kralova and Mala (2018) examined the link between the age of Slovak teachers of English as a foreign language and the quality of their English pronunciation. In their mixed-methods study, they utilised a background questionnaire, the English Pronunciation Anxiety Scale (EPA scale), the English Pronunciation Quality Test (EPQ), and semi-structured interviews. The EPA scale, was adapted from the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope (1986) and the Phonetics Learning Anxiety Scale (Baran- Łucarz, 2013b). It included 20 declarative statements to gather students' perceptions of their pronunciation in the foreign language and required the participants to indicate the extent to which they agreed/disagreed with the statements based on the 5-point Likert scale ranging from "strongly agree" to "strongly disagree". The EPA scale consisted of five subcomponents: oral performance apprehension corresponding to items 1 to 4; self-concern over pronunciation corresponding to items 5 to 8; pronunciation self-image corresponding to items 9 to 12; pronunciation self-efficiacy corresponding to items 13 to 16; and attitude to English pronunciation corresponding to items 17 to 20. A reversed scoring was used in five items. The anxiety score ranged from 20 to 100, with higher scores reflecting greater anxiety, which means that 81-100 points demonstrated the highest level of anxiety. Additionally, interviews were carried out with the twenty-five participants with the highest levels of anxiety. The results revealed that there was a positive correlation between age and pronunciation anxiety: it also demonstrated a negative relationship between age with pronunciation quality in contrast to the commonly held view regarding the fact that 'the more experienced teachers are, the less anxious they feel about their pronunciation'. In addition, it revealed a negative correlati on between the EPA and EPQ scores of Slovak teachers of English as a foreign language.

Likewise, by using a similar questionnaire, Kralova, Tirpakova and Skorvagova (2018) examined the effects of a 24-week psycho-social training programme on the pre-service teachers' personalities along with English pronunciation training. The participants of the study were 63 Slovak freshmen pre-service teachers; 30 of which constituted the experimental group, who were later divided into 2 groups for the sake of better outcomes of the psycho-social training. Two data gathering instrument were used in their study: the first one, The Sixteen-Factor Personality Questionnaire, (5^{th} Edition), assessing personality traits based on 5 global and 16 primary factors, was administrated and evaluated by a psychologist to gain information regarding personality. The second instrument used was the FLPAS,

inspired by the Foreign Language Classroom Anxiety Scale of Horwitz et al. (1986), to examine the pronunciation anxiety levels of the participants before and after the intervention. The researchers analysed the data gathered from the pre-tests and post-tests quantitatively using the Wilcoxon Signed Rank Test and the Wilcoxon Rank Sum Test and found that for some factors, there were significant differences between the pre-test and post-test results. They found that in both groups the FLPA was lower after the intervention. It was concluded that the psychological training and phonetic training when put together had a positive effect in reducing FLA.

In another study, Kralova et al. (2017) applied psycho-social training to 68 Slovak pre-service teachers as a strategy to reduce their foreign language pronunciation anxiety. In their quantitative study, psycho-social training was only applied to the experimental group, whereas both the experimental and the control groups were given intensive English pronunciation training. The phonetic training was given to both groups for 12 weeks as ninety-minute long sessions each week. The data were gathered by the FLPA scale and FLPQ in the pre-test and post-test. Before and after the training the FLPA scale was administrated and the English pronunciation of the students was assessed through FLPQ both beforehand and afterwards. A correlation analysis was done using Spearman's Rank Correlation Coefficients. The statistical analysis showed that while the pronunciation quality and pronunciation anxiety levels of both groups were similar before the training, the anxiety level of the experimental group was much lower and the quality of their pronunciation was much higher after the training. They concluded their study by stating that most of the participants stated that insufficient pronunciation was the strongest barrier to speaking and they described high speaking anxiety.

Triggered by the findings of the previous studies (Baran- Łucarz 2013b, 2014c), Baran Łucarz (2016) attempted to provide a working model of PA, the underlying subcomponents being pronunciation self-perceptions, fear of negative evaluation, and beliefs about pronunciation learning. Additionally, it was aimed to introduce a new instrument, the Measure of Pronunciation Anxiety in the FL Classroom (MPA-FLC) and to report the findings of the pilot study carried out with 151 young adults, studying at the University of Wrocław, majoring in various fields except English. Suggestions were made regarding how to adjust the instrument, and ideas for future research were put forward. The researcher computed the Cronbach’s alpha to evaluate the internal consistency of the MPA-FLC, and the

pilot version of it was administered to 37 high school students twice, with a break between the first and the second time they completed it to test 'test-retest' reliability. As for the validity examination of the measure, the Pearson product-moment correlation coefficient between the average total scores for the MPA-FLC and the FLCAS was computed and a strong link was found between the two instruments.

Baran-Łucarz (2014b) investigated whether pronunciation anxiety is an important factor determining students' Willingness to Communicate (WTC) in a foreign language classroom. The empirical study was conducted with 151 Polish students of English majoring in various departments at the University of Wroclaw, Poland. The two main focuses of the study were - a measure of willingness to communicate in the FL Classroom, using the 6-point Likert scale, and a measure of pronunciation anxiety in the FL Classroom, using a self-report questionnaire with 40 items. The participants were expected to agree or disagree on the 6-point Likert scale questionnaire consisting of 12 items which was inspired by Horwitz, Horwitz and Cope (1986) and Baran- Łucarz (2013b). The Pearson correlation analysis of the quantitative study proved a negative correlation of moderate strength between the anxiety levels of the students and their willingness to participate in speaking tasks irrespective of their proficiency level, which meant that the higher anxiety levels the participants had regarding their pronunciation, the less eager they were to participate in speaking activities. The results also showed that the students' WTC, which was seen as the determinant of foreign language use, had a strong link with their anxiety, which was caused by pronunciation self perceptions. The study also revealed that the students were unwilling to communicate because of pronunciation anxiety mostly when they were to work in large groups, and they felt less apprehension caused by their pronunciation when talking to an unknown student rather than a friend. Lastly, no relationship was found between WTC and PA and the proficiency level of the students, yet at the intermediate level it was the strongest.

Another study was carried out by Baran-Łucarz (2014c) to examine phonetics learning anxiety in two main phases. Even though the quantitative phase was needed in order to examine the subcomponents of PhLA and its relationship between the pronunciation levels of the students after the course of phonetics through the self-report questionnaire—the Phonetics Learning Anxiety Scale (PhLAS), the qualitative phase constituted the major concern of the study. The second and qualitative phase, aimed at verifying the achieved numerical data with the use of various techniques, namely written answers to open questions, semi-structured

interviews, and thinking aloud. The participants of the study were two groups of extramural students majoring in English who had been taking the course of phonetics at the Department of English Studies, University of Wrocław. The students with a high level of PhLA seemed to be especially anxious about their pronunciation self-image. Most of them reported that they were afraid of the reactions of their friends whose pronunciation was better than theirs. The subjects also stated that oral performance in the classroom was more anxiety-provoking than transcribing and writing IPA tests.

Baran- Łucarz (2013b) looked into the effect of Phonetics Learning Anxiety (PhLA), aiming to find out whether PhLA determines the extent to which learners can gain from a phonetics course and what the correlates of and/or subcomponents of the PhLA are, which enable us to understand the impact of affective factors on pronunciation learning. The empirical study was carried out with 32 first-year extramural students, majoring in English at the University of Wroclaw. The students were either motivated or highly motivated to acquire a native-like pronunciation level and they were allowed to choose from the norms of Received Pronunciation or General American Pronunciation for their practical course of phonetics that consisted of approximately thirty 90-minute lessons. The introductory questionnaire, the PhLAS Scale of 44 items based on a 6-point Likert scale, the Pronunciation Attainment Test (PAT), and IPA Tests were utilized to gather the data. PhLAS consisted of two parts; the 15 items in the first part measured the general level of PhLA, whereas the last 20 items looked into fears of negative evaluation. The results of the quantitative data proved fear of negative evaluation and beliefs regarding the nature of foreign language pronunciation learning to be major sources of PhLA, whereas anxiety about the transcription test did not turn out to be correlated with the general level of phonetics learning anxiety.

In another study, Baran-Łucarz (2013a) looked into the relationship between listening anxiety and the actual level and perceived levels of FL pronunciation. The Foreign Language Listening Anxiety Scale developed by Elkhafaifi (2005) and semi-structured interviews were utilized to gather data with the participation of 43 Polish high school students. The results of the study showed that the participants believed that there was an important connection between the learners' perceptions about their pronunciation and listening anxiety. More precisely, they were of the opinion that the high level of accentedness was what hindered successful FL listening.

Szyszka (2011) carried out a quantitative study with 48 teacher trainees studying English as a foreign language to examine the relationship between language anxiety and students' pronunciation competence perceptions. A slightly adapted version of the 33-item FLCAS (Horwitz, et al., 1986) with a 5-point Likert scale and the Pronunciation Self-evaluation Form (PSF), to measure the perceptions of the students' on their competences of segmentals and suprasegmentals, were utilized as the instruments of the study. The results of the quantitative study show that there is a relationship between LA levels and students' self-perceived levels of pronunciation competence. The results implied that the participants whose perceptions on their suprasegmentals competence is higher experienced lower levels of foreign language anxiety, yet their perceptions on the segmentals did not seem to be connected to their anxiety.

There has been a growing interest in pronunciation, one of the most neglected components of language teaching, thanks to its role in spoken interaction and the observation that mispronunciation leads to embarrassment and apprehension. Yet, despite these, very little research has been conducted on pronunciation anxiety in Turkey, and therefore there is still a lack of research in the area (Kafes, 2018).

Among quantitative studies carried out in Turkey, Kafes (2018) focused on pronunciation anxiety of pre-service teachers' and sought anwers to the questions of whether there was a relationship between pre-service teachers' pronunciation anxiety levels and their genders, prior English education, and their enrollment in preparatory class at university. The participants of the study were 75 pre-service EFL teachers' studying in their first year at a state university in Turkey. The Foreign Language Pronunciation Anxiety scale (FLPA) developed by Kralova et al., (2017) was used to gather the data. Three more questions were added to the first part of the questionnaire to gather more detailed demographic information. The analysis of the findings showed that all participants had a mild level of pronunciation anxiety, varying according to their gender, educational backgrounds of foreign language, pronunciation anxiety and their perceived pronunciation skills. The results of this study call for further research on the investigation of possible sources of pronunciation anxiety to understand and defeat pronunciation anxiety.

Similarly, Akıncı (2015) examined students' and academicians' perceptions on English pronunciation learning and made a comparison of the results to see the similarities

and contrasts between them. The data for their quantitative study was gathered through a questionnaire that focused on perceptions and beliefs regarding the process of pronunciation learning, and to attain this goal, the researcher used the pronunciation part of the questionnaire, which had previously been utilised in Ellen Simon and Miriam Taverniers' study (2011). The study was conducted at a Turkish state university with 278 students and 43 academicians from ELT and ELL departments. The results suggested that both students and academicians believed pronunciation to be necessary and important for a healthy communication, yet the students lacked the belief and confidence in their pronunciation. In addition, some of the academicians were not self-confident in this regard either. The study concluded by stating that there is a great chance of coming up with new strategies for learning and teaching if sufficient consideration is attributed to the pronunciation aspect of foreign language.

Although the number of studies related to pronunciation anxiety is very limited, a considerable number have investigated language learning anxiety from various angles in Turkey. For example, Atay and Kurt (2006) and Kırmızı and Kırmızı (2015) focused on writing anxiety, whilst Aydın (2008) has examined anxiety types. Similarly, Aydın and Takkaç (2017) and Öztürk and Gürbüz (2013) have investigated the relationship between anxiety and gender. For instance, Aydın and Takkaç (2017) found that there was a significant correlation between test anxiety and gender only in terms of the lack of self-confidence and negative motivation of learners. Likewise, Öztürk and Gürbüz's (2013) study revealed that female students had a higher level of foreign language learning motivation in comparison to male students but the female students felt more anxious than the male students during speaking.

In another study, Aydın, Yavuz and Yeşilyurt (2006) focused on the sources and effects of foreign language anxiety and the analysis of their data demonstrated that age had a significant effect on the foreign language anxiety levels of the learners, whereas no correlation was found between variables such as class experience, gender and anxiety.

Another study (Aydın, Harputlu, Çelik, Uştuk & Güzel, 2017) examined the effects of gender, age and grade on foreign language anxiety among children. The results revealed that age had a significant effect on communication apprehension, and age and grade had a significant effect in terms of FLA and its types.

In a similar vein, Hişmanoglu (2013) examined the pre-service teachers' language learning anxiety and its relation to independent variables such as gender, age and grade level. The Foreign Language Classroom Anxiety Scale (Horwitz, et al., 1986) was administrated to 132 pre-service teachers of English language at a state university in Turkey and also individual interviews were conducted with the pre-service teachers experiencing a high level of foreign language anxiety. The results indicated that even though the participants had low levels of foreign language learning anxiety, there was a significant relationship between anxiety and independent variables.

Yastıbaş (2016) examined the relationship among all types of anxieties, namely classroom, listening, reading, speaking and writing anxiety in Turkish ELT contexts, and tried to find out the relationships among all types of anxieties. In his quantitative research, he utilized five scales prepared to measure different types of anxieties in a language classroom. Seventy EFL learners took part in this study. The results demonstrated that there was not a correlational relationship between the four skill-oriented anxieties, yet a correlational relationship between speaking anxiety and classroom anxiety was found. It was concluded that each of these anxieties might result from different reasons and have different effects on the learners, so the teachers were advised to notice the sources of classroom and speaking anxieties in order to develop ways of reducing anxiety in the classroom.

Bekleyen (2004) reviewed the literature related to foreign language anxiety and focused on foreign language anxiety in general, besides examining the previous research in the field of language anxiety and its role whilst acquiring different language skills such as reading, writing, listening and speaking. The review of the literature revealed that although the conclusions of the early studies were contradictory, those drawn, thanks to the newly developed scales, were more consistent and the results of the studies showed that foreign language anxiety could be a major factor having an effect on the achievement levels of language learners.

Another study to investigate foreign language anxiety in terms of language skills was carried out by Tayşı (2015). In her mixed-methods study, the researcher investigated Turkish EFL learners' English speaking anxiety using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, et al., 1986). The findings of the study, which was conducted at a state university in Turkey with 115 English preparatory class students majoring in engineering,

revealed that the participants only had a moderate level of speaking anxiety and there was no significant difference in terms of anxiety levels between different age groups or gender. In addition, it was inferred that English speaking anxiety might stem from a lack of vocabulary, concerns about accuracy and the fear of mispronunciation of words.

Merç (2009) looked into the relationship between reading anxiety and listening anxiety and how reading and listening anxieties affect the performance of the learners of these skills. The study was conducted with 40 students from ELT department of a state university, in Turkey using responses to a questionnaire consisting of items from the Foreign Language Reading Anxiety Scale (FLRAS) and the Foreign Language Listening Anxiety Scale (FLLAS). The results of the study revealed a significant positive relationship between reading anxiety and listening anxiety. In addition, reading anxiety and listening anxiety were found to have an effect on the performance in reading skills and listening skills respectively.

Coşkun (2011) investigated the attitudes of senior pre-service teachers of English towards English pronunciation with 47 participants in a Turkish university. The results of the data, which were collected via a questionnaire and interviews, revealed that the pre-service teachers acknowledged the lingua franca status of English and believed the goal of a pronunciation class should be clear and intelligle English and added that “intelligible English” is what makes “International English”. In addition, it was found that most of the participants viewed the goal of a pronunciation class as being ‘to become like native speakers’, which suggests they perceived intelligible English as being like that of a native speaker.

Another study (Gürsoy & Hüseyinoğlu, 2017) implementing a mixed-method research design in Turkey was conducted with 111 undergraduate students, 55 of whom were seniors and 56 were freshmen, in a large state university in Turkey. Gürsoy and Hüseyinoğlu (2017) investigated self-perceptions and awareness of pronunciation skill of pre-service teachers of English and also their attitudes towards its instruction. The results of the data gathered through a questionnaire and semi-structured interviews revelaed that the teacher trainees in general had high self-perceptions of pronunciation skills, and positive attitudes towards pronunciation, its explicit instruction, and were aware of the importance of suprasegmental features along with the segmental features of pronunciation, yet freshmen had a higher level of self-perception than the seniors.

In another study, Subaşı (2010) investigated the potential sources of speaking anxiety with the participation of 55 freshmen pre-service teachers at state university in Turkey. The analysis of the data collected through a survey consisting of five parts, one of which was the FLCAS showed that there was a positive correlation between an individual's fear of negative evaluation and their anxiety level. It was also revealed that there were significant negative relationships between anxiety and self-ratings of the participants.

Lastly, Balemir (2009) investigated the sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety in his thesis with the participation of 234 students from different departments in a large state university in Turkey. The results of the data, which were collected through a proficiency exam, the Foreign Language Speaking Anxiety Scale developed by Huang (2004) and interviews, showed that the participants had a moderate level of foreign language speaking anxiety, and their language proficiency did not play a major role in their foreign language speaking anxiety level. The findings also revealed that teaching and testing procedures, personal reasons and the fear of negative evaluation were among the biggest sources of causes of anxiety as well as some linguistic difficulties.

A great deal of research worldwide (Baran- Łucarz, 2013b, 2014b, 2014c, 2016; Kralova et al., 2017; Kralova & Mala, 2018; Szyszka, 2011) has been dedicated to investigating foreign language anxiety in terms of language skills, and numerous studies have focused on foreign language anxiety regarding speaking and listening skills (Horwitz et al., 1986; MacIntyre, 1995; Price, 1991; Young, 1991). Similarly, various studies were conducted to examine anxiety concerning one of the four language macro skills in Turkey; including the sources of foreign language speaking anxiety (Balemir, 2009), and the relationship between reading anxiety and listening anxiety (Merç, 2009). Also investigated were pronunciation anxiety, self-perceptions and awareness of pronunciation skills of pre-service teachers (Gürsoy and Hüseyinoğlu, 2017), and the attitudes of senior pre-service teachers' of English towards English pronunciation (Coşkun, 2011). On the other hand, as can be seen in the review of available literature, there was not a satisfying number of studies examining the pronunciation anxiety levels of undergraduate students across majors.

Thus this study attempts to find out the pronunciation anxiety levels of students majoring in different departments and identify the potential sources of it.

CHAPTER III
METHODOLOGY

3.1 Introduction

In this chapter, information about the setting and the participants, the instruments and the procedures for data collection and analysis are presented.

3.2 Research Design

In this research, the descriptive survey model, one of the quantitative techniques, was adopted. Descriptive studies aim at defining a case completely and carefully; therefore, the starting point for the research is to portray an existing phenomenon (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2013). The present study aims to examine the level and potential sources of pronunciation anxiety, and the relationship between pronunciation anxiety and variables such as gender, major, perceived level of proficiency, length of previous time learning English, hours of study per week, learning background, interactions in English, and self-efficacy beliefs regarding pronunciation skill, pronunciation anxiety and interest in pronunciation. Surveys are one of the most common ways of gathering data in similar studies and the most widely-used anxiety scale is the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986), and adapted by many researchers. In the present study the data was gathered by using a Foreign language pronunciation scale, an adapted version of the scales by Horwitz, Horwitz and Cope (1986) and "The Phonetics Learning Anxiety Scale" (Baran-Łucarz, 2013b), and a version that was used by Kralova et al., (2017) the Foreign Language Pronunciation Anxiety Scale, which was adapted and translated by the researcher within the scope of the present study.

3.3 Participants

The target population of the study was English preparatory students at state universities in Ankara. Because of the difficulty of approaching all the state universities, the accessible population was from Gazi University and Hacı Bayram Veli University preparatory year program students. Thus, non-random convenience sampling technique was employed in

the selection of the participants for practical causes, such as ease of access and geographical closeness (Dörnyei, 2011). The study was conducted with 959 students from the Department of Basic English, the College of Foreign Languages. They were active students in 52 intact classes where the instructors allowed the questionnaires to be conducted. In the Department of Basic English, upon entering the school, they were divided into three different proficiency levels; A1, A2 and B1, according to the results of the placement test, which was given at the beginning of the semester. When the study was conducted all of the participants were studying at B1 level of proficiency.

Eventually, 959 students voluntarily took part in the study. After the elimination of the excess or missing values, the data gathered from 897 participants were used in the analysis procedures. Table 3.1.a. shows the distribution of the study participants according to their gender.

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	440	49.1	49.7	49.7
	Male	445	49.6	50.3	100.0
	Total	885	98.7	100.0	
Missing	System	12	1.3		
Total		897	100.0		

Table 3.1.a. The distribution of the participants according to gender

As can be seen in Table 3.1.a, of the participants, female students (n = 440) constituted 49.7 %, while males (n = 445) formed 50.3 % of the sample.

Table 3.1.b shows the distribution of the participants according to their major.

		Major			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Engineering100%	166	18.5	18.7	18.7
	Engineering 30%	414	46.2	46.5	65.2
	Architecture	158	17.6	17.8	82.9
	Business Administration	47	5.2	5.3	88.2
	ELT	64	7.1	7.2	95.4
	ELL	41	4.6	4.6	100.0
	Total	890	99.2	100.0	
Missing	System	7	.8		
Total		897	100.0		

Table 3.1.b. The distribution of the study participants according to major

As can be seen in Table 3.1.b, 890 of the 897 participants had valid data. Engineering %100 students (n = 166) formed 18.7 %, engineering %30 students (n=414) formed 46.5 %, architecture students (n=158) formed 17.8%, business administration students formed 5.3% (n=47), ELT students (n=64) formed 7.2%, and ELL students (n=41) formed 4.6 % of the sample. There were only 40 students majoring in Medicine, the data being utilised in the piloting process of the study for the validity and the reliability of the data gathering instrument. Thus no information regarding medicine students was presented above.

Table 3.1.c. shows the distribution of the study participants according to their perceived level of proficiency.

		Perceived Level of Proficiency			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1	33	3.7	3.7	3.7
	A2	54	6.0	6.0	9.7
	A2/B1	154	17.2	17.2	26.9
	B1	274	30.5	30.6	57.5
	B2	380	42.4	42.5	100.0
	Total	895	99.8	100.0	
Missing	System	2	.2		
Total		897	100.0		

Table 3.1.c. The distribution of the participants according to the perceived level of proficiency

As can be seen in Table 3.1.c, of the participants, students who reported themselves to be at B2 level constituted (n = 380) the biggest portion with 42.5 %, while students who are reportedly at A1 level (n = 33) formed the smallest portion with only 3.7 % of the sample.

Table 3.1.d. shows the distribution of how long the participants had studied English.

Length of Previous Time Learning English (by year)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	38	4.2	4.2	4.2
	1-5	167	18.6	18.6	22.9
	6-10	467	52.1	52.1	75.0
	10+	222	24.7	24.8	99.8
	5.00	2	.2	.2	100.0
	Total	896	99.9	100.0	
Missing	System	1	.1		
Total		897	100.0		

Table 3.1.d. The distribution of the participants according to the length of previous time learning English

As can be seen in Table 3.1.d, only 4.2% of all participants (n=38) reported that they had never studied English before, whereas 52.1 % of them (n=467) stated that they studied between 6 to 10 years.

Table 3.1.e. shows the distribution of how many hours a week the participants studied.

Hours of Study Per Week					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	45	5.0	5.0	5.0
	2 per week	71	7.9	7.9	12.9
	4 per week	90	10.0	10.0	23.0
	6 per week	63	7.0	7.0	30.0
	8+ per week	627	69.9	70.0	100.0
	Total	896	99.9	100.0	
Missing	System	1	.1		
Total		897	100.0		

Table 3.1.e. The distribution of the participants according to hours of study per week

As can be seen in Table 3.1.e, 5% of the all participants (n=48) reported that they had never studied English outside class, whereas 70 % of them (n=627) stated that they studied more than 8 hours per week.

Table 3.1.f. demonstrates the distribution of the participants according to how and where they learned English.

Learning Background					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The Inner Circle countries (Native English Speaking Countries)	4	.4	.4	.4
	Outer and the Expanding Circle Countries	422	47.0	47.2	47.6
	NS Tutor	10	1.1	1.1	48.7
	NS Friend	13	1.4	1.5	50.2
	Formal Environment	446	49.7	49.8	100.0
	Total	895	99.8	100.0	
Missing	System	2	2		
Total		897	100.0		

Table 3.1.f. The distribution of the participants according to learning background

As can be seen in Table 3.1.f , 0.4% of the participants (n=4) learned English in one of the native English speaking countries, 1.1 % of them (n=10) learned English with a native-speaker tutor while 1.5% of them (n=13) learned English with the help of a native-speaker

friend. The remaining part of the participants learned English in countries where English is taught as a second/foreign language or/and formal learning environments such as school.

Table 3.1.g. shows the distribution of the participants according to amount of time they interacted in English outside the class.

Face-to-face Interaction in English					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	682	76.0	76.1	76.1
	2 per week	169	18.8	18.9	95.0
	4 per week	21	2.3	2.3	97.3
	6 per week	8	.9	.9	98.2
	8+ per week	16	1.8	1.8	100.0
	Total	896	99.9	100.0	
Missing	System	1	.1		
Total		897	100.0		

Table 3.1.g. The distribution of the participants according to interaction in English

According to Table 3.1.g, of the participants, 76.1% (n=682) never interacted in English with someone outside of class hours, whereas 1.8% (n=16) of them used English as a medium of communication for more than 8 hours a week.

Table 3.1.h. shows the distribution of the participants according to how many hours they interact with speakers of English online.

Online Interaction with Speakers of English					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	629	70.1	70.2	70.2
	2 per week	188	21.0	21.0	91.2
	4 per week	39	4.3	4.4	95.5
	6 per week	16	1.8	1.8	97.3
	8+ per week	24	2.7	2.7	100.0
	Total	896	99.9	100.0	
Missing	System	1	.1		
Total		897	100.0		

Table 3.1.h. The distribution of the participants according to online interaction with speakers of English

As seen in Table 3.1.h, of the participants, 70.2% (n=629) never communicated with speakers of English online, whereas 2.7% (n=24) of them used English as a medium of online communication for more than 8 hours a week.

Table 3.1.i. shows the distribution of the participants according to their self-efficacy beliefs on pronunciation skill.

		Self-efficacy Beliefs on Pronunciation Skill			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	61	6.8	6.8	6.8
	Poor	150	16.7	16.7	23.5
	Average	416	46.4	46.4	70.0
	Good	247	27.5	27.6	97.5
	Perfect	22	2.5	2.5	100.0
	Total	896	99.9	100.0	
Missing	System	1	.1		
Total		897	100.0		

Table 3.1.i. The distribution of the participants according to self-efficacy beliefs on pronunciation skill

As can be seen in Table 3.1.i., 30.1 % of the participants (n= 269) believed themselves to be very good or perfect at pronunciation, whereas 23.5 % of them (n=211) were not content with their pronunciation skills, seeing themselves as poor or bad.

Table 3.1.j. shows the distribution of the participants according to their self-efficacy beliefs on pronunciation anxiety.

		Self-efficacy Beliefs on Pronunciation Anxiety			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	86	9.6	9.6	9.6
	Low	282	31.4	31.5	41.1
	Average	324	36.1	36.2	77.2
	High	155	17.3	17.3	94.5
	Very high	49	5.5	5.5	100.0
	Total	896	99.9	100.0	
Missing	System	1	.1		
Total		897	100.0		

Table 3.1.j. The distribution of the participants according to self-efficacy beliefs on pronunciation anxiety

As can be seen in Table 3.1.j, 9.6 % of the participants (n=86) reported they did not feel any pronunciation anxiety at all, whereas 22.8% of them (n= 204) of them reported themselves to be either anxious or very anxious about their pronunciation *(high and very high).* The remaining 36.2% (n=324) stated that their pronunciation anxiety level was average.

Table 3.1.k. shows the distribution of the participants according to their self-efficacy beliefs on interest in pronunciation.

		Self-efficacy Beliefs on Interest in Pronunciation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	23	2.6	2.6	2.6
	Low	103	11.5	11.5	14.1
	Average	404	45.0	45.1	59.2
	High	279	31.1	31.1	90.3
	Very high	87	9.7	9.7	100.0
	Total	896	99.9	100.0	
Missing	System	1	.1		
Total		897	100.0		

Table 3.1.k. The distribution of the participants according to self-efficacy beliefs on interest in pronunciation

As can be seen in Table 3.1.k, 2.6% of the participants (n=23) stated that they were not interested in pronunciation, whereas 40.8 (n=386) reported themselves to be interested or highly interested in pronunciation.

3.4 Setting

The study was conducted at Gazi University and Hacı Bayram Veli University. In the spring term, the students were receiving a certain amount of English instruction according to their proficiency levels. A1 and B1 level groups took 24 hours of English language courses per week, whereas A2 level groups took 20 hours. They studied English language skills in an integrated way, and there were no separate pronunciation classes. Even though there were extra materials to supplement the pronunciation teaching exercises in the course book, the instructors generally tended to ignore them because of time restrictions. In the spring term, the students were placed in classes in accordance with the departments they would major in the following years. Faculty of Engineering students were grouped together, and so were the

students of Medicine, Architecture and Business Administration faculties. The students who would major in ELT or ELL departments the following years were also grouped separately and they had their own course books and program. All were enrolled in undergraduate programs at Gazi University and Hacı Bayram Veli University. The medium of instruction being either 100% or 30% English in all of the departments.

3.5 Data Gathering Instruments

The FLPA (see Appendix E), which was used to examine the participants' perceptions of their English pronunciation anxiety level, was adapted and translated into Turkish by the researcher. Its design was inspired by the Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz and Cope (1986) and the Phonetics Learning Anxiety Scale (Baran-Łucarz, 2013b), and a version that was also used by Kralova et al., (2017). The questionnaire consisted of two parts. The first part was designed to gather demographic information asking questions about their age, gender, their major and their proficiency level, and whether the learners had private tutors before, whether they ever have been abroad, or whether they have any or regular contact with the native or non-native speakers of English and how long they have been learning English. The second part included 18 declarative statements to gather students' perceptions of their pronunciation in the foreign language and required the participants to indicate the extent to which they agreed/disagreed wtih the statements based on the 5-point Likert scale ranging from "strongly agree" to "strongly disagree". Points were related to the varying degrees with 5 points representing "strongly agree", 4 points "agree", 3 points "partly agree", 2 points "partly disagree", and 1point "strongly disagree".

The FLPA questionnaire was structured into five subcomponents: personal background information (items 1-12), pronunciation anxiety (items 6,8,9,13 and 14), self-confidence in pronunciation items (5,11,17,18,19), oral performance apprehension (items 1,2,3 and 4), and self-concern over pronunciation (items 7,12,15 and 20). The anxiety score ranged from 18 to 90, with higher scores reflecting greater anxiety. The level of anxiety was classified in the following intervals: 18-36 minimum level; 37-56 mild level; 57-72 moderate level; and 73-90 high level. The FLPA score for each subject was computed by summing up the scores of each questionnaire item.

The FLPA questionnaire used by Kralova et al., (2017) also used in the present study, was adapted and translated into Turkish by the researcher. Some minor changes were

necessary to be made before translating the scale into Turkish. For example, one of the items was related to teacher perceptions and as the purpose of the researcher was to find out about the learners' perceptions, that item was adapted accordingly.

For instance, the original version of Item 11; *"I am afraid my future students will have better English pronunciation than I do" turned in the present study to "I think my pronunciation will be better in the future than it is now."* Similarly original version of Item 20: *"I think that good English pronunciation is very important for an English teacher"* turned in the present study to *"I think that good English pronunciation is very important for an English learner"*. Additionally, reverse-scored items in the original scale were changed except for item 7, which was used as a reversed scoring item.

The Turkish version was translated back to English (Appendix B&C) by two experienced instructors of English language, and these versions were compared to the original one, and some items were revised for the adapted English version and for the Turkish version.

The original scale, Foreign Language Classroom Anxiety Scale by Horwitz et al. (1986), has a long version with 33 items and different versions for macro skills and sub-skills such as the FLPA. Therefore, a factor analysis was run for the adapted and translated version of the scale.

In order to run exploratory factor analysis to test validity and reliability, a pilot study was carried out with 158 students from 8 classes from different faculties (Appendix D). They were invited to fill out the questionnaire so as to eliminate possible misunderstandings on the part of the participants. After the researcher had analyzed the answers, some of the items were modified and consequently items 10 and 16 were removed as they did not fall into any category based on the results of exploratory and confirmatory factor analyses.

3.6 Data Gathering and Analysis Procedures

The study was conducted in the Spring Semester of 2019. To distribute the questionnaire (FLCAS) to the participants, permission was received from Gazi University, the College of Foreign Languages in April, 2019 (Appendix A).

The pilot study was carried out with 158 students, and after eliminating the extreme and missing data, the responses of 144 of them were measured. On the other hand, the actual data for the study was collected from 958 students enrolling in the College of Foreign Languages. After permission was received from the teachers, the students were asked to spare 15-20 minutes to fill out the questionnaire during their class time. Confidentiality of research data was ensured. All participants, moreover, were clearly informed about the aim and the content of the study.

In this survey study, the researcher used the Statistic Package for Social Sciences (SPSS) version 26.00 and LISREL statistical package programs to analyze the data quantitatively. First, in order to analyze the frequency distribution of the participants' answers for each item of the FLCAS, descriptive statistics were computed for each item.

Secondly, medians, means and standard deviations were computed to analyze the level of pronunciation anxiety in general and for each proficiency level, and statistical tests were conducted to investigate the differences in foreign language pronunciation anxiety according to certain variables, including different proficiency levels, majors and experience abroad.

In order to investigate the learners' perceptions of pronunciation anxiety, each item in the second section of the FLCAS was analyzed. Independent samples T-tests, test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups were run to answer the research questions.

KMO		,822
Bartlett's Test of Sphericity	Approx. Chi-Square	990,301
	df	153
	Sig.	,000

Table 3.2. KMO and Bartlett's Test of Sphericity Results

Table 3.2 presents Kaiser Meyer Olkin (KMO) value and Bartlett's Test results for the research data. The piloted questionnaire's KMO value is computed as .82, which was an indication of "meritorious" sampling size. When Bartlett's Test results were examined, it was observed that chi-square value was significant at .01 level. This finding showed that the data were normal, so another assumption of exploratory factor analysis was fulfilled.

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.657	31.428	31.428	3.199	17.771	17.771
2	1.960	10.891	42.320	2.988	16.600	34.371
3	1.558	8.654	50.974	2.651	14.726	49.097
4	1.317	7.318	58.292	1.655	9.195	58.292

Table 3.3. Total Variance Explained Values based on the EFA

In Table 3.3, the total variance explained values obtained from the exploratory factor analysis were shown. When the relevant table was examined, it was seen that the total variance explained was 58,292 %. While factor 1 explained 17.771 % of this variance, factor 2 explained 16.600 %; factor 3 14.726 %; and factor 4 9.195 % respectively.

	Rotated Component Matrix Factor Loadings			
ITEMS	Factor 1	Factor 2	Factor 3	Factor 3
Q8	.812			
Q9	.777			
Q14	.692			
Q13	.692			
Q6	.680			
Q17		.781		
Q18		.733		
Q19		.663		
Q11		.652		
Q5		.638		
Q2			.814	
Q3			.747	
Q1			.709	
Q4			.708	
Q7				.684
Q15				.586
Q20				.570
Q12				.558

Table 3.4. Exploratory factor analysis results for foreign language pronunciation anxiety scale

Table 3.4 presents factor loadings obtained from the exploratory factor analysis for the scale entitled “Foreign Language Pronunciation Anxiety”. As could be seen in the Table 3.4, factor 1 consisted of 5 items whose factor loadings ranged from .680 to .812. Factor 2 also covered 5 items having factor loadings between .638 and .781. Factor 3 comprised of 4 items whose factor loadings ranged from .708 to .814. Similarly, Factor 4, the last one, consisted of 4 items, but their factor loadings were between .558 and .684. The factors of the scale are labelled concerning the relevant literature and presented in Table 3.5.

Factor	Name
1	Pronunciation anxiety
2	Self-confidence in pronunciation
3	Oral performance apprehension
4	Self-concern over pronunciation

Table 3.5. Foreign Language Pronunciation Anxiety Scale Factor Names

Table 3.5 presents the factor labels of the adapted scale. Since there was no information concerning reliability and validity features of the original scale, both exploratory factor analysis and confirmatory factor analysis were computed for the adapted version. As a result of the exploratory factor analysis, a 4-factor structure with 18 items was found. Considering the themes expressed through items in the factor, the factor naming process was carried out. In the end, the factors were named as presented in Table 3.5.

Scale	N of Items	Cronbach Alpha (α)
Foreign Language Anxiety	18	.841

Table 3.6. FLPAS Cronbach Alpha (α) Reliability Analysis Results

The first internal consistency reliability of the scale was explored through Cronbach alpha reliability coefficient. Since the structure was confirmed with CFA, the reliability analysis was performed for the entire scale rather than separately for each subscale. The analysis results revealed that the scale had a high Cronbach Alpha Reliability Coefficient (α=.841). Although there isn't a common consensus on alpha value, the values ranging from .70 to .95 are considered as acceptable (Tavakol &Dennick, 2011).

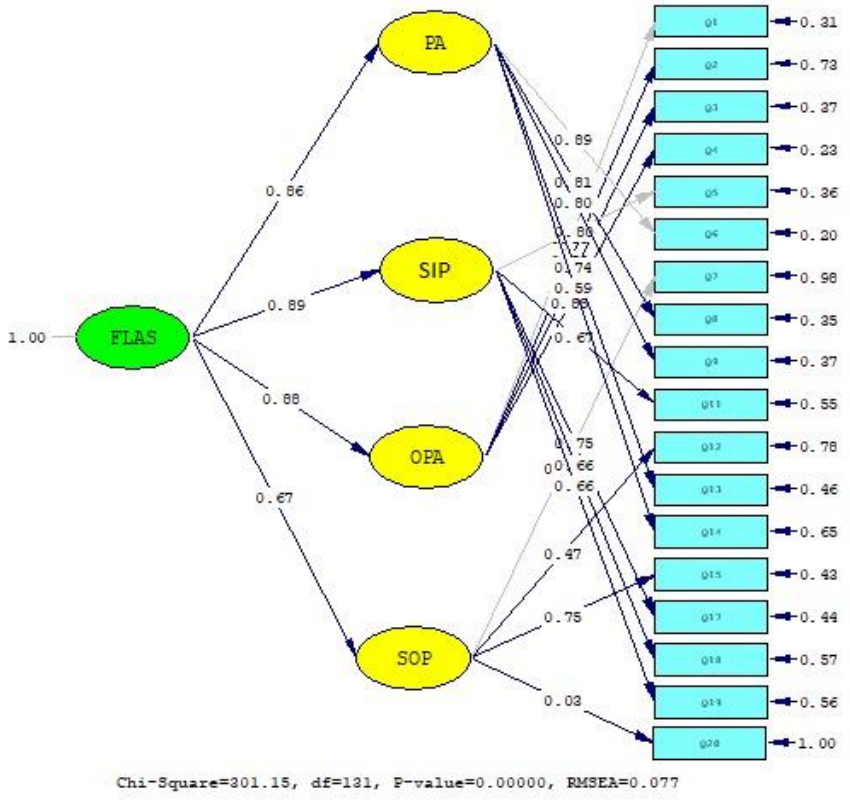

Figure 3.1. Standardized solution of CFA for the foreign language pronunciation anxiety scale

After getting the exploratory factor analysis (EFA) results, confirmatory factor analysis (CFA) was computed with the data of the participants. As a result of the CFA, the structure revealed in the EFA was confirmed. This result also showed that the dimensions created by taking the literature into consideration were statistically validated. The model obtained with CFA is shown in Figure 3.1 above.

Goodness of Fit Indıces Examined	Perfect Fitness Criteria	Acceptable Fitness Criteria	Obtained Goodness of Fit Indices	Result
$\chi 2$ /df	$0 \leq \chi 2$ /df ≤ 2	$2 \leq \chi 2$ /df ≤ 3	2.30	Acceptable Fitness
RMSEA	.00 ≤ RMSEA ≤ .05	.05 ≤ RMSEA ≤ .08	.077	Acceptable Fitness
NFI	.95 ≤ NFI ≤ 1.00	.90 ≤ NFI ≤ .95	.91	Acceptable Fitness
NNFI	.95 ≤ NNFI ≤ 1.00	.90 ≤ NNFI ≤ .95	.93	Acceptable Fitness
CFI	.95 ≤ CFI ≤ 1.00	.90 ≤ CFI ≤ .95	.93	Acceptable Fitness
SRMR	.00 ≤ SRMR ≤ .05	.05 ≤ SRMR ≤ .10	.074	Acceptable Fitness

Table 3.7. CFA Goodness of Fit Indices Results and Acceptable Values

Table 3.8 presents the final distribution of the items according to the results of factor analyses.

Factor	Items	Name
1	8-9-13-12-6	Pronunciation anxiety
2	15-16-17-10-5	Concerns over pronunciation
3	2-3-1-4	Oral performance apprehension
4	7-14-18-11	Self-concern over pronunciation

Table 3.8. Final distribution of the items according to the results of factor analyses

The foreign language pronunciation anxiety scale was administered to two different groups. The pilot group initially consisted of 158 students, however, after the extreme and missing value analysis, factor analyses were carried out with 144 students. Exploratory factor analysis (EFA) was computed with the data obtained from the first group. In this analysis, a 4-factor structure with 18 items was found. In order to confirm the structure obtained in this analysis, confirmatory factor analysis (CFA) was computed to the data of the second group. Goodness of fit indices were presented in Table 3.4 ($\chi 2$ /df =2.30, RMSEA=.077, CFI=.93, NFI=.91, NNFI=93, SRMR=.074). Perfect and acceptable fitness criteria displayed in the table showed the efficiency of FLPAS to be used for the research.

In this chapter, the setting and participants, instruments, and data collection and analysis procedures were presented. In the next chapter, the data collected will be presented and analyzed.

CHAPTER IV
FINDINGS

4.1 Introduction

In this chapter, the analysis of data collected within the scope of the research is followed by findings and interpretations of these findings in line with the statistical criteria.

4.2 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to Gender variable

Prior to computing a statistical analysis technique, a test of normality was checked. According to the findings, the measures of central tendency were close to one another for the data gathered from students through the foreign language pronunciation anxiety scale. Moreover, skewness and kurtosis coefficients lay within the limits of ±1 which can be interpreted as an indication of normal distribution (Büyüköztürk, Çokluk, & Köklü, 2013). Therefore, it was decided to compute independent-samples T-Test to make comparisons between the groups in terms of gender.

		Group Statistics			Independent Samples t Test		
	Gender	N	X	Sd	t	df	P
PA	Female	421	12.8789	3.90568	2.182	852	.029
	Male	433	12.2818	4.08691			
SIP	Female	421	12.8052	3.76261	-.103	857	.918
	Male	438	12.8311	3.55586			
OPA	Female	437	12.4577	3.77415	4.771	879	.000
	Male	444	11.2635	3.65504			
SOP	Female	433	8.8707	2.40984	-2.532	871	.012
	Male	440	9.2932	2.51790			
FLPAS	Female	410	47.5659	10.94850	2.294	840	.022
	Male	432	45.8310	10.98392			

Table 4.1. Independent Samples T-Test results by gender

In Table 4.1, independent-samples t-test results based on the gender are presented. As can be seen in the table, there was a significant difference between groups for all factors and the entire scale ($p < .05$) except for factor 2 ($p > .05$). Based on the findings presented in the Table, it could be said that female students had higher pronunciation anxiety than males (F=12. 8789; M=12. 2818). In terms of oral performance apprehension, male students had

lower concerns than females (F=12. 4577; M=11.2635). On the other hand, males' self-concern over pronunciation was greater than females (F=8. 8707; M=9. 2932). When the total scores of the entire scale (FLPAS) were examined, it was seen that males possessed lower overall foreign language pronunciation anxiety than females (F=47. 5659; M=45. 8310). Although, there was a slight difference between groups in terms of mean values (F= 12. 8052; M=12. 8311) for the factor 2 "self-confidence in pronunciation", the significance value was greater than .05; therefore, the difference was not statistically meaningful.

4.3 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to Major variable

Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. The major variable covered 7 subcategories (Engineering (100%), Engineering (30%), Architecture, Business Administration (100 %), ELT, Medicine, and ELL) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, it was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	.466	5	854	.802
SIP	.187	5	858	.968
OPA	.350	5	880	.883
SOP	.280	5	872	.924
FLPAS	.387	5	842	.858

Table 4.2. Test of homogeneity of variances

In Table 4.2, test of homogeneity of variances results are displayed. According to Levene test results, it can be seen that the P values of all the groups were greater than .05 and the assumption of homogeneity of variances was provided. Therefore, Tukey post-hoc multiple comparison test results were taken into account.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	106.291	5	21.258	1.323	.252
	Within Groups	13726.030	854	16.073		
	Total	13832.321	859			
SIP	Between Groups	401.237	5	80.247	6.166	.000
	Within Groups	11167.123	858	13.015		
	Total	11568.360	863			
OPA	Between Groups	603.161	5	120.632	8.922	.000
	Within Groups	11898.081	880	13.521		
	Total	12501.242	885			
SOP	Between Groups	84.516	5	16.903	2.788	.017
	Within Groups	5287.247	872	6.063		
	Total	5371.763	877			
FLPAS	Between Groups	3739.914	5	747.983	6.360	.000
	Within Groups	99025.666	842	117.608		
	Total	102765.580	847			

Table 4.3. One-way ANOVA results by major

According to one-way ANOVA analysis results presented in Table 4.3, it was found that there was a statistically significant difference across majors in terms of beliefs about *self-confidence in pronunciation (SIP), oral performance apprehension (OPA), self-concern over pronunciation (SOP) and overall foreign language pronunciation anxiety (FLPAS),* since the significance values were below .05 for these groups. However, there was no significant difference across majors for pronunciation anxiety (PA) ($p > .05$). Therefore, post-hoc analysis was not computed for PA.

Dependent Variable		(I) Major	(J) Major	Mean Difference (I-J)	SE	P
SIP	Tukey HSD	Engineering (100%)	ELL	1.91495	.64387	.036
		Engineering (30 %)	ELT	1.49417	.49208	.030
			ELL	2.81055	.60493	.000
		ELL	Architecture	-2.23637	.64801	.008
OPA	Tukey HSD	Engineering (100%)	ELL	3.45271	.64766	.000
		Engineering (30%)	ELT	1.48134	.49404	.033
		ELL	Engineering (30 %)	-3.70947	.60896	.000
			Architecture	-3.69697	.65125	.000
			Business Adm. (100 %)	-3.33351	.79100	.000
			ELT	-2.22813	.74113	.032
SOP	Tukey HSD	Architecture	ELL	1.28145	.43669	.040
FLPAS	Tukey HSD	Engineering (100%)	ELL	8.16875	2.00048	.001
		Engineering (30 %)	ELT	4.64700	1.49214	.023
			ELL	9.11421	1.88822	.000
		ELL	Business Adm. (100 %)	-7.37234	2.40191	.027

Table 4.4. Post-hoc Analysis Results by major

The post-hoc test results in Table 4.4 present the mutual meaningful relationships between the majors for all the factors. In the table above, only the ones having meaningful relationships were listed for the simplicity of the findings.

		N	Mean	SD	SE
PA	Engineering (100%)	159	12.7484	4.09069	.32441
	Engineering (30 %)	397	12.6851	3.95609	.19855
	Architecture	153	12.5425	4.20524	.33997
	Business Adm. (100 %)	47	12.5319	3.74079	.54565
	ELT	64	12.2500	3.88322	.48540
	ELL	40	11.0750	3.93138	.62161
	Total	860	12.5558	4.01283	.13684
SIP	Engineering (100%)	161	12.4534	3.58983	.28292
	Engineering (30 %)	404	13.3490	3.56220	.17723
	Architecture	151	12.7748	3.68994	.30028
	Business Adm. (100 %)	47	12.4681	3.83265	.55905
	ELT	62	11.8548	3.71018	.47119
	ELL	39	10.5385	3.37831	.54096
	Total	864	12.7998	3.66126	.12456
OPA	Engineering (100%)	166	11.9277	3.75873	.29173
	Engineering (30 %)	412	12.1845	3.57062	.17591
	Architecture	157	12.1720	3.77777	.30150
	Business Adm. (100 %)	47	11.8085	4.08411	.59573
	ELT	64	10.7031	3.68472	.46059
	ELL	40	8.4750	3.50082	.55353
	Total	886	11.8397	3.75842	.12627
SOP	Engineering (100%)	165	9.2182	2.49896	.19454
	Engineering (30 %)	408	9.1078	2.45513	.12155
	Architecture	155	9.4065	2.37601	.19085
	Business Adm. (100 %)	47	9.0638	2.39931	.34998
	ELT	63	8.4127	2.66177	.33535
	ELL	40	8.1250	2.46189	.38926
	Total	878	9.0843	2.47491	.08352
FLPAS	Engineering (100%)	160	46.6688	11.20294	.88567
	Engineering (30 %)	394	47.6142	10.52966	.53048
	Architecture	150	47.5733	11.27291	.92043
	Business Adm. (100 %)	47	45.8723	10.39360	1.51606
	ELT	61	42.9672	10.98175	1.40607
	ELL	36	38.5000	11.15732	1.85955
	Total	848	46.6108	11.01494	.37825

Table 4.5. Descriptive Statistics of One-way ANOVA Analysis by major

Descriptive statistics displayed in Table 4.5 give mean values of each major. In this way, the ranking of the participants' anxiety levels for the entire scale and sub-factors could be found in this table. Since the Foreign Language Pronunciation Anxiety Scale (FLPAS) consisted of negative loaded-items, the greatest mean value was considered as an indication of high anxiety. Based on the mean values of the majors in PA, while the participants in Engineering (100%) had the highest pronunciation anxiety (PA), ELL students had the lowest one. Although the ones having the highest anxiety values changed across the factors, ELL students had the lowest values in all the factors.

4.4 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels Related to their Perceived Level of Proficiency

In this part, the findings related to proficiency level variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. The proficiency variable covered 5 subcategories (A1, A2, A2/B1, B1, and B2) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, which was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	.595	4	858	.666
SIP	3.084	4	864	.016
OPA	2.297	4	886	.057
SOP	.924	4	877	.449
FLPAS	2.640	4	846	.033

Table 4.6. Test of homogeneity of variances (perceived level of proficiency)

Table 4.6. presents test of homogeneity of variances results. According to Levene test results, it was found that the P values of PA, OPA and SOP were greater than .05 and the assumption of homogeneity of variances was provided. However, it is below .05 for the variables SIP and FLPAS. Therefore, both Tukey (PA, OPA, and SOP) and Games-Howell (SIP, FLPAS) post-hoc multiple comparison test results were taken into account.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	457.165	4	114.291	7.324	.000
	Within Groups	13389.391	858	15.605		
	Total	13846.556	862			
SIP	Between Groups	1091.980	4	272.995	22.504	.000
	Within Groups	10481.371	864	12.131		
	Total	11573.351	868			
OPA	Between Groups	1032.395	4	258.099	19.821	.000
	Within Groups	11537.015	886	13.021		
	Total	12569.410	890			
SOP	Between Groups	179.179	4	44.795	7.494	.000
	Within Groups	5242.382	877	5.978		
	Total	5421.561	881			
FLPAS	Between Groups	11266.783	4	2816.696	26.011	.000
	Within Groups	91611.618	846	108.288		
	Total	102878.402	850			

Table 4.7. One-way ANOVA results by perceived level of proficiency

In Table 4.7, one-way ANOVA analysis results by proficiency level are presented. As could be seen in the table, the relationship between the participants' proficiency level and foreign language pronunciation anxiety was significant in all the factors (PA, SIP, OPA, SOP, FLPAS) ($p < .05$). In order to test mutual relationships, post-hoc analysis was computed for all the factors.

Dependent Variable		(I) Proficiency Level	(J) Proficiency Level	Mean Difference (I-J)	SE	P
PA	Tukey HSD	A2/B1	B2	1.79013	.38544	.000
		B1	B2	1.20794	.31723	.001
SIP	Games-Howell	A1	B1	2.62699	.74955	.011
			B2	3.69290	.74861	.000
		A2	B1	1.77915	.57521	.023
			B2	2.84506	.57399	.000
		A2/B1	B1	1.41148	.33252	.000
			B2	2.47740	.33041	.000
		B1	B2	1.06591	.27106	.001
OPA	Tukey HSD	A1	B2	2.45575	.65501	.002
		A2	B1	1.60134	.53743	.025
			B2	3.02646	.52496	.000
		A2/B1	B1	1.04252	.36442	.035
			B2	2.46763	.34577	.000
		B1	B2	1.42511	.28661	.000
SOP	Tukey HSD	A2/B1	B1	.71593	.24865	.033
			B2	1.19911	.23611	.000
FLPAS	Games-Howell	A1	B1	6.16141	2.00552	.031
			B2	10.62693	2.00212	.000
		A2	B2	8.34610	1.63528	.000
		A2/B1	B1	4.23969	.98630	.000
			B2	8.70521	.97937	.000
		B1	B2	4.46552	.83793	.000

Table 4.8. Post-hoc Analysis Results by perceived level of proficiency

The post-hoc test results in Table 4.8 present the mutual meaningful relationships between the proficiency levels for all the factors. In the table above, only the ones having meaningful relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
PA	A1	30	13.2667	3.92984	.71749
	A2	50	13.1400	3.74716	.52993
	A2/B1	147	13.5374	4.22042	.34809
	B1	268	12.9552	3.81377	.23296
	B2	368	11.7473	3.96493	.20669
	Total	863	12.5608	4.00790	.13643
SIP	A1	31	15.4516	4.03186	.72414
	A2	53	14.6038	3.94354	.54169
	A2/B1	144	14.2361	3.24519	.27043
	B1	268	12.8246	3.16746	.19348
	B2	373	11.7587	3.66628	.18983
	Total	869	12.8032	3.65149	.12387
OPA	A1	33	13.1515	3.82525	.66589
	A2	54	13.7222	3.62078	.49273
	A2/B1	153	13.1634	3.12557	.25269
	B1	273	12.1209	3.56814	.21595
	B2	378	10.6958	3.79376	.19513
	Total	891	11.8305	3.75805	.12590
SOP	A1	31	9.9032	2.57365	.46224
	A2	53	9.1321	2.42612	.33325
	A2/B1	150	9.8667	2.67644	.21853
	B1	272	9.1507	2.32492	.14097
	B2	376	8.6676	2.42512	.12507
	Total	882	9.0918	2.48070	.08353
FLPAS	A1	31	53.5161	10.65793	1.91422
	A2	51	51.2353	10.90062	1.52639
	A2/B1	143	51.5944	9.37726	.78417
	B1	265	47.3547	9.73837	.59822
	B2	361	42.8892	11.14794	.58673
	Total	851	46.6298	11.00152	.37713

Table 4.9. Descriptive Statistics of One-way ANOVA Analysis by perceived level of proficiency

According to the descriptive statistics displayed in Table 4.9, it could be said that the students at self-perceived B2 level had the lowest values in the overall anxiety (FLPAS) and sub-factors (PA, SIP, OPA, SOP). The highest anxiety values in the factors were A2/B1 proficiency level in the pronunciation anxiety, A1 proficiency level in self-confidence in pronunciation, A2 proficiency level in oral performance apprehension, A1 proficiency level in self-concern over pronunciation and A2/B1 proficiency level in overall foreign language pronunciation anxiety.

4.5 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels

	N	Minimum	Maximum	Mean	Std. Deviation
Total	852	18,00	81,00	46,62	11,00
Valid N	852				

Table 4.10. Pronunciation Anxiety Average of the Participants

Table 4.10 presents descriptive statistics for pronunciation anxiety average of the participants in the present study. Since the measurement tool in the research was a 5-point Likert scale consisting of 18 items, the participants could get scores from 18 to 90 points. Considering the classification put forth by the researcher who developed the scale, the level of anxiety was grouped in the following intervals: 18-36 minimum level; 37-56 mild level; 57-72 moderate level; and 73-90 high level. As can be seen in the table, the participants' mean value regarding the total score of the scale is 46, 62 which is a ratio ranking as "mild level". In other words, the analysis of the gathered data revealed that the participants in this research had "mild level" foreign language pronunciation anxiety.

4.6 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to Hours of Study (English) Per Week

In this part, the findings related to course hour variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 5 subcategories (None, 2 per week, 4 per week, 6 per week and 8+ per week) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results

were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, that was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	.638	4	859	.636
SIP	.867	4	865	.483
OPA	1.109	4	887	.351
SOP	1.672	4	878	.154
FLPAS	3.237	4	847	.012

Table 4.11. Test of homogeneity of variances (hours of study)

Table 4.11 shows test of homogeneity of variances result. Levene test results revealed that except for the variable "FLPAS", the P values of all other groups were greater than .05 and the assumption of homogeneity of variances was provided. Therefore, both Tukey (PA, SIP, OPA and SOP) and Games-Howell (FLPAS) post-hoc multiple comparison test results were interpreted.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	126.405	4	31.601	1.978	.096
	Within Groups	13720.466	859	15.973		
	Total	13846.870	863			
SIP	Between Groups	59.009	4	14.752	1.106	.352
	Within Groups	11537.386	865	13.338		
	Total	11596.395	869			
OPA	Between Groups	164.803	4	41.201	2.945	.020
	Within Groups	12407.953	887	13.989		
	Total	12572.757	891			
SOP	Between Groups	40.689	4	10.172	1.659	.158
	Within Groups	5384.509	878	6.133		
	Total	5425.198	882			
FLPAS	Between Groups	834.166	4	208.542	1.730	.141
	Within Groups	102075.893	847	120.515		
	Total	102910.060	851			

Table 4.12. One-way ANOVA results by hours of study

Table 4.12 presents one-way ANOVA analysis results on the participants' weekly hours of study and their foreign language pronunciation anxiety. When the relevant table was examined in detail, it was seen that their weekly hours of study did not meaningfully change their foreign language pronunciation anxiety in terms of PA, SIP, SOP and FLPAS ($p > .05$).

The only factor which significantly changed according to their weekly course hours was OPA ($p < .05$). By taking this finding into consideration, post-hoc analysis was merely performed for OPA.

Dependent Variable		(I) Course Hours	(J) Course Hours	Mean Difference (I-J)	SE	P
OPA	Tukey HSD	None	2 per week	-2.28419	.71266	.012
			4 per week	-1.86941	.68413	.050

Table 4.13. Post-hoc Analysis Results by hours of study

The post-hoc test results in Table 4.13 present the mutual meaningful relationships between the weekly course hours for all the factors. In the table above, only the ones having meaningful relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
OPA	None	45	10.3778	3.37968	.50381
	2 per week	71	12.6620	3.72614	.44221
	4 per week	89	12.2472	3.34488	.35456
	6 per week	63	12.0159	3.71350	.46786
	8+ per week	624	11.7596	3.82060	.15295
	Total	892	11.8285	3.75644	.12577

Table 4.14. Descriptive Statistics of One-way ANOVA Analysis by hours of study

Table 4.14 presents descriptive statistics of one-way ANOVA analysis by hours of study. As it was seen in the table, the students' oral performance apprehension was not affected by weekly hours of study. An interesting finding of this table was that the longer hours of self-study the students did, the more oral performance apprehension they had.

4.7 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to their Interaction in English

In this part, the findings related to interaction in English variable were presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 5 subcategories (None, 2 per week, 4 per week, 6 per week, 8+ per week) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of

homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, which was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	.344	4	859	.848
SIP	1.646	4	865	.161
OPA	.512	4	887	.727
SOP	.446	4	878	.775
FLPAS	.667	4	847	.615

Table 4.15. Test of homogeneity of variances (interaction in English)

Table 4.15 describes test of homogeneity of variances results. Levene test results indicated that the P values of all the groups were greater than .05 and the assumption of homogeneity of variances was provided. Therefore, Tukey post-hoc multiple comparison test results were interpreted.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	475.188	4	118.797	7.632	.000
	Within Groups	13371.682	859	15.567		
	Total	13846.870	863			
SIP	Between Groups	550.524	4	137.631	10.778	.000
	Within Groups	11045.871	865	12.770		
	Total	11596.395	869			
OPA	Between Groups	1038.623	4	259.656	19.968	.000
	Within Groups	11534.133	887	13.004		
	Total	12572.757	891			
SOP	Between Groups	123.816	4	30.954	5.127	.000
	Within Groups	5301.382	878	6.038		
	Total	5425.198	882			
FLPAS	Between Groups	7952.815	4	1988.204	17.734	.000
	Within Groups	94957.244	847	112.110		
	Total	102910.060	851			

Table 4.16. One-way ANOVA results by interaction in English

According to one-way ANOVA analysis presented in Table 4.16, it could be understood that the participants' interaction frequency in English with English-speaking individuals significantly changed their scores in all the factors ($p < .05$). Therefore, post-hoc analysis was computed for all the factors.

Dependent Variable		(I) interaction In English	(J) interaction In English	Mean Difference (I-J)	SE	P
PA	Tukey HSD	None	2 per week	1.43606	.34289	.000
			8+ per week	3.39163	.99835	.006
SIP	Tukey HSD	None	2 per week	1.67352	.31174	.000
			4 per week	2.61545	.79209	.009
OPA	Tukey HSD	None	2 per week	2.02264	.31073	.000
			4 per week	3.15955	.79898	.001
			6 per week	4.52264	1.28242	.004
			8+ per week	4.08514	.91207	.000
SOP	Tukey HSD	None	2 per week	.60521	.21298	.037
FLPAS	Tukey HSD	None	2 per week	6.15741	.93472	.000
			4 per week	8.93241	2.40385	.002
			8+ per week	11.28241	2.67953	.000

Table 4.17. Post-hoc Analysis Results by interaction in English

The post-hoc test results in Table 4.17 present the mutual meaningful relationships interaction frequencies in English with English-speaking individuals for all the factors. In the Table above, only the ones having significant relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
PA	None	654	12.9541	3.88633	.15197
	2 per week	166	11.5181	4.13957	.32129
	4 per week	20	11.1000	3.78223	.84573
	6 per week	8	11.6250	5.12522	1.81204
	8+ per week	16	9.5625	3.88104	.97026
	Total	864	12.5602	4.00563	.13627
SIP	None	661	13.2345	3.54252	.13779
	2 per week	164	11.5610	3.61183	.28204
	4 per week	21	10.6190	3.51392	.76680
	6 per week	8	10.3750	3.11391	1.10093
	8+ per week	16	11.5000	4.63321	1.15830
	Total	870	12.7977	3.65302	.12385
OPA	None	679	12.3976	3.64150	.13975
	2 per week	168	10.3750	3.44623	.26588
	4 per week	21	9.2381	3.81975	.83354
OPA	6 per week	8	7.8750	2.99702	1.05961
	8+ per week	16	8.3125	3.70079	.92520
	Total	892	11.8285	3.75644	.12577
SOP	None	672	9.2679	2.42251	.09345
	2 per week	166	8.6627	2.47791	.19232
	4 per week	21	7.8095	2.96005	.64594
	6 per week	8	9.7500	2.31455	.81832
	8+ per week	16	7.6250	3.03040	.75760
	Total	883	9.0940	2.48012	.08346
FLPAS	None	648	48.2824	10.35665	.40685
	2 per week	160	42.1250	11.05489	.87397
	4 per week	20	39.3500	11.43989	2.55804
	6 per week	8	39.6250	11.42600	4.03970
	8+ per week	16	37.0000	13.48580	3.37145
	Total	852	46.6232	10.99674	.37674

Table 4.18. Descriptive Statistics of One-way ANOVA Analysis by interaction in English

In Table 4.18, descriptive statistics of one-way ANOVA analysis by interaction frequencies in English with English-speaking individuals are presented. When the findings

were examined, it was found that the students interacting with an English-speaking person 6 to 8+ hours per week had the lowest anxiety ratios in the factors. On the other hand, the students who did not speak to any English-speaking person had the highest anxiety values among the factors; except for the factor "SOP" since the highest ones were those who interacted 6 hours per week.

4.8 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to their Online Interaction with Speakers of English

In this part, the findings related to interaction online variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 5 subcategories (None, 2 per week, 4 per week, 6 per week, 8+ per week) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presents the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, which was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	2.175	4	859	.070
SIP	1.423	4	865	.224
OPA	2.956	4	887	.019
SOP	1.365	4	878	.244
FLPAS	2.083	4	847	.081

Table 4.19. Test of homogeneity of variances (online interaction)

Table 4.19 illustrates test of homogeneity of variances results. As a result of the Levene test, it was seen that apart from the variable "OPA", the P values of all other groups were greater than .05 and the assumption of homogeneity of variances was provided. Therefore, both Tukey (PA, SIP, SOP and FLPAS) and Games-Howell (OPA) post-hoc multiple comparison test results were interpreted.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	182.616	4	45.654	2.870	.022
	Within Groups	13664.255	859	15.907		
	Total	13846.870	863			
SIP	Between Groups	596.611	4	149.153	11.729	.000
	Within Groups	10999.785	865	12.717		
	Total	11596.395	869			
OPA	Between Groups	690.980	4	172.745	12.896	.000
	Within Groups	11881.776	887	13.395		
	Total	12572.757	891			
SOP	Between Groups	157.829	4	39.457	6.577	.000
	Within Groups	5267.369	878	5.999		
	Total	5425.198	882			
FLPAS	Between Groups	5257.169	4	1314.292	11.400	.000
	Within Groups	97652.891	847	115.293		
	Total	102910.060	851			

Table 4.20. One-way ANOVA results by online interaction

Based on the findings demonstrated in Table 4.20, it could be said that the participants' interaction frequency with English-speaking individual online meaningfully altered their scores in all the factors ($p < .05$). Taking this finding into consideration, post-hoc analysis was computed for all the factors.

Dependent Variable		(I) Interaction online	(J) İnteraction on Net	Mean Difference (I-J)	SE	P
SIP	Tukey HSD	None	2 per week	1.43107	.30067	.000
			4 per week	2.13137	.58905	.003
			8+ per week	3.06086	.74214	.000
OPA	Games-Howell	None	2 per week	1.14410	.31088	.003
			4 per week	2.47442	.57808	.001
			6 per week	3.32057	.87362	.013
			8+ per week	3.27891	1.06509	.038
SOP	Tukey HSD	None	4 per week	1.34902	.40439	.008
			6 per week	2.09773	.64005	.010
FLPAS	Tukey HSD	None	2 per week	3.68176	.91127	.001
			4 per week	6.91112	1.77473	.001
			8+ per week	9.43843	2.28170	.000

Table 4.21. Post-hoc Analysis Results by online interaction

The post-hoc test results in Table 4.21 present the mutual meaningful relationships between interaction frequencies with English-speaking individuals online for all the factors. In the Table above, only the ones having meaningful relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
SIP	None	608	13.3109	3.64808	.14795
	2 per week	183	11.8798	3.18595	.23551
	4 per week	39	11.1795	3.40952	.54596
	6 per week	16	11.5625	3.36588	.84147
	8+ per week	24	10.2500	4.48427	.91535
	Total	870	12.7977	3.65302	.12385
OPA	None	627	12.3206	3.57319	.14270
	2 per week	187	11.1765	3.77682	.27619
	4 per week	39	9.8462	3.49841	.56019
	6 per week	15	9.0000	3.33809	.86189
	8+ per week	24	9.0417	5.17081	1.05549
	Total	892	11.8285	3.75644	.12577
SOP	None	618	9.2977	2.40449	.09672
	2 per week	187	8.9358	2.48353	.18161
	4 per week	39	7.9487	2.67492	.42833
	6 per week	15	7.2000	1.78085	.45981
	8+ per week	24	8.1250	3.20750	.65473
	Total	883	9.0940	2.48012	.08346
FLPAS	None	596	48.0906	10.61987	.43501
	2 per week	181	44.4088	10.31066	.76639
	4 per week	39	41.1795	10.93731	1.75137
	6 per week	13	40.6154	11.70853	3.24736
	8+ per week	23	38.6522	15.40546	3.21226
	Total	852	46.6232	10.99674	.37674

Table 4.22. Descriptive Statistics of One-way ANOVA Analysis by online interaction

According to the findings presented in Table 4.22, it could be said that the students talking to any English-speaking individual 8+ hours per week showed the lowest anxiety values in SIP, OPA, SOP and FLPAS. As can be seen in the table, the more students talked with English-speaking people, the less pronunciation anxiety they had. The fact that the students did not talk with any English-speaking person online had the highest values in the factors shows the significance of interaction with English-speaking people online over pronunciation anxiety.

4.9 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to their Learning Background

In this part, the findings related to learning background variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 5 subcategories (The Inner Circle countries, The Outer and Expanding Circle Countries, Native Speaker Tutor, Native Speaker Friend, and Formal Environment) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, it was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	1.686	4	858	.151
SIP	2.258	4	864	.061
OPA	.617	4	886	.650
SOP	.943	4	877	.438
FLPAS	1.411	4	846	.228

Table 4.23. Test of homogeneity of variances (learning background)

Table 4.23 shows test of homogeneity of variances results. As a result of the Levene test, it was found that the P values of all the groups were greater than .05 and the assumption of homogeneity of variances was provided. Therefore, Tukey post-hoc multiple comparison test results were taken into account.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	47.693	4	11.923	.743	.563
	Within Groups	13769.552	858	16.048		
	Total	13817.244	862			
SIP	Between Groups	250.925	4	62.731	4.779	.001
	Within Groups	11342.235	864	13.128		
	Total	11593.160	868			
OPA	Between Groups	209.356	4	52.339	3.752	.005
	Within Groups	12358.680	886	13.949		
	Total	12568.036	890			
SOP	Between Groups	47.418	4	11.854	1.934	.103
	Within Groups	5376.959	877	6.131		
	Total	5424.376	881			
FLPAS	Between Groups	1256.390	4	314.097	2.615	.034
	Within Groups	101612.959	846	120.110		
	Total	102869.349	850			

Table 4.24. One-way ANOVA results by learning background

Table 4.24 demonstrates one-way ANOVA analysis results on the participants learning background and their foreign language pronunciation anxiety. According to the analysis results, it was found that their SIP, OPA and FLPAS significantly changed according to their learning background ($p < .05$). In contrast, it was revealed that the participants' learning background did not meaningfully change their beliefs on PA and SOP. Therefore, post-hoc analysis was computed for SIP, OPA and FLPAS.

Dependent Variable		(I) Learning Background	(J) Learning Background	Mean Difference (I-J)	SE	P
SIP	Tukey HSD	The Inner Circle countries	Outer and the Expanding Circle Countries	5.02174	1.82033	.047
			NS Friend	6.65385	2.07164	.012
		Outer and the Expanding Circle Countries	The Inner Circle countries	-5.02174	1.82033	.047
OPA	Tukey HSD	Outer and the Expanding Circle Countries	NS Friend	3.06557	1.05176	.030
		NS Friend	The Inner Circle countries	-5.63462	2.13546	.064
			Outer and the Expanding Circle Countries	-3.06557	1.05176	.030
			FormalEnvironment	-3.44993	1.05091	.009

Table 4.25. Post-hoc Analysis Results by learning background

The post-hoc test results in Table 4.25 present the mutual meaningful relationships between foreign language learning backgrounds for all the factors. In the table above, only the ones having meaningful relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
SIP	The Inner Circle countries	4	17.5000	1.00000	.50000
	Outer and the Expanding Circle Countries	414	12.4783	3.68667	.18119
	NS Tutor	10	14.7000	3.59166	1.13578
	NS Friend	13	10.8462	4.48788	1.24471
	Formal Environment	428	13.0818	3.54567	.17139
	Total	869	12.7998	3.65461	.12397
OPA	The Inner Circle countries	4	14.2500	2.21736	1.10868
	Outer and the Expanding Circle Countries	420	11.6810	3.78518	.18470
	NS Tutor	10	10.5000	3.59784	1.13774
	NS Friend	13	8.6154	3.20256	.88823
	Formal Environment	444	12.0653	3.71110	.17612
	Total	891	11.8260	3.75784	.12589

Table 4.26. Descriptive Statistics of One-way ANOVA Analysis by learning background

Table 4.26 displays the relationship between learning background and foreign language anxiety level. Since there was a meaningful relationship between SIP, OPA and learning background, descriptive statistics of other factors were not presented in the table. When the table was examined, it was seen that the students learning English by being friends with a native English speaker had the lowest value in terms of SIP and OPA value. This group was followed by the ones learning English in a country where it is spoken as a second language, in a formal environment, with a native English teacher and in an English-speaking country for the factor "SIP". In OPA, the ranking from highest to lowest was as follows: those learning with native speaker friend, in a country where it is spoken as a second language, in a formal environment, with a native English teacher, and in an English-speaking country.

4.10 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to the Number of Past Years Studying English

In this part, the findings related to foreign language learning duration variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 4 subcategories (None, 1-5, 6-10, 10+) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of

variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table “test of homogeneity of variance” presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 “Tukey”, but it was lower than .05 “Games-Howell” post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, that was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	.949	3	858	.417
SIP	2.778	3	864	.040
OPA	.741	3	886	.528
SOP	.603	3	877	.613
FLPAS	4.326	3	846	.005

Table 4.27. Test of homogeneity of variances (by year)

In Table 4.27, test of homogeneity of variances results are presented. Levene test results revealed that the P values of PA, OPA and SOP were greater than .05 and the assumption of homogeneity of variances was provided. On the other hand, the significance values of SIP and FLPAS is below. 05. Therefore, both (PA, OPA and SOP) Tukey and Games-Howell (SIP and FLPAS) post-hoc multiple comparison test results were interpreted.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	145.300	3	48.433	3.040	.028
	Within Groups	13670.297	858	15.933		
	Total	13815.597	861			
SIP	Between Groups	269.163	3	89.721	6.856	.000
	Within Groups	11306.676	864	13.086		
	Total	11575.839	867			
OPA	Between Groups	121.693	3	40.564	2.906	.034
	Within Groups	12366.717	886	13.958		
	Total	12488.410	889			
SOP	Between Groups	39.232	3	13.077	2.133	.095
	Within Groups	5377.948	877	6.132		
	Total	5417.180	880			
FLPAS	Between Groups	2117.902	3	705.967	5.935	.001
	Within Groups	100638,423	846	118,958		
	Total	102756,325	849			

Table 4.28. One-way ANOVA results by year

Table 4.28 describes findings on the relationship between the participants' foreign language learning duration and pronunciation anxiety in the target language. Based on the one-way ANOVA analysis results, it can be concluded that the participants' PA, SIP, OPA and FLPAS significantly differed from each other according to their foreign language learning duration ($p < .05$). On the other hand, their SOP did not significantly alter based on their foreign language learning duration ($p > .05$). Therefore, the mutual analysis of SOP was not computed in the post-hoc analysis.

Dependent Variable		(I) Year	(J) Year	Mean Difference (I-J)	SE	P
PA	Tukey HSD	1-5	6-10	.99929	.37123	.036
			10+	1.15319	.42059	.032
SIP	Games-Howell	1-5	6-10	1.23717	.36387	.004
			10+	1.30976	.41084	.009
OPA	Tukey HSD	1-5	10+	1.11984	.38306	.019
FLPAS	Games-Howell	1-5	6-10	3.76223	1.13213	.006
			10+	4.33825	1.25585	.004

Table 4.29. Post-hoc Analysis Results by year

The post-hoc test results in Table 4.29 present the mutual meaningful relationships between the foreign language duration for all the factors. In the Table above, only the ones having significant relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
PA	None	37	12.2703	4.43877	.72973
	1-5	155	13.4323	4.30044	.34542
	6-10	455	12.4330	3.93608	.18453
	10+	215	12.2791	3.79329	.25870
	Total	862	12.5673	4.00574	.13644
SIP	None	35	14.1143	3.43658	.58089
	1-5	159	13.7547	4.12267	.32695
	6-10	456	12.5175	3.41035	.15970
	10+	218	12.4450	3.67319	.24878
	Total	868	12.7903	3.65398	.12402
OPA	None	38	11.8421	3.67994	.59697
	1-5	167	12.5090	3.93297	.30434
	6-10	464	11.7651	3.69793	.17167
	10+	221	11.3891	3.67209	.24701
	Total	890	11.8146	3.74803	.12563
FLPAS	None	35	48.2857	9.92789	1.67812
	1-5	156	49.7308	12.74026	1.02004
	6-10	445	45.9685	10.36122	.49117
	10+	214	45.3925	10.71680	.73259
	Total	850	46.6094	11.00146	.37735

Table 4.30. Descriptive Statistics of One-way ANOVA Analysis by year

Table 4.30 presents descriptive statistics of one-way ANOVA analysis by foreign language learning duration (year). When the findings were examined, it was seen that as the foreign language learning duration increased, their anxiety decreased in the factors SIP, OPA and FLPAS. In the factor "PA", a statistical alteration was not observed according to foreign language learning duration.

4.11 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to their Self-efficacy Beliefs on Pronunciation Skill

In this part, the findings related to pronunciation skill variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 5 subcategories (Bad, Poor, Average, Good, Perfect) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to

decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, that was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	5.167	4	859	.000
SIP	1.812	4	865	.124
OPA	5.486	4	887	.000
SOP	1.914	4	878	.106
FLPAS	5.905	4	847	.000

Table 4.31. Test of homogeneity of variances (pronunciation skill)

Table 4.31 presents test of homogeneity of variances results. Levene test results showed that the P values of SIP and SOP were greater than .05 and the assumption of homogeneity of variances was provided. In contrast, PA, OPA and total's values were below .05. Therefore, both Tukey (SIP and SOP) and Games-Howell (PA, OPA and FLPAS) post-hoc multiple comparison test results were taken into account.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	1894,806	4	473.701	34.045	.000
	Within Groups	11952,065	859	13.914		
	Total	13846,870	863			
SIP	Between Groups	4126,199	4	1031.550	119.447	.000
	Within Groups	7470,196	865	8.636		
	Total	11596,395	869			
OPA	Between Groups	2211,986	4	552.997	47.343	.000
	Within Groups	10360,770	887	11.681		
	Total	12572,757	891			
SOP	Between Groups	485,094	4	121.273	21.554	.000
	Within Groups	4940,104	878	5.627		
	Total	5425,198	882			
FLPAS	Between Groups	31858,981	4	7964.745	94.948	.000
	Within Groups	71051,079	847	83.886		
	Total	102910,060	851			

Table 4.32. One-way ANOVA results by self-efficacy beliefs on pronunciation skill

As it was seen in Table 4.32, the participants' self-efficacy beliefs on pronunciation skills was a significant factor which affected their scores in all the dimensions ($p < .05$). Based on this particular finding, it could be concluded that the participants' self-efficacy beliefs on pronunciation skills might be a significant predictor of their foreign language anxiety in different aspects.

Dependent Variable		(I) Pronunciation Skill	(J) Pronunciation Skill	Mean Difference (I-J)	SE	P
PA	Tukey HSD	Bad	Average	2.54772	.53628	.000
			Good	4.58678	.55720	.000
			Perfect	6.22078	.95684	.000
		Poor	Average	1.45491	.36227	.001
			Good	3.49397	.39258	.000
			Perfect	5.12798	.87132	.000
		Average	Good	2.03906	.30349	.000
			Perfect	3.67306	.83497	.000
SIP	Games-Howell	Bad	Poor	2.00713	.49952	.001
			Average	4.21720	.46564	.000
			Good	7.18212	.47842	.000
			Perfect	8.52900	1.01421	.000
		Poor	Average	2.21007	.27361	.000
			Good	5.17500	.29483	.000
			Perfect	6.52188	.94163	.000
		Average	Good	2.96492	.23286	.000
			Perfect	4.31181	.92410	.001
OPA	Tukey HSD	Average	Bad	-2.19822	.46865	.000
			Poor	-1.70008	.32560	.000
			Good	2.39897	.27536	.000
			Perfect	2.63706	.76444	.005
		Good	Bad	-4.59719	.48904	.000
			Poor	-4.09905	.35433	.000
		Perfect	Bad	-4.83528	.86470	.000
			Poor	-4.33714	.79630	.000
SOP	Games-Howell	Good	Bad	-2.08214	.37383	.000
			Poor	-1.81381	.23244	.000
			Average	-1.44706	.19032	.000
FLPAS	Tukey HSD	Bad	Poor	4.94558	1.44905	.006
			Average	10.74481	1.31756	.000
			Good	19.85166	1.37303	.000
			Perfect	21.26818	2.39154	.000
		Poor	Average	5.79924	.88619	.000
			Good	14.90608	.96674	.000
			Perfect	16.32260	2.18377	.000
		Average	Good	9.10684	.75551	.000
			Perfect	10.52337	2.09882	.000

Table 4.33. Post-hoc Analysis Results by self-efficacy beliefs on pronunciation skill

The post-hoc test results in Table 4.33 describe the mutual meaningful relationships between self-efficacy beliefs on pronunciation skills for all the factors. In the table above, only the ones having significant relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
PA	Bad	55	15.3636	5.15451	.69503
	Poor	144	14.2708	3.72145	.31012
	Average	402	12.8159	3.56849	.17798
	Good	242	10.7769	3.58301	.23032
	Perfect	21	9.1429	4.10226	.89519
	Total	864	12.5602	4.00563	.13627
SIP	Bad	55	17.2909	3.28111	.44242
	Poor	148	15.2838	2.82130	.23191
	Average	407	13.0737	2.92929	.14520
	Good	239	10.1088	2.81441	.18205
	Perfect	21	8.7619	4.18216	.91262
	Total	870	12.7977	3.65302	.12385
OPA	Bad	61	14.3115	3.66761	.46959
	Poor	150	13.8133	3.04416	.24855
	Average	415	12.1133	3.29092	.16154
	Good	245	9.7143	3.59074	.22940
	Perfect	21	9.4762	5.21171	1.13729
	Total	892	11.8285	3.75644	.12577
SOP	Bad	56	10.0536	2.56139	.34228
	Poor	149	9.7852	2.16409	.17729
	Average	411	9.4185	2.36644	.11673
	Good	245	7.9714	2.35288	.15032
	Perfect	22	8.4091	3.37581	.71973
	Total	883	9.0940	2.48012	.08346
FLPAS	Bad	55	58.4182	10.81784	1.45868
	Poor	146	53.4726	7.96475	.65917
	Average	398	47.6734	8.88544	.44539
	Good	233	38.5665	9.31841	.61047
	Perfect	20	37.1500	14.59010	3.26245
	Total	852	46.6232	10.99674	.37674

Table 4.34. Descriptive Statistics of One-way ANOVA Analysis by self-efficacy beliefs on pronunciation skill

As seen in Table 4.34, the students who considered themselves as “bad” in terms of pronunciation had the highest pronunciation anxiety ratios in all factors. On the other hand, the ones stating that they had “perfect” pronunciation skill had got the lowest values in the

factors. This finding can be interpreted that students' pronunciation anxiety significantly correlated with their self-efficacy beliefs on pronunciation skills.

4.12 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to their Self-efficacy Beliefs on Pronunciation Anxiety

In this part, the findings related to pronunciation anxiety variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 5 subcategories (None, Low, Average, High, and Very High) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, that was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	2.288	4	859	.058
SIP	4.005	4	865	.003
OPA	3.348	4	887	.010
SOP	2.481	4	878	.043
FLPAS	5.944	4	847	.000

Table 4.35. Test of homogeneity of variances (self-efficacy beliefs on pronunciation anxiety)

In Table 4.35, test of homogeneity of variances results are presented. As can be seen in the table, the P values of all other variables, except for PA, were lower than .05. Hence, the assumption of homogeneity of variances was not provided. Therefore, both Tukey (PA) and Games-Howell (SIP, OPA, SOP and FLPAS) post-hoc multiple comparison test results were interpreted.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	3870,101	4	967.525	83.304	.000
	Within Groups	9976,769	859	11.614		
	Total	13846,870	863			
SIP	Between Groups	2615,312	4	653.828	62.972	.000
	Within Groups	8981,083	865	10.383		
	Total	11596,395	869			
OPA	Between Groups	2761,898	4	690.475	62.426	.000
	Within Groups	9810,859	887	11.061		
	Total	12572,757	891			
SOP	Between Groups	155,190	4	38.797	6.464	.000
	Within Groups	5270,009	878	6.002		
	Total	5425,198	882			
FLPAS	Between Groups	32222,369	4	8055.592	96.524	.000
	Within Groups	70687,691	847	83.457		
	Total	102910,060	851			

Table 4.36. One-way ANOVA results by self-efficacy beliefs on pronunciation anxiety

One-way ANOVA analysis results presented in Table 4.36 showed that the participants' scores in all the factors significantly changed according to their self-efficacy beliefs on pronunciation anxiety ($p < .05$). This finding could be interpreted that self-efficacy beliefs on pronunciation anxiety held a crucial place for participants' pronunciation anxiety in terms of different aspects.

Dependent Variable		(I) Pronunciation Anxiety	(J) Pronunciation Anxiety	Mean Difference (I-J)	SE	P
PA	Tukey HSD	None	Low	-1.78257	.42628	.000
			Average	-3.95706	.42062	.000
			High	-6.45258	.46678	.000
			Very high	-7.59066	.65597	.000
		Low	Average	-2.17449	.28065	.000
			High	-4.67001	.34602	.000
			Very high	-5.80809	.57631	.000
		Average	High	-2.49551	.33902	.000
			Very high	-3.63360	.57214	.000
SIP	Games-Howell	None	Low	-1.51209	.45195	.009
			Average	-3.39686	.44431	.000
			High	-4.97464	.47355	.000
			Very high	-6.64317	.69017	.000
		Low	Average	-1.88477	.26185	.000
			High	-3.46254	.30887	.000
			Very high	-5.13108	.58948	.000
		Average	High	-1.57777	.29758	.000
			Very high	-3.24631	.58364	.000
OPA	Games-Howell	None	Low	-1.79370	.46169	.001
			Average	-3.62353	.44434	.000
			High	-5.21973	.47587	.000
			Very high	-6.83962	.67063	.000
		Low	Average	-1.82983	.27246	.000
			High	-3.42604	.32134	.000
			Very high	-5.04592	.57144	.000
		Average	High	-1.59620	.29587	.000
			Very high	-3.21609	.55752	.000
SOP	Games-Howell	None	Average	-1.27763	.35145	.004
			High	-1.34305	.37604	.004
			Very high	-1.56687	.45935	.008
FLPAS	Games-Howell	None	Low	-5.54815	1.43507	.002
			Average	-11.99891	1.40993	.000
			High	-17.97937	1.49279	.000
			Very high	-23.39533	2.07811	.000
		Low	Average	-6.45076	.73096	.000
			High	-12.43122	.88024	.000
			Very high	-17.84718	1.69262	.000
		Average	High	-5.98046	.83862	.000
			Very high	-11.39642	1.67135	.000

Table 4.37. Post-hoc Analysis Results by self-efficacy beliefs on pronunciation anxiety

The post-hoc test results in Table 4.37 present the mutual meaningful relationships between self-efficacy beliefs on pronunciation anxiety for all the factors. In the table above, only the ones having significant relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
PA	None	83	9.0843	3.94228	.43272
	Low	278	10.8669	3.21103	.19259
	Average	314	13.0414	3.32599	.18770
	High	149	15.5369	3.34204	.27379
	Very high	40	16.6750	4.32872	.68443
	Total	864	12.5602	4.00563	.13627
SIP	None	83	9.8675	3.71802	.40811
	Low	274	11.3796	3.21428	.19418
	Average	314	13.2643	3.11292	.17567
	High	152	14.8421	2.96135	.24020
	Very high	47	16.5106	3.81571	.55658
	Total	870	12.7977	3.65302	.12385
OPA	None	85	8.6706	3.78087	.41009
	Low	280	10.4643	3.54876	.21208
	Average	323	12.2941	3.07417	.17105
	High	155	13.8903	3.00555	.24141
	Very high	49	15.5102	3.71440	.53063
	Total	892	11.8285	3.75644	.12577
SOP	None	84	8.0714	2.98505	.32570
	Low	282	8.8475	2.48443	.14795
	Average	318	9.3491	2.35511	.13207
	High	152	9.4145	2.31735	.18796
	Very high	47	9.6383	2.22071	.32392
	Total	883	9.0940	2.48012	.08346
FLPAS	None	81	36.1481	11.92802	1.32534
	Low	270	41.6963	9.04370	.55038
	Average	306	48.1471	8.41435	.48102
	High	149	54.1275	8.38539	.68696
	Very high	46	59.5435	10.85604	1.60064
	Total	852	46.6232	10.99674	.37674

Table 4.38. Descriptive Statistics of One-way ANOVA Analysis by self-efficacy beliefs on pronunciation anxiety

According to the findings in Table 4.38, it was found that while the students stating, “I do not have any pronunciation anxiety” had the lowest anxiety values in all factors, the ones claiming that they had “very high” pronunciation anxiety acquired the highest values in the

factors. This finding could be interpreted that the students' self-efficacy beliefs on pronunciation anxiety had a significant relationship with the scores they obtained from foreign language pronunciation anxiety scale (FLPAS).

4.13 Findings Concerning Participants' Foreign Language Pronunciation Anxiety Levels related to their Interest in Pronunciation

In this part, the findings related to interest in pronunciation variable are presented. Upon meeting normality assumption, it was decided to compute one-way ANOVA analysis, which is commonly used to determine whether two or more groups (independent) statistically differ from each other. This variable covered 5 subcategories (None, Low, Average, High, and Very High) and the groups were normally distributed. Therefore, one-way ANOVA analysis as a parametric analysis technique was considered as convenient for the comparison. After computing the analysis, the findings were presented in tables (test of homogeneity of variances, one-way ANOVA results, post-hoc test results for multiple comparisons and descriptive statistics for the groups). The table "test of homogeneity of variance" presented the Levene Test of homogeneity of variances results, which is one of the assumptions to compute one-way ANOVA analysis for groups. The findings of this test were also used to decide which post-hoc analysis would be performed. When the p-value was greater than .05 "Tukey", but it was lower than .05 "Games-Howell" post-hoc test results were taken into consideration (Field, 2009). In the ANOVA results table, ANOVA significance value was checked and if the value was lower than .05, that was considered as an indication of statistically significant difference. For the groups whose significance value lower than .05 in the ANOVA table, post-hoc multiple comparisons test was computed. In the post-hoc multiple comparisons test, Tukey or Games-Howell test results (based on the findings obtained from the Levene test) were interpreted. Finally, the group differences were checked through the descriptive statistics table.

	Levene Statistic	df1	df2	P
PA	3.174	4	859	.013
CC	3.231	4	865	.012
OPA	6.160	4	887	.000
SOP	1.212	4	878	.304
FLPAS	4.004	4	847	.003

Table 4.39. Test of homogeneity of variances (interest in pronunciation)

Table 4.439 presents test of homogeneity of variances results for the variable "pronunciation tendency". Levene test results showed that the P values of all the groups, except for SOP, were lower than .05, so the assumption of homogeneity of variances was not provided. Therefore, both Tukey (SOP) and Games-Howell (PA, SIP, OPA and FLPAS) post-hoc multiple comparison test results were taken into account.

		Sum of Squares	df	Mean Square	F	P
PA	Between Groups	427.253	4	106.813	6.837	.000
	Within Groups	13419.617	859	15.622		
	Total	13846.870	863			
SIP	Between Groups	1968.842	4	492.211	44.223	.000
	Within Groups	9627.553	865	11.130		
	Total	11596.395	869			
OPA	Between Groups	883.385	4	220.846	16.758	.000
	Within Groups	11689.371	887	13.179		
	Total	12572.757	891			
SOP	Between Groups	711.570	4	177.892	33.136	.000
	Within Groups	4713.629	878	5.369		
	Total	5425.198	882			
FLPAS	Between Groups	13738.985	4	3434.746	32.625	.000
	Within Groups	89171.075	847	105.279		
	Total	102910.060	851			

Table 4.40. One-way ANOVA results by interest in pronunciation

In Table 4.40 one-way ANOVA analysis results were presented according to pronunciation interest variable. As expected, a significant differentiation occurred in the participants' scores in FLPAS and its sub-dimensions based on their level of pronunciation interest. In order to test mutual comparisons, post-hoc analysis was computed for all the factors.

Dependent Variable		(I) Interest in Pronunciation	(J) Interest in Pronunciation	Mean Difference (I-J)	SE	P
PA	Games-Howell	Low	High	1.70821	.48755	.005
			Very high	2.19608	.63464	.006
		Average	High	1.12110	.30834	.003
			Very high	1.60896	.51003	.017
SIP	Games-Howell	Average	Low	-1.49983	.40168	.003
		High	None	-3.33824	.73053	.001
			Low	-3.40009	.41729	.000
			Average	-1.90026	.25314	.000
			Very high	1.90882	.47430	.001
		Very high	None	-5.24706	.82569	.000
			Low	-5.30891	.56765	.000
			Average	-3.80908	.46062	.000
OPA	Tukey HSD	High	Low	-2.16033	.41875	.000
			Average	-1.28055	.28303	.000
		Very high	None	-2.45985	.85324	.033
			Low	-3.60126	.53197	.000
			Average	-2.72147	.43329	.000
			High	-1.44092	.44994	.012
SOP	Games-Howell	High	None	-1.91155	.61192	.034
			Low	-1.62584	.25577	.000
			Average	-.96544	.18303	.000
		Very high	None	-3.52299	.64821	.000
			Low	-3.23727	.33340	.000
			Average	-2.57687	.28149	.000
			High	-1.61144	.29468	.000
FLPAS	Games-Howell	Average	Low	-3.67978	1.14975	.014
		High	None	-7.55111	2.00637	.007
			Low	-8.97505	1.22311	.000
			Average	-5.29527	.80750	.000
		Very high	None	-12.65521	2.35930	.000
			Low	-14.07914	1.74264	.000
			Average	-10.39937	1.48083	.000
			High	-5.10410	1.53848	.010

Table 4.41. Post-hoc Analysis Results by Interest in Pronunciation

The post-hoc test results in Table 4.41 present the mutual meaningful relationships between pronunciation interest levels for all the factors. In the table above, only the ones having significant relationships were listed for the simplicity of the findings.

		N	Mean	Std. Deviation	SE
PA	Low	102	13.6078	4.25466	.42127
	Average	386	13.0207	3.66728	.18666
	High	269	11.8996	4.02524	.24542
	Very high	85	11.4118	4.37606	.47465
	Total	864	12.5602	4.00563	.13627
SIP	None	21	15.0000	3.22490	.70373
	Low	97	15.0619	3.62806	.36837
	Average	395	13.5620	3.18277	.16014
	High	272	11.6618	3.23318	.19604
	Very high	85	9.7529	3.98182	.43189
	Total	870	12.7977	3.65302	.12385
OPA	None	23	12.1304	3.96925	.82765
	Low	103	13.2718	3.59246	.35398
	Average	403	12.3921	3.38641	.16869
	High	278	11.1115	3.59580	.21566
	Very high	85	9.6706	4.67360	.50692
	Total	892	11.8285	3.75644	.12577
SOP	None	22	10.5000	2.79029	.59489
	Low	98	10.2143	2.09688	.21182
	Average	399	9.5539	2.27317	.11380
	High	277	8.5884	2.38586	.14335
	Very high	87	6.9770	2.40144	.25746
	Total	883	9.0940	2.48012	.08346
FLPAS	None	22	51.0455	8.91482	1.90065
	Low	98	52.4694	10.30184	1.04064
	Average	385	48.7896	9.59220	.48886
	High	265	43.4943	10.46246	.64270
	Very high	82	38.3902	12.65765	1.39780
	Total	852	46.6232	10.99674	.37674

Table 4.42. Descriptive Statistics of One-way ANOVA Analysis by interest in pronunciation

Descriptive statistics presented in Table 4.42 attest that as the interest of students in pronunciation increased, the students' anxiety decreased in all the factors. However, the decrease did not occur meaningfully across the pronunciation levels. While the students stating that they had "very high" pronunciation interest in the target had the lowest anxiety values in all the factors, the ones claiming that they had either "none" or "low" pronunciation interest had the highest values in the factors.

CHAPTER V
CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1 Introduction

In this chapter, the results attained through the analyses of the data collected are summed up, discussed and interpreted in relation to the relevant literature. The conclusions reached, to address the research questions, are discussed, pedagogical implications are provided, and recommendations are put forth for further research.

5.2 Summary of the Research Findings

Having examined the results of the survey, some interpretation can be made.

As for an answer to the first research question, which was "What are the pronunciation anxiety levels of English for Foreign Language (EFL) students?", some conclusions were reached based on the responses of participants about their perceptions on pronunciation anxiety. The results, in general, indicate that the participants had a mild level of pronunciation anxiety (46,6232). This finding of the present study supports that of a previous study (Kafes, 2018) as their results indicated that the participants had a moderate level of pronunciation anxiety. Similary, this finding of the present study shows similarities with Huang (2004) and Tayşı (2015) who found that the participants had a moderate level of speaking anxiety.

Based on the findings, it has been found that female students had a higher pronunciation anxiety than males. In other words, it can be claimed that in terms of oral performance apprehension, male students had lower concerns than females. On the other hand, it was found that males' self-concern over pronunciation was greater than females. When the total scores of the entire scale (FLPAS) were examined, it was seen that males possessed lower overall foreign language pronunciation anxiety than females. This finding shows similarities with the study carried out by Hsu (2012), which concluded that female students had a higher level of anxiety as they were more grade conscious. However, this finding does not show similarities with the findings of the study carried out by Kafes (2018) in whose study gender was found not to be a determinant of pronunciation anxiety. This

difference might result from the fact that the participants of his study were pre-service teachers, whereas in the present study the participants were preparatory students across all majors. Similarly, Aida (1994) found no significant anxiety-gender interaction on the learners' language performance. Some other previous studies also found no significant difference between the foreign language anxiety levels of female and male participants (Chang, 1996; Kao & Craigie, 2010; Piechurska- Kuciel, 2012). A study carried out by Elkhafaifi (2005), on the other hand, revealed that female students had a higher level of learning anxiety, whereas there was no significant difference between listening anxiety according to gender. The contradictory results in terms of language anxiety level differences in relation to gender supports the point made by Horwizt (2011) in that there is no definite answer to the question of sources of anxiety.

As for the answer to the second sub-question, it was found that there was a statistically significant difference across majors in terms of beliefs about *self-confidence in pronunciation (SIP), oral performance apprehension (OPA), self-concern over pronunciation (SOP) and overall foreign language pronunciation anxiety (FLPAS)*, However, there was no significant difference across majors for pronunciation anxiety (PA). Based on the mean values of the majors in PA, while the participants in Engineering (100% English) had the highest pronunciation anxiety (PA), ELL students had the lowest one. Although the ones having the highest anxiety values changed across the factors, ELL students had the lowest values in all the factors However, it was found that ELT students' anxiety level was higher than those of the ELL students. This could be explained by the idea that pre-service teachers are slightly more anxious as they will be teaching English to their own students in the following years.

The results of the study showed that there was a significant relationship between the participants' perceived proficiency level and their foreign language pronunciation anxiety in all the factors (PA, SIP, OPA, SOP, FLPA). The analysis revealed that the students at B2 level had the lowest values in the overall anxiety (FLPA) and sub-factors (PA, SIP, OPA, SOP). The highest anxiety values in the factors were self-perceived at A2/B1 proficiency levels in the pronunciation anxiety (PA); A1 proficiency level in self-confidence in pronunciation (SIP) and in self-concern over pronunciation (SOP). Students who reported themselves to be at A2 proficiency level had the highest values in oral performance apprehension (OPA), whereas students who reported themselves to be at A2/B1 proficiency level had the highest values in overall foreign language pronunciation anxiety (FLPA). The clash between the learners' expectations and their actual competencies might be the reason

why those who regard themselves to be at A2/B1 level had the highest level of anxiety. The findings of the present study show similarities with some studies in the literature, for instance Wu (2004) found that there was a positive correlation between a student's language anxiety and English speaking proficiency. Similarly, Liu (2006) found that as the proficiency level of Chinese EFL undergraduate learners increased, they tended to be less anxious. In this sense, it can be assumed that this finding of the present study supports the claims of the previous studies. However, this finding of the present study show dissimilarities with some studies as well, for instance Balemir (2009) and Baran- Łucarz (2013b) found no correlation between students' speaking anxiety and their proficiency levels. Baran- Łucarz (2013b) found that participants at the intermediate level had the highest level of pronunciation anxiety. The contradicting results concerning language anxiety in regard to proficiency level in a sense supports Horwitz's (2001) point that there is no clear cut answer concerning the sources of anxiety.

The fourth sub-question, regarding the relationship between pronunciation anxiety and the variables, sought to find whether there was a relationship between the participants' weekly hours of study and their foreign language pronunciation anxiety. It was seen that their weekly hours of study did not meaningfully change their foreign language pronunciation anxiety in terms of PA, SIP, SOP and FLPAS. The only factor that significantly changed according to their weekly course hours was OPA, and the findings revealed that the students' oral performance apprehension was not affected by their weekly hours of study. An interesting finding was that the longer hours of self-study the students did, the more oral performance apprehension they had.

It has been found that there was a significant difference in terms of participants' interaction in English. The participants' interaction frequency in English with English-speaking individuals significantly changed their scores in all the factors. When the findings were examined in detail, it was found that the students interacting with an English-speaking people 6 and 8+ hours per week had the lowest anxiety ratios in the factors. On the other hand, the students who did not speak any English-speaking person had the highest anxiety values among the factors; except for the factor "SOP" since the highest ones were those who interacted 6 hours per week.

The results did reveal that that there was a significant difference in terms of participants' online interaction in English as well. It could be said that the participants'

interaction frequency with English-speaking individuals online meaningfully altered their scores in all the factors. The findings could be interpreted in that the students talking to any English-speaking individual online for 8+ hours per week showed the lowest anxiety values in SIP, OPA, SOP and FLPAS. Based on this finding, it can be claimed that the more students interacted orally on the internet with English-speaking people, the less pronunciation anxiety they had. The fact that the students who did not talk with any English-speaking person online had the highest negative values shows the significance of interaction with English-speaking people online in relation to pronunciation anxiety.

One-way ANOVA analysis results on the participants learning background and their foreign language pronunciation anxiety demonstrated that the participants' SIP, OPA and FLPAS significantly changed according to their learning background. In contrast, it was found that the participants' learning background did not meaningfully change their beliefs on PA and SOP. It was concluded that the students learning English by being friends with a native English speaker had the lowest value in terms of SIP and OPA value. This group was followed by the ones learning English in a country where it is spoken as a second language, in a formal environment, with a native English teacher and in an English-speaking country for the factor SIP. In OPA, the ranking was as follows: those learning with native speaker friend, in a country where it is spoken as a second language, in a formal learning environment, with a native English teacher, and in an English-speaking country.

Based on the one-way ANOVA analysis results, it can be concluded that the participants' PA, SIP, OPA and FLPAS significantly differed from each other according to their foreign language learning duration. On the other hand, their SOP did not significantly alter based on their foreign language learning duration. When the findings were examined, it was seen that as the foreign language learning duration increased, their anxiety decreased in the factors SIP, OPA and FLPAS. In the factor "PA", a statistical alteration was not observed according to foreign language learning duration. Whereas the findings of a recent study (Kafes, 2018) showed that both the students who had intensive English education in high school and attended preparatory classes had high levels of pronunciation anxiety. Another study revealed that experience had a significant effect on anxiety. The findings of the present study might be interpreted as showing that the students' pronunciation level decreased in relation to the length of time they had studied English and therefore supports the findings of the previous research.

The participants' self-efficacy beliefs on pronunciation skills was a significant factor which affected their scores in all the dimensions. Based on this particular finding, it could be concluded that the participants' self-efficacy beliefs on pronunciation skills might be a significant predictor of their foreign language anxiety in different aspects. The students who considered themselves as "bad" in terms of pronunciation had the highest pronunciation anxiety ratios in all factors. On the other hand, the ones stating that they had "perfect" pronunciation skill got the lowest values in the factors. This finding can be interpreted as showing that students' pronunciation anxiety is significantly correlated with their self-efficacy beliefs on pronunciation skills.

The finding shows that students' pronunciation anxiety significantly correlated with their self-efficacy beliefs on pronunciation skills and anxiety. One-way ANOVA analysis showed that the participants' scores in all the factors significantly changed according to their self-efficacy beliefs on pronunciation anxiety. This finding could be interpreted as showing that self-efficacy beliefs on pronunciation anxiety held a crucial place for participants' pronunciation anxiety in terms of different aspects. It was found that while the students stating, "I do not have any pronunciation anxiety" had the lowest anxiety values in all factors, the ones claiming that they had "very high" pronunciation anxiety acquired the highest values in the factors. This finding could be interpreted in that the students' self-efficacy beliefs on pronunciation anxiety had a significant relationship with the scores they obtained from foreign language pronunciation anxiety scale (FLPAS). These findings differ from those of the previous studies (BaranŁucarz, 2013b; Kafes, 2018).

The final research question of the present study inquired about the relationship between students' interest in pronunciation and their pronunciation anxiety level. In the light of the findings, it was seen that a significant differentiation occurred in the participants' scores in FLPAS and its sub-dimensions based on their level of pronunciation interest. Descriptive statistics attest that as the interest of students in pronunciation increased, the anxiety levels of students decreased in all the factors. However, the decrease did not occur meaningfully across the pronunciation levels. While the students stating that they had "very high" pronunciation interest in the target had the lowest anxiety values in all the factors, the ones claiming that they had either "none" or "low" pronunciation interest had the highest values in the factors. The findings from this study are unique because no previous studies in the available literature have sought to answer the question as to whether and to what extent the students' interest in pronunciation affects their pronunciation anxiety level.

5.3 Suggestions

In the light of the findings of the present study, suggestions in terms of future research and pedagogical and practical implications have been presented respectively.

As for recommendations for future research, it should be born in mind that the findings of the present survey study is based only on quantitative data gathered through a questionnaire. Dörnyei (2003) points out that questionnaires are especially valuable to gather information with a large number of people in a limited amount of time, provided they are carefully designed and administered while acknowledging that there are also drawbacks such as failing to provide the participants with a larger perspective and the simplicity of the answers provided. Therefore further research might include some open-ended items in the questionnaires, or conduct interviews with the instructors to reach a deeper understanding of the phenomenon.

Similarly the interview sessions conducted with some of the participants, whose scores on the questionnaire had differed, might lead to more informative results. Additionally, Classroom observations and focus group meetings could also have been carried out in order to support the results and in this way the researchers could have compared the reported behaviour with their actual behaviour.

Furthermore, the data for the present study was collected from two state universities within one context and therefore it is rather difficult to generalize the findings. Thus further studies should be conducted with larger study groups in order to make a better comparison.

Studies on pronunciation anxiety levels and ways of reducing pronunciation anxiety should be continued when their benefits are taken into account. One avenue for further research might be to investigate the link between speaking and pronunciation anxiety. The link between listening and pronunciation anxiety may also be investigated. More studies might focus on exploring the link between listening and reading as the two receptive skills, and similarly several studies could be conducted to examine the relationship between speaking and writing as the two productive skills. Furthermore, when language skills needed for oral communication are taken into account, it could be suggested that more studies looking at the possible relationships between listening and speaking anxiety, and listening and pronunciation anxiety, could be useful to have greater insight into the phonemenon as well as

the studies investigating the relationship between the reading and writing skills as the written modes. In addition, exploring the possible sources of pronunciation anxiety may help realize the concept of anxiety and come up with the better ways of overcoming pronunciation anxiety. Lastly, the findings suggested that the more students studied, the higher oral performance apprehension levels they had, which could be a topic of further research and the underlying reasons behind that could be revealing in providing clues to find ways of defeating it.

In terms of pedagogical and practical implications, it is found that the more students interact with speakers of English, face-to-face or online-, the less anxious they are, thus it could be suggested that the amount of time allocated to speaking practices should be increased, and if possible, the curriculum should be designed in a way to allow such interactions with native speakers. Moreover, foreign language learners should be encouraged to interact with native speakers outside the class as well, in order to be exposed to the natural language as much as possible and hopefully this way lower and finally overcome anxiety.

Additionally, concerning the role of interaction with native speakers in reducing pronunciation anxiety, providing foreign language learners some opportunities on short-term study abroad programmes could be helpful to feel more confident and in this way overcome their pronunciation anxiety. Thus, having exchange students in English preperation classes or sending students abroad via student exchange programmes may provide them with an opportunity of being in a foreing language environment where they would be encouraged to use the target language and be exposed to it more often.

Descriptive statistics revealed that as the interest of students in pronunciation increased, the anxiety levels of students decreased in all the factors. Thus trying and finding ways of getting students more interested in learning and practicing pronunciation may be another way of reducing anxiety.

Another finding of the present study was that the longer hours of self-study the students did, the more oral performance apprehension they had. This could be explained in that as the students studied harder, their expactations of themselves got higher and therefore they felt more anxious. Thus, teachers and instructors should try to find ways of overcoming anxiety aroused by students not being able to manage the discreapancy between their expectations and reality.

It is believed that material designers and language instructors should be aware of the pronunciation anxiety levels of their students and tailor their teaching accordingly in order to create a welcoming learning atmosphere. Therefore, so as to lower the language learners' anxiety level, learners should be encouraged to try out new things without the fear of being criticized or ridiculed; material designers, as well as instructors could tailor their teaching materials to encourage 'risk taking' in safe situations, in order to minimize the oral performance apprehension level of the students.

Last but not least, although the data obtained in the present study needs further verification, it may be suggested that areas such as classroom dynamics, teacher-student rapport, interaction patterns such as group, pair and individual performance, ways of providing feedback, correction techniques, strategy training and ways of increasing self-perceptions of students should be taken into account in order to provide learners with a sense of security so as to facilitate anxiety-free and better learning environments.

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APPENDICES

Appendix A. Approval Letter to Conduct Research

Evrak Tarih ve Sayısı: 30.04.2019-E.55107

T.C.
GAZİ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 39701152-622.01-
Konu : Anket

Sayın Öğr. Gör. Sebahat YILMAZ
Yabancı Diller Yüksekokulu Müdürlüğü - Öğretim Görevlisi

İlgi : 29/04/2019 tarihli dilekçe.

İlgi dilekçenizdeki, Yüksekokulumuz öğrencilerine "İngilizce Telaffuz Kaygı Ölçeği" adlı anketi uygulama talebiniz Yüksekokulumuzca uygun görülmüştür.
Bilgilerinizi rica ederim.

e-imzalıdır
Prof. Dr. Abdulvahit ÇAKIR
Yüksekokul Müdürü

G. Ü. Gölbaşı Kampüsü / Yabancı Diller Yüksekokulu İdari Binası Posta Kodu:06830
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Bilgi için :Ensar AYDIN
Memur
Telefon No:0312 484 5165 (113)

Appendix B. Back Translation 1

1. I feel anxious when I speak English.
2. I do not like talking to advanced English speakers.
3. I feel shy talking to people with good English pronunciation.
4. I get nervous when I have to speak English in front of other people.
5. I am not happy with my English pronunciation.
6. I am worried about making a pronunciation mistake.
7. I am aware of how many pronunciation mistakes I make.
8. If I realize that I have pronounced some words incorrectly, I feel embarrassed.
9. I am afraid of being seen as ridiculous and incompetent because of my bad English pronunciation.
10. I find it absurd to imitate the pronunciations of native English speakers.
11. Pronunciations of my other friends who are learning English are better than mine.
12. I do not think that my English pronunciation will be better in the future than it is now.
13. I am worried that I will not be understood because of my bad pronunciation.
14. I feel shy when people correct my pronunciation mistakes.
15. While speaking English, I think that I will not be able to get rid of my mother-tongue accent.
16. I can never succeed in pronouncing English very well.
17. I think the pronunciation of English is too difficult.
18. I think that the English pronunciation rules are incomprehensible.
19. It is too difficult to pronounce English as a native speaker.
20. I think good English pronunciation is very important for English learners.

Appendix C. Back Translation 2

1. I feel nervous while I am speaking in English.
2. I do not like speaking with people who can speak English in an advanced level.
3. I feel shy while I am speaking with the people who have good English pronounciation.
4. I feel stressed when I have to speak in English in fron of other people.
5. I am not pleased with my English pronounciation.
6. I worry about making pronounciation mistakes.
7. I am aware of how many pronounciation mistakes I have done.
8. I feel ashamed if I realise I have mispronounced some words.
9. I am afraid of being seen ridiculous and untalented because of my English pronounciation.
10. I find it unreasonable to imitate native speakers's pronunciation.
11. My friends' pronounciation who learn English is better than mine.
12. I do not think that ny English pronunciation in the future will be better than today.
13. I worry about not being understood due to my mispronunciation.
14. I feel shy when people correct my pronunciation mistakes.
15. I think that I will not be able to get rid of my mother-tongue accent while speaking English.
16. I can never be succeessful in pronouncing English very well.
17. I think the pronunciation of English is very difficult.
18. I think that English pronunciation rules are incomprehensible.
19. It is very difficult to pronunce English as native speakers.
20. I think that good English pronunciation is very important for English learners.

Appendix D. Pilot Version of the Scale

	Aşağıdaki ifadeler yabancı dil telaffuz kaygısı ile ilgilidir. Ankette doğru ya da yanlış cevap yoktur. Lütfen ifadeleri dikkatlice okuyunuz ve bu ifadelerin kişisel his ve düşüncelerinizi ne oranda yansıttığını işaretleyiniz. (Katılma ya da katılmama derecenize uyan seçeneği seçiniz.)	**Kesinlikle katılmıyorum**	**Katılmıyorum**	**Kısmen katılıyorum**	**Katılıyorum**	**Kesinlikle katılıyorum**
1	İngilizce konuşurken kendimi tedirgin hissederim.	1	2	3	4	5
2	İleri düzeyde İngilizce konuşanlarla konuşmayı sevmem.	1	2	3	4	5
3	İyi İngilizce telaffuzu olan insanlarla konuşurken çekingenlik hissederim.	1	2	3	4	5
4	Başka insanların önünde İngilizce konuşmak zorunda olduğumda gerilirim.	1	2	3	4	5
5	İngilizce telaffuzumdan hoşnut değilim.	1	2	3	4	5
6	Telaffuz hatası yapma konusunda endişelenirim.	1	2	3	4	5
7	Yaptığım telaffuz hatalarımı fark ederim.	1	2	3	4	5
8	Bazı kelimeleri yanlış telaffuz ettiğimi fark ettiğimde mahcubiyet hissederim.	1	2	3	4	5
9	Kötü İngilizce telaffuzum nedeniyle gülünç ve yeteneksiz görülmekten korkarım.	1	2	3	4	5
10	Ana dili İngilizce olanların telaffuzunu taklit etmeyi saçma bulurum.	1	2	3	4	5
11	İngilizce öğrenen diğer arkadaşlarımın telaffuzları benimkinden daha iyidir.	1	2	3	4	5
12	Gelecekte İngilizce telaffuzumun bugünkü halinden daha iyi olacağını düşünmüyorum	1	2	3	4	5
13	Yanlış telaffuzumdan dolayı anlaşılmayacağım konusunda endişelenirim.	1	2	3	4	5
14	İnsanlar telaffuz hatalarımı düzelttiğinde utanırım.	1	2	3	4	5
15	İngilizce konuşurken ana dilimdeki aksanımdan kurtulamayacağımı düşünürüm.	1	2	3	4	5
16	İngilizceyi çok iyi telaffuz etme konusunda hiçbir zaman başarılı olamam.	1	2	3	4	5
17	İngilizcenin telaffuzunun çok zor olduğunu düşünüyorum.	1	2	3	4	5
18	İngilizce telaffuz kurallarının anlaşılmaz olduğunu düşünüyorum.	1	2	3	4	5
19	İngilizceyi ana dili olarak konuşan kimseler gibi telaffuz etmek çok zordur.	1	2	3	4	5
20	İyi İngilizce telaffuzunun İngilizce öğrenenler için çok önemli olduğunu düşünüyorum.	1	2	3	4	5

Yabancı Dil (İngilizce) Telaffuz Kaygı Ölçeği Reducing student teachers' foreign language pronunciation anxiety through psycho-social training (Z. Kralova ve diğerleri)' dan uyarlanmıştır, 2017, *System 65***,** s.49-60. Elsevier Ltd.

Yabancı Dil (İngilizce) Telaffuz Kaygı Ölçeği

Bu anket akademik bir araştırmaya veri toplamak için hazırlanmıştır. Anket çalışmasına katılmak tamamen gönüllülük esasına dayanmaktadır. Tüm cevaplar ve kişisel bilgileriniz gizli tutulacak ve toplanan veriler sadece yabancı dil öğrenenlerin telaffuz kaygısı üzerine yapmakta olduğum yüksek lisans çalışmasında kullanılacaktır. Katıldığınız için teşekkür ederim.

Öğr. Gör. Sebahat YILMAZ

sebahatyilmaz@gazi.edu.tr

Gazi Üniversitesi

Kişisel Bilgiler:

1. Cinsiyet: Kadın/ Erkek
2. Fakülte/Bölüm (%30-%100 belirtiniz):
3. Hissettiğim İngilizce Yeterlilik düzeyi:
   a) Başlangıç (Beginner) (A1)
   b) Temel (Elementary) (A2)
   c) Orta seviye öncesi (Pre-intermediate) (A2/B1)
   d) Orta (Intermediate) (B1)
   e) Orta seviye üstü (Upper-intermediate) (B2)
4. Bugüne kadar toplam İngilizce öğrenme sürem (yıl):
   a) Hiç
   b) 1-5 yıl
   c) 6-10 yıl
   d) 10 yıl ve üzeri
5. Haftalık ortalama İngilizce çalışma sürem (Hafta/Saat)
   a) Hiç
   b) Haftada 2 saat
   c) Haftada 4 saat
   d) Haftada 6 saat
   e) Haftada 8 saat ve üzeri
6. İngilizceyi …….. öğrendim.
   a) İngiltere/Amerika gibi ana dili olarak İngilizce konuşulan bir ülkede
   b) Türkiye gibi ana dili olarak İngilizce konuşulmayan bir ülkede
   c) ana dilli İngilizce olan birinden özel ders alarak
   d) ana dilli İngilizce olan bir arkadaş edinerek
   e) diğer …….. (Okulda, dil kursunda, üniversite hazırlık sınıfında vb.)
7. …… süreliğine İngilizce konuşulan bir ülkede bulundum.
   a) Hiç bulunmadım
   b) 0- 12 ay arası
   c) 1-3 yıl arası
   d) 5 yıldan fazla
8. İngilizce konuşan bireylerle, dersler dışında, yüz yüze İngilizce konuşma sıklığım:
   a) Hiç
   b) Haftada 2 saat
   c) Haftada 4 saat
   d) Haftada 6 saat
   e) Haftada 8 saat ve üzeri
9. İngilizce konuşan bireylerle internet üzerinden İngilizce konuşma sıklığım:
   a) Hiç
   b) Haftada 2 saat
   c) Haftada 4 saat
   d) Haftada 6 saat
   e) Haftada 8 saat ve üzeri
10. Telaffuz yeteneğimin …… olduğunu düşünüyorum.
    a) kötü
    b) zayıf
    c) orta
    d) iyi
    e) mükemmel
11. İngilizce telaffuz kaygı seviyemin …… olduğunu düşünüyorum.
    a) hiç yok
    b) düşük
    c) orta
    d) yüksek
    e) çok yüksek
12. Telaffuza ilgim ……..
    a) hiç yok
    b) düşüktür
    c) orta seviyededir
    d) yüksektir
    e) çok yüksek

Appendix E. Final Version of the Scale

Yabancı Dil (İngilizce) Telaffuz Kaygı Ölçeği

Bu anket akademik bir araştırmaya veri toplamak için hazırlanmıştır. Anket çalışmasına katılmak tamamen gönüllülük esasına dayanmaktadır. Tüm cevaplar ve kişisel bilgileriniz gizli tutulacak ve toplanan veriler sadece yabancı dil öğrenenlerin telaffuz kaygısı üzerine yapmakta olduğum yüksek lisans çalışmasında kullanılacaktır. Katıldığınız için teşekkür ederim.

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Gazi Üniversitesi

Kişisel Bilgiler:

1. Cinsiyet: Kadın/ Erkek
2. Fakülte/Bölüm (%30-%100 belirtiniz):
3. Hissettiğim İngilizce Yeterlilik düzeyi:
   a) Başlangıç (Beginner) (A1)
   b) Temel (Elementary) (A2)
   c) Orta seviye öncesi (Pre-intermediate) (A2/B1)
   d) Orta (Intermediate) (B1)
   e) Orta seviye üstü (Upper-intermediate) (B2)
4. Bugüne kadar toplam İngilizce öğrenme sürem (yıl):
   a) Hiç
   b) 1-5 yıl
   c) 6-10 yıl
   d) 10 yıl ve üzeri
5. Haftalık ortalama İngilizce çalışma sürem (Hafta/Saat)
   a) Hiç
   b) Haftada 2 saat
   c) Haftada 4 saat
   d) Haftada 6 saat
   e) Haftada 8 saat ve üzeri
6. İngilizceyi …….. öğrendim.
   a) İngiltere/Amerika gibi ana dili olarak İngilizce konuşulan bir ülkede
   b) Türkiye gibi ana dili olarak İngilizce konuşulmayan bir ülkede
   c) ana dilli İngilizce olan birinden özel ders alarak
   d) ana dilli İngilizce olan bir arkadaş edinerek
   e) diğer …….. (Okulda, dil kursunda, üniversite hazırlık sınıfında vb.)
7. …… süreliğine İngilizce konuşulan bir ülkede bulundum.
   a) Hiç bulunmadım
   b) 0- 12 ay arası
   c) 1-3 yıl arası
   d) 5 yıldan fazla
8. İngilizce konuşan bireylerle, dersler dışında, yüz yüze İngilizce konuşma sıklığım:
   a) Hiç
   b) Haftada 2 saat
   c) Haftada 4 saat
   d) Haftada 6 saat
   e) Haftada 8 saat ve üzeri
9. İngilizce konuşan bireylerle internet üzerinden İngilizce konuşma sıklığım:
   a) Hiç
   b) Haftada 2 saat
   c) Haftada 4 saat
   d) Haftada 6 saat
   e) Haftada 8 saat ve üzeri
10. Telaffuz yeteneğimin …… olduğunu düşünüyorum.
    a) kötü
    b) zayıf
    c) orta
    d) iyi
    e) mükemmel
11. İngilizce telaffuz kaygı seviyemin …… olduğunu düşünüyorum.
    a) hiç yok
    b) düşük
    c) orta
    d) yüksek
    e) çok yüksek
12. Telaffuza ilgim ……..
    a) hiç yok
    b) düşüktür
    c) orta seviyededir
    d) yüksektir
    e) çok yüksek

	Aşağıdaki ifadeler yabancı dil telaffuz kaygısı ile ilgilidir. Ankette doğru ya da yanlış cevap yoktur. Lütfen ifadeleri dikkatlice okuyunuz ve bu ifadelerin kişisel his ve düşüncelerinizi ne oranda yansıttığını işaretleyiniz. (Katılma ya da katılmama derecenize uyan seçeneği seçiniz.)	**Kesinlikle katılmıyorum**	**Katılmıyorum**	**Kısmen katılıyorum**	**Katılıyorum**	**Kesinlikle katılıyorum**
1	İngilizce konuşurken kendimi tedirgin hissederim.	1	2	3	4	5
2	İleri düzeyde İngilizce konuşanlarla konuşmayı sevmem.	1	2	3	4	5
3	İyi İngilizce telaffuzu olan insanlarla konuşurken çekingenlik hissederim.	1	2	3	4	5
4	Başka insanların önünde İngilizce konuşmak zorunda olduğumda gerilirim.	1	2	3	4	5
5	İngilizce telaffuzumdan hoşnut değilim.	1	2	3	4	5
6	Telaffuz hatası yapma konusunda endişelenirim.	1	2	3	4	5
7	Yaptığım telaffuz hatalarımı fark ederim.	1	2	3	4	5
8	Bazı kelimeleri yanlış telaffuz ettiğimi fark ettiğimde mahcubiyet hissederim.	1	2	3	4	5
9	Kötü İngilizce telaffuzum nedeniyle gülünç ve yeteneksiz görülmekten korkarım.	1	2	3	4	5
10	İngilizce öğrenen diğer arkadaşlarımın telaffuzları benimkinden daha iyidir.	1	2	3	4	5
11	Gelecekte İngilizce telaffuzumun bugünkü halinden daha iyi olacağını düşünmüyorum	1	2	3	4	5
12	Yanlış telaffuzumdan dolayı anlaşılmayacağım konusunda endişelenirim.	1	2	3	4	5
13	İnsanlar telaffuz hatalarımı düzelttiğinde utanırım.	1	2	3	4	5
14	İngilizce konuşurken ana dilimdeki aksanımdan kurtulamayacağımı düşünürüm.	1	2	3	4	5
15	İngilizcenin telaffuzunun çok zor olduğunu düşünüyorum.	1	2	3	4	5
16	İngilizce telaffuz kurallarının anlaşılmaz olduğunu düşünüyorum.	1	2	3	4	5
17	İngilizceyi ana dili olarak konuşan kimseler gibi telaffuz etmek çok zordur.	1	2	3	4	5
18	İyi İngilizce telaffuzunun İngilizce öğrenenler için çok önemli olduğunu düşünüyorum.	1	2	3	4	5

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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___/___/____

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