**TURKISH EFL UNIVERSITY STUDENTS'**
**SELF-PERCEPTIONS OF AND ATTITUDES TOWARD**
**FOREIGN LANGUAGE SPEAKING ANXIETY**

**Ahmet Serkan TANRIÖVER**

**PH.D. THESIS**
**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**
**FIELD OF ENGLISH LANGUAGE TEACHING**
**Prof. Dr. Fehmi EFE**
**2012**

ATATÜRK UNIVERSITY
THE INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
**FIELD OF ENGLISH LANGUAGE TEACHING**

TURKISH EFL UNIVERSITY STUDENTS' SELF-PERCEPTIONS
OF AND ATTITUDES TOWARD FOREIGN LANGUAGE
SPEAKING ANXIETY

**(**Ingiliz Dili Eğitimi Alan Üniversite Öğrencilerinin Yabanci Dil Olarak İngilizce
Konuşma Kaygısına Yönelik Öz-Algılamaları Ve Tutumları**)**

PH.D. THESIS

**Ahmet Serkan TANRIÖVER**

Advisor: Prof. Dr. Fehmi EFE

**ERZURUM**
**October, 2012**

# KABUL VE ONAY

Prof. Dr. Fehmi EFE danışmanlığında, Ahmet Serkan TANRIÖVER tarafından hazırlanan "Turkish EFL University Students' Self-Perceptions of and Attitudes toward Foreign Language Speaking Anxiety" başlıklı çalışma 05 / 10 / 2012 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalı'nda Doktora Tezi olarak kabul edilmiştir.

Başkan : Prof. Dr. Fehmi EFE İmza: .....................

Danışman : Prof. Dr. Fehmi EFE İmza: .....................

Jüri Üyesi : Prof. Dr. Recep SONGÜN İmza: .....................

Jüri Üyesi : Prof. Dr. Mehmet TAKKAÇ İmza: .....................

Jüri Üyesi : Prof. Dr. Memnune YAMAN İmza: .....................

Jüri Üyesi : Yard. Doç. Dr. Savaş YEŞİLYURT İmza: .....................

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.
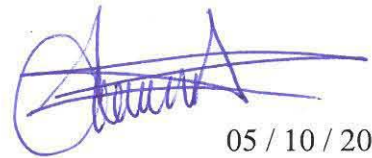
05 / 10 / 2012

Prof. Dr. H.Ahmet KIRKKILIÇ

Enstitü Müdürü

# TEZ ETİK VE BİLDİRİM SAYFASI

Doktora tezi olarak sunduğum "İngiliz Dili Eğitimi Alan Üniversite Öğrencilerinin Yabancı Dil Olarak İngilizce Konuşma Kaygısına Yönelik Öz-Algılamaları Ve Tutumları" başlıklı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

Tezimin kağıt ve elektronik kopyalarının Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü Arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

Lisansüstü Eğitim-Öğretim yönetmeliğinin ilgili maddeleri uyarınca gereğinin yapılmasını arz ederim.

☐ Tezimin tamamı her yerden erişime açılabilir.

☐ Tezimin sadece Atatürk Üniversitesi yerleşkelerinden erişime açılabilir.

☒ Tezimin 3 (üç) yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım taktirde tezimin tamamı her yerden erişime açılabilir.

05 / 10 / 2012

Ahmet Serkan TANRIÖVER

# ÖZET

## DOKTORA TEZİ

## İNGİLİZ DİLİ EĞİTİMİ ALAN ÜNİVERSİTE ÖĞRENCİLERİNİN YABANCI DİL OLARAK İNGİLİZCE KONUŞMA KAYGISINA YÖNELİK ÖZ-ALGILAMALARI VE TUTUMLARI

### Ahmet Serkan TANRIÖVER

### 2012, 283 sayfa

Bu çalışmanın amacı, yabancı dil olarak İngilizce konuşma kaygısının yapısını, kuramsal tanımlarını, öğrenci-merkezli algılanmalarını ve yöntemsel uygulamasını tanıtmak ve İngiliz dili eğitimi alan üniversite öğrencilerinin deneyim ettiği yabancı dil (İngilizce) konuşma kaygısının kaynaklarını bulmak ve bu kaygı türünün üstesinden gelebilmeleri için kullandıkları metodları keşfetmektir. Yabancı dil konuşma kaygısı ve yabancı dil öğrenme kaygısı ile ilgili terimler ve kavramlar tanımlanarak bu iki kaygı türü arasındaki ilişki ve yapısal farklılıklar nicel ve nitel olarak incelenmiştir. Buna ek olarak, yabancı dil konuşma kaygısı ile ilgili olarak açık-uçlu sorulara verilen sözlü ve yazılı yanıtlar nitel olarak incelenmiş ve değerlendirilmiştir.

Araştırmaya, İngiliz dilini eğitimi alan toplam 355 İngiliz Dili Eğitimi A.B.D. öğrencileri katılmıştır. Araştırma, Yabancı Dil Konuşma Kaygı Ölçeği (YDKKÖ), Kaygının Üstesinden Gelme Stratejileri Ölçeği (KÜGSÖ), Olumsuz Değerlendirilme Korkusu Ölçeği (ODKÖ), Mevcut Çalışma Seviyesi Öz-Değerlendirme Ölçeği (MÇSÖDÖ) olmak üzere dört ölçek ve bir geçmiş deneyimler anketini içermiştir. Araştırmanın nicel yönü, İngiliz dili eğitimi alan 355 üniversite öğrencisinin ölçeklere ve bir ankete katılımlarıyla değerlendirilmiştir. Araştırmanın nitel yönü, öğrencilerin yabancı dil (İngilizce) sınıfı konuşma deneyimleri ile ilgili duygu, düşünce, algılama ve tutumlarını öğrenmek amacıyla, 21 öğrencinin mülakatlara katılımları ve 13 öğrencinin görüşlerini yazılı olarak bildirmeleriyle değerlendirilmiştir.

Araştırmada kaygı ile ilgili ölçekler, yüz-yüze görüşmeler ve yazılı görüş bildirmeler yoluyla elde edilen verilerin nicel ve nitel değerlendirmeleri, yabancı dil konuşma kaygısının bazı önemli kaynaklarını ve öğrencilerin İngiliz dilindeki başarılarında etkili olan yabancı dil konuşma kaygısının bazı temel etkilerini ortaya koymuştur. Araştırmanın sonuçları, öğrencilerin yabancı dil konuşma becerilerini etkileyen dört temel etkenin olduğunu göstermektedir: Etken 1, Konuşma Kaygısı; Etken 2, Yabancı Dil Konuşma Becerisi Konusunda Duyulan Düşük Öz-güven; Etken 3, Olumsuz Değerlendirilme Korkusu; Etken 4, Yabancı Dil Konuşma Sınavı Kaygısı. İngiliz dili eğitimi alan üniversite öğrencileri, İngiliz dilindeki başarılarını ve performanslarını olumsuz yönde etkileyen önemli ölçüde yabancı dil konuşma kaygısına sahiptirler.

**Anahtar Kelimeler:** Yabancı dil kaygısı, yabancı dil konuşma kaygısı, olumsuz değerlendirilme korkusu, kaygının üstesinden gelme stratejileri, yabancı dil yeterlik seviyesi.

# ABSTRACT

## DOCTORAL DISSERTATION

## TURKISH EFL UNIVERSITY STUDENTS' SELF-PERCEPTIONS OF AND ATTITUDES TOWARD FOREIGN LANGUAGE SPEAKING ANXIETY

### Ahmet Serkan TANRIÖVER

### 2012, 283 Pages

The purpose of this study is to introduce the construct, theoretical definitions, student-centered perceptions and methodological application of foreign language (English) speaking anxiety and find the sources of foreign language speaking anxiety that Turkish EFL university students experience and the anxiety coping strategies that Turkish EFL university students use. The relationship and structural differences between foreign language speaking anxiety and foreign language learning anxiety were investigated quantitatively and qualitatively by defining the relative terms and concepts related to both types of anxiety. In addition, oral and written responses given to open-ended questions related to foreign language speaking anxiety were qualitatively analyzed and evaluated.

A total of 355 Turkish university students receiving English Language Teaching (ELT) education responded to a survey. The survey consisted of four instruments, including the Foreign Language Speaking Anxiety Scale (FLSAS), the Anxiety Coping Strategies Scale (ACSS), the Fear of Negative Evaluation Scale (FNES), and the Self-Rating for the Current Level of Study (SR-CS) and a background questionnaire. For quantitative component, 355 Turkish EFL university students participated in responding scales and a questionnaire. For the qualitative component, 21 students participated in oral interviews and 13 students participated in report-writing tasks asking them about their thoughts, emotions, perceptions and attitudes in foreign language (English) classroom speaking experiences.

The quantitative and quantitative analyses of the data gathered via the anxiety-related scales, face-to-face interviews and report-writing tasks in the survey yielded some major sources of foreign language speaking anxiety and some main effects of foreign language speaking anxiety on students' success in English language. Findings show that there are four major factors affecting students' foreign language speaking skill: Factor 1, Speaking Anxiety; Factor 2, Low Self-confidence about Foreign Language Speaking Ability; Factor 3, Fear of Negative Evaluation; Factor 4, Foreign Language Speaking Test Anxiety. The Turkish university students of English as a FL have relatively significant level of foreign language speaking anxiety which has debilitating effects on their performance and success in English language.

**Key words:** Foreign language anxiety, foreign language speaking anxiety, fear of negative evaluation, anxiety coping strategies, foreign language proficiency level.

# ACKNOWLEDGEMENTS

# TABLE OF CONTENTS

**CHAPTER FIVE**

# LIST OF TABLES

# LIST OF ABBREVIATIONS

ACS: Anxiety Coping Strategies

CA: Communication Apprehension

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

FLA: First Language Acquisition

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLL: Foreign Language Learning

FLSA: Foreign Language Speaking Anxiety

FNA: Fear of Negative Evaluation

L1: First Language; Native Language

L2: Second Language

M: Mean

S.D.: Standard Deviation

SL: Second Language

SLA: Second Language Acquisition

SLL: Second Language Learning

SPSS: Statistical Package for Social Sciences

SR-CS: Self Rating for the Current Level of Study

**CHAPTER ONE**

## 1. INTRODUCTION

This chapter of the study offers an overview of the thesis. It starts with a brief description of the background of the study and the research problem, the theoretical framework of the study, and the developmental progress of the thesis. It also states the purpose and significance of the study, and research questions. It also gives a brief description of the participants, data collection procedures, instruments, and analyses of the study. Finally, it presents the organization of the whole thesis.

### 1.1. Background of the Study

In our modern world, foreign language classroom anxiety has been considered one of the most important learner variables for undergraduate students of ELT departments in EFL contexts throughout the world, particularly for Turkish undergraduate students learning English as a foreign language for educational, vocational, academic, and/or commercial purposes. Because of the fact that English language has become more and more widespread among the Turkish as a medium of communication, education, science, and technology, an increasing number of Turkish university EFL students attend English classes, especially foreign language conversation/speaking classes in order to produce great amounts of foreign language verbal/oral output.

Among the Turkish university EFL students, speaking is a highly anxiety-provoking activity because of the fact that speaker has to perform a series of complex cognitive, psychomotor, functional, and intellectual operations, particularly in an instructional setting and before EFL students. Student speaker has to struggle with numerous elements such as instructor-effect, peer-effect, course type, classroom atmosphere, course materials, task type, speaker's accent, etc. Environmental, instructional, social, cultural, physiological, psychological, and biological factors may

cause English speaking anxiety to some extent among the Turkish university EFL students and prevent students from performing verbal/oral tasks in English classes in a successful and comfortable way.

Scholars, who particularly study foreign language teaching and linguistics all over the world, have been doing comprehensive research and investigation on anxiety that students experience while speaking a foreign language. MacIntyre and Gardner (1989, 1991a, 1991c, 1994a, 1994b) are considered as two of the most remarkable researchers contributing highly in the field of foreign language anxiety by conducting several studies in order to reveal the structure, mechanism, and function of anxiety in foreign language and its influence on learners' language achievement. E. K. Horwitz and her colleagues (E. K. Horwitz, M. Horwitz, & Cope, 1986) are widely admired and appreciated by most of the authorities, scholars, instructors, researchers, MBA and PhD students in the field of foreign language anxiety all over the world because of the fact that they made precious contributions by making foreign language anxiety an interesting, attractive, and promoting area of research, gathering the attention, interest, and concerns of quite many researchers, educators, and students in that field, creating and developing an instrument for measuring foreign language anxiety. The negative effect of anxiety on students' foreign language performance and achievement were also identified by many studies (Ely, 1986; Young, 1986; Gardner, Lalonde, Moorcroft, & Evers, 1987; MacIntyre & Gardner, 1989, 1991b; Phillips, 1992; Aida, 1994) in order to explain the sources of anxiety in foreign language classroom. Most of the students feel much more anxious, worried, tense, frustrated, and uncomfortable in foreign language classrooms (productive skills classrooms) than other classrooms (E. K. Horwitz et al., 1986; MacIntyre & Gardner, 1989; Campbell & Ortiz, 1991).

When fine-grained research and literature on foreign language classroom speaking anxiety is reviewed clearly, it is realized that foreign language anxiety is a distinct variable which can be identified as situation-specific. It should be noted that foreign language classroom speaking anxiety is different from other sorts of anxiety and has its own uniqueness and properties which has become prevalent and effective on English speaking communities. As a situation-specific anxiety, foreign language classroom speaking anxiety with its dynamic properties in a foreign language classroom naturally occurs in various class situations.

Scovel (1978) is one of the earliest, most prominent, remarkable, and unique figures in the history of foreign language anxiety research who identified the term "anxiety" in its unique context for the first time. Any researcher of ELT who research, study, and perform experimental studies on foreign language learning anxiety is supposed to begin with the early definitions of anxiety, particularly Scovel's definition of anxiety. Just eight years after Scovel's valuable research on foreign language learning anxiety, Horwitz, Horwitz, & Cope (1986) performed a widely-accepted and widely-admired research on language learning anxiety. In order to realize their research, Horwitz, Horwitz, & Cope (1986) created "Foreign Language Classroom Anxiety Scale (FLCAS)" which has been quite widely used by an increasing number of foreign language anxiety researchers. Foreign language classroom anxiety was firstly studied and analyzed in some particular ways such as communication apprehension (e.g., Horwitz, Horwitz, & Cope, 1986; Young, 1990; MacIntyre & Gardner, 1991b), test anxiety (e.g., Horwitz et al., 1986; Daly, 1991; Young, 1991), fear of negative evaluation (e.g., Horwitz et al., 1986; Young, 1990; Aida, 1994). In addition, there has been an increasing interest in learner belief (e.g., Horwitz, 1988; Onwuegbuzie, Bailey, & Daley, 1999) in the field of foreign language anxiety, so learner factors have become more dominant than the other factors on the analysis of foreign language anxiety variances recently.

According to Horwitz et al. (1986), speaking foreign language inside and/or outside of the institutional/classroom setting is quite related to language anxiety due to the fact that foreign language speaking anxiety is considered as the most sensitive, fragile, and attention-getting anxiety type when compared to the other types of anxiety. As a result of this characteristic of foreign language speaking anxiety, it may be widely and frequently studied by so many researchers from various branches in different situations.

Undergraduate students studying English as a foreign language (EFL) at an English language teaching/education department at BA degree at Turkish universities are generally asked to attend the class by communicating with the instructor and the other classmates orally in order to practice skills and develop communicating skills and forced to encounter different anxiety levels while speaking in the class. These instructional requirements offer Turkish university students of ELT opportunities to

experience particular components and certain related issues of foreign language speaking anxiety such as emotional stress, apprehension, cognitive, and psychosomatic disorders, etc.  While speaking English as a foreign language, students may encounter various speaking conditions and situational differences which cause certain levels of anxiety determined by environmental, psychological, and interpersonal factors such as speakers, listeners, instructors, classmates, aim(s) and content of speaking, content knowledge, speakers' aim (persuasive, informative, explanatory, entertaining, etc.), and discussion types (face-to-face speaking, speaking in front of the class, small group interviews and/or discussions, collective-class discussions, etc.).

## 1.2. Background of the Problem

In the study several issues related to second/foreign language learning and speaking anxiety have been dealt with by pointing out major definitions of anxiety and anxiety-related concepts from various researchers in the field, mentioning characteristics of anxiety and its effect on FLL and foreign language production. The issues in the study have been discussed by some approaches: a) by defining anxiety and types of anxiety; b) by comparing and contrasting foreign language anxiety with other types of anxiety; c) by analyzing and mentioning the correlation among graduate level (M.A. degree) students foreign language anxiety (FLA) level, their foreign language communication apprehension (CA) and their foreign language performance. In this context the question of how, to what extent, and in what ways foreign language anxiety influences foreign language performance requires satisfactory explanation.

## 1.3. Statement of the Problem

Foreign language students' speaking anxiety (FLSA) occurs due to the speaking situation in foreign language classroom (E. K. Horwitz et al., 1986; Young, 1990; Koch & Terrell, 1991; Price, 1991). Nowadays, several researchers perform comprehensive studies and researches on how to reduce students' negative anxiety in order to overcome all kinds of problems (i.e., pronunciation, fluency, grammatical and lexical correctness in speaking) that foreign language classroom students experience, particularly in oral skills performances (i.e., speaking), help them improve their oral skills and gain self-

esteem for speaking a foreign language better. Thus, it is advised that researchers must continue trying to find the best ways to identify the various sources of foreign language anxiety and help instructors manage and eliminate foreign language classroom anxiety of students.

According to Young (1991), learners' foreign language anxiety in a FL classroom has many potential sources. She divided the potential sources of foreign language anxiety into six main types: personal and interpersonal anxieties (e.g., communication apprehension, self-esteem, self confidence); instructor beliefs about language teaching; learner beliefs about language learning; classroom procedures (e.g., speaking in front of peers, speaking in whole-class conversations, speaking in group discussions); instructor-learner interactions (e.g., teachers' harsh manner of correcting student mistakes); and testing. Qualitative studies which have been carried out by several researchers show that among many other types of foreign language anxiety such as student population in a FL classroom, quality and quantity of course materials, instructional media (e.g.; OHP, data-projector) used in a FL classroom, personal and interpersonal anxieties are the most commonly studied anxiety type.

All kinds of situations in which a foreign language is taught is opt to create some particular kind(s) and level(s) of anxiety which is experienced by more than half of foreign language learners (Kondo & Ling, 2004). Those situations which consist of high-level anxiety provoking atmosphere are expected to influence the foreign language-related concern, interest, attitude, viewpoint, and senses of FL learners in a rather deteriorating way and to make foreign language learning less entertaining, attractive, and comfortable, but more boring, frightening, and worrying. It is strongly pointed out by some researchers that foreign language anxiety influences foreign language learners' performance in a quite negative way (Horwitz, 1991; Worde, 1998; Kondo & Ling, 2004)

Among four skills (speaking; listening; reading; writing) of foreign language, particularly of English language, speaking can be considered as one of the most anxiety-provoking skills. As Horwitz et al. (1986) pointed out that most anxious learners have difficulty in speaking a foreign language, comprehending and producing sounds of the target language, pronouncing foreign words exactly and they avoid participating in

certain oral classroom activities (e.g., group discussions, peer conversations, role-plays, drama presentations, etc.) and may easily forget what they have in their memory in oral tests. Foreign language anxiety, to a great extent, determines foreign language learners' success in their classroom performance (MacIntyre & Gardner, 1989). Thus, it is estimated that there is a negative relationship between foreign language anxiety and classroom performance (e.g.; course grades) (Tucker, 1976; Horwitz, 1986; MacIntyre & Gardner, 1989, 1991; Aida, 1994).

One of the basic sources of foreign language speaking anxiety in a foreign language classroom is that adult foreign language learners have mature linguistic and educational ideas and senses on the one hand, but an immature foreign language linguistic system that they are supposed to use for expressing themselves in a target language on the other hand (Horwitz et al., 1986). Despite the fact that those learners are adult, they feel unsure and uncomfortable while producing target language in that immature foreign language linguistic system. They may be afraid of being negatively evaluated by their teachers and peers. Their peers' competitive attitudes towards foreign language learning and/or speaking may negatively affect those students' performance success in language production, as well (Bailey, 1983). They may also think that their language ability is lower than their peers' (Price, 1991). Teachers' intimidating manner towards foreign language learners and inappropriate error correcting practice are considered as other crucial factors of foreign language anxiety (Koch & Terrel, 1991; Young, 1991).

As MacIntyre & Gardner (1989) pointed out, foreign language anxiety affects language learners' language learning process negatively. That basic view is also supported and developed by Tobias' (1979, 1980, 1989) and Schwarzer's (1986) theories of language anxiety. Anxious learners of a foreign language may experience difficulties in focusing on the task by pouring out irrelevant thoughts about the task. Thus, they need to participate in self-directed cognitive tasks. Because of the fact that foreign language learning is a cognitive activity in which encoding, storage, and retrieval processes exist, foreign language anxiety poses a great obstacle for those processes (MacIntyre, 1995). According to Tobias (1986), anxious foreign language learners' self-awareness interferes with their success in language performance.

Anxiety, as a negative affective factor which plays an important role in students' foreign language speaking fluency, has been mostly cited by many theories of Second Language Acquisition and Foreign Language Learning dealing with anxiety (Krashen, 1981; MacIntyre & Gardner, 1991b, 1993) and negative correlation among anxiety and second-language acquisition (SLA) and foreign language learning (FLL) has been found in many studies (Clement, Gardner, & Smythe, 1977; Gardner, 1985; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991; Young, 1991; MacIntyre, 1995; Gregersen, 1999/2000; Gregersen & Horwitz, 2002).

In learning a foreign language (English), individual learner differences which cause some kinds of variation (such as FL learning speed) comprises some particular factors such as age (Penfield & Roberts, 1959; Krashen, Long, & Scarcella, 1979), aptitude (Pimsleur, 1966; Caroll, 1981), motivation (Gardner & Lambert, 1972; Clément, 1986), anxiety (Horwitz et al., 1986; MacIntyre & Gardner, 1989, 1991, 1994), beliefs (Horwitz, 1987), and personality (Guiora et al., 1972). The variables mentioned above are generally resistant to change over time during foreign language learning process in contrary to the variety of anxiety which is attitudinal in nature. Anxiety itself may be thought as being responsible for individual differences in rate, quality, and quantity of foreign language learning. Foreign language speaking classroom procedures which involve a particular type of communicative setting force students express themselves in oral language in front of their peers. Horwitz et al. (1986) found high-level negative correlation between Foreign Language Classroom Anxiety (FLCA) and FL students' final grades and pointed out that the basic reasons of the negative correlation are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Young (1986) focused on the negative correlation between oral language production of the students (with the help of Oral Proficiency Interview scores) and their anxiety levels. In parallel with the study of Young (1986), Philips (1992) also dealt with the inverse relationship between FL students' oral exam scores and their anxiety level. Aida (1994) performed the Japanese version of the study of Horwitz et al. (1986) in order to reveal the inverse correlation between students' language anxiety and their performance in Japanese (not in a foreign language such as English). In addition, MacIntyre and Gardner (1989, 1994) proved the negative influence of communicative anxiety has on foreign language learning and production in their remarkable studies. As

pointed out by Young (1990), MacIntyre & Gardner (1991) and Young (1992), speaking a foreign language within a classroom, particularly in front of peers, is the most anxiety-provoking situation for FL students all over the world. Several instructional factors (e.g.; instructor, peers, course materials, student-oriented activities, classroom content, schedule, syllabus, etc.) may contribute reducing the level of foreign language learning anxiety.

With respect to the general trend of second/foreign language learners all over the world towards language teaching methods, communicative approach is regarded as the most popular approach when compared to others. Thus, in a modern and contemporary instructional/academic context, communicative approach requires communicative classroom context in which developing foreign language speaking skill should be taken into account primarily over the other language skills such as traditional reading and grammar. But, unfortunately, there has been a lack of theoretical and empirical research on teaching techniques of foreign language speaking skill and finding out the techniques of reducing foreign language speaking anxiety in instructional settings in Turkey. Thus, this study is thought to be beneficial in understanding the relationship between foreign language speaking anxiety and foreign language classroom contexts. Turkish EFL students have traditionally had more instructional experience in reading, grammar (structure), and writing classes than speaking class. Meanwhile, those students seem to have an increasing interest in communicative contexts in which foreign language speaking skill plays a major role because of the fact that communicative contexts help students in gaining and practicing foreign language speaking skill, developing communicative competence and/or proficiency, reaching communicative goals in target language and culture. The foreign language classroom setting in which there is a kind of evaluative and competitive foreign language endeavor among the students causes high level of foreign language speaking anxiety. It can be concluded that such academic contexts in which communicative approach is promoted, communicative skills are favored, and speaking is required influences students' anxiety level in a negative way.

In second language acquisition literature, Krashen emphasizes the major roles that affective factors play in second language acquisition process and establishes an influential construct which is called "Monitor Model" and which requires the lowering of anxiety. In his model, Krashen points out in his "Affective Filter Hypothesis" that

affective factors should be optimal for the most fertile acquisition of a second language and for the reduction of anxiety level among foreign language learners. According to Krashen, high level of anxiety prevents students from reaching new input in the target language.

Foreign language teaching methodologies, whether they are valid today or out of date, have always tried to reduce the level of anxiety among students in order to facilitate better learning and/or acquisition. Terrel's Natural Approach, Asher's Total Physical Response, Curran's Community Language Learning can be considered as great samples for those methodologies. Those foreign language teaching methodologies and the others that are not mentioned here put emphasis on the requirement of anxiety-free and stress-free learning atmosphere, sympathetic, sociable, and understanding teaching staff, user-friendly course materials, and anxiety-reducing classroom activities.

Among quite many sources of foreign language anxiety, the fact that the student is usually asked by the teacher to perform a task orally in the target language, English, in front of the class, he/she will be evaluated by his/her teachers and peers, and his/her errors and mistakes will be corrected by them can be considered forceful, threatening, and resistant sources of anxiety. Those avoiding factors may influence anxiety level of the student in a quite various ways (Horwitz, Horwitz, and Cope, 1986; Price, 1986).

That the way foreign language is taught is also quite influential upon the anxiety level of the student is pointed out by Krashen (1982). He mentions three potential sources of anxiety that current foreign language teaching methodologies and practices produce. Insistence on early production of the target language, over-emphasis on error correction, and exposure of the student to incomprehensible target language input are the three major sources of anxiety. Foreign language learners feel obliged to be able to learn how to speak a foreign language fluently in a native-like manner in a quite short period of time and how to decrease the quantity and frequency of the mistakes and errors performed by them because of their unrealistic and false expectations. Such kind of obligation makes students feel anxious, worried, frustrated, nervous, and even excited about learning a foreign language.

Ely (1986) associated foreign language learners' level of language class discomfort with lower amounts of risktaking. According to Ely's (1986) study related to

learners' discomfort, risktaking, sociability, and motivation in a foreign language classroom, when foreign language learners feel uncomfortable and unmotivated in the stressful conditions, they unintentionally and subconsciously reduce their level and amount of risktaking in a foreign language classroom. Thus, it is concluded that anxiety interferes with risktaking strategies and methodologies of foreign language learners.

Anxiety, in general, is believed to have dichotomous perspectives, which are basically psychology-originated, on whether it is a state anxiety or trait anxiety. But, Horwitz considers foreign language anxiety as a situation-specific anxiety and she developed the Foreign Language Classroom Anxiety Scale (FLCAS) to measure foreign language learners' anxiety level in formal instructional setting. Horwitz et al.'s instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), which has been one of the mostly utilized measures in foreign language learning literature, is currently studied, applied, and performed by quite many researchers in the field of foreign language anxiety.

The approach that Horwtiz, Horwitz, and Cope (1986) adopted in second/foreign language learning anxiety literature is a situation-specific approach which has various reasons. In the light of this approach and with the help of Horwitz et al.'s suggestions, many researchers viewed anxiety as a totally distinct and unique form of anxiety which is different from other anxiety forms such as test anxiety, trait anxiety, and state anxiety. Apart from Horwitz (1986), Saito & Samimy (1996) also emphasized upon the negative correlation between foreign language learners' learning process and their academic performance. Foreign language anxiety has different kinds which are peculiar to different language skills such as reading, writing, listening, and speaking. Furthermore, it varies according to different cultural groups. According to Horwitz (2001), Asian learners are considered to be the most anxious population while European learners are considered to be the least anxious population among many cultural groups.

**1.4. Aim of the Study**

The primary aim of this study is to further examine the relationship between advanced level Turkish undergraduate ELT department students' foreign language speaking anxiety, fears of negative evaluation, anxiety coping strategies, self-ratings of

current level of study in English language education and selected learner variables such as gender, age, duration of study in English, grade, past experience of travelling to an English-speaking country or living in such a country, the status of receiving private tuition or attending a private class/institution for improving English conversation skills, the status of attending a class delivered by a native English speaker, the frequency of meeting and communicating with a native English speaker besides the regular study in the class, the level of motivation in conversations during small group interviews, and the level of motivation in conversations during collective class discussions.

The demographic and background variables were elaborately examined as well as the following learner characteristics: self-esteem, foreign language aptitude, self-evaluations of foreign language aptitude, test anxiety, public speaking anxiety. The relationship between foreign language speaking anxiety and these learner variables were studied using correlational analysis, investigated by using four major anxiety-related scales in a survey, and finally assessed by using following statistics via computer-based SPSS for Windows 15.00 statistics packaged program: Arithmetic Mean, Standard Deviation, Student T-test, One-way Variance Analysis, LSD Post Hoc Test, Mann-Whitney U Test, and Kruskal-Wallis Test.

Moreover, this study examined the characteristics of anxious language learners and re-examined the anxiety-achievement relationship using measurement instruments; the Self-Rating for the Current Level of Study (SR-CL) Scale developed by K. Kitano (2001), the Foreign Language Speaking Anxiety (FLSA) Scale developed by D. J. Young (1990), the Fear of Negative Evaluation (FNE) Scale developed by M. R. Leary (1983a), revised and shortened by D. Watson and R. Friend (1969), the Anxiety Coping Strategies (ACS) Scale developed by D. S. Kondo and Y. Y. Ling (2004) and the Biographical Information and Background Questionnaire developed by the researcher.

It is hoped that this study, by determining the extent to which learner variables are associated with foreign language speaking anxiety levels, will help us identify the potential sources of anxiety, thus expanding our understanding of the nature, causes, and consequences of foreign language speaking anxiety among foreign language students.

## 1.5. Research Questions

In addition to the general aim of investigating the Turkish undergraduate ELT students' self-perceptions of and attitudes toward foreign language speaking anxiety, the study addressed the following specific research. The following research questions were posed to help narrow the purpose of this qualitative and quantitative study without avoiding emerging questions in the course of the study:

**1.** What is the relationship between foreign language speaking anxiety and foreign language oral performance?

**2.** To what extent do the learner variables affect the level of foreign language speaking anxiety of Turkish undergraduate ELT students studying English Language?

**3.** What is the relationship between foreign language speaking anxiety and fear of negative evaluation?

**4.** What are the anxiety coping strategies used by Turkish undergraduate ELT students studying English Language?

The research questions mentioned above had several sub-questions pertaining to the different aspects of foreign language speaking anxiety and the various correlations between foreign language speaking anxiety and selected learner variables such as gender, age, duration of study in English, grade, past experience of travelling to an English-speaking country or living in such a country, the status of receiving private tuition or attending a private class/institution for improving English conversation skills, the status of attending a class delivered by a native English speaker, the frequency of meeting and communicating with a native English speaker besides the regular study in the class, the level of motivation in conversations during small group interviews, the level of motivation in conversations during collective class discussions.


## 1.6. Significance of the Study

Studies in the previous decades sought to create various types of anxiety measures which particularly focus on psychometric properties of foreign language learning designed to measure foreign language learning anxiety in tutorial setting.

Horwitz (1986) developed a new anxiety measure which is called the Foreign Language Classroom Anxiety Scale (FLCAS). As one of the most outstanding, remarkable and appreciated anxiety measures in the history of foreign language learning literature, the Foreign Language Classroom Anxiety Scale (FLCAS) has a high test-retest reliability value which is 0.83 and a high consistency value which is 0.93. Its validity was also proven by a construct validation study. Its items were gathered with the help of the ideas, comments, and feelings of college foreign language learners and by means of clinical experiments. As a result of the construct validation study of the FLCAS, Horwitz (1986) found a moderate level relationship between foreign language anxiety and test anxiety.

In the last few decades, contemporary language educators, language philosophers and pedagogical philosophers have thought that foreign language anxiety is one of the most crucial obstacles for many foreign language learners in foreign language education literature. Krashen (1982) favors low-anxiety situations for better comprehensible input. That idea was admired and appreciated by most of the language researcher in 1980's.

Researchers, theoreticians, and academicians of the latest decades in the field of educational psychology point out that anxiety poses a serious and crucial problem for foreign language learners who are particularly involved in academic achievement at college and in foreign language speaking skill. Due to the explanation given above, it can be easily mentioned that there is a negative, diverse, and complex correlation between anxiety and foreign language speaking which is affected by so many variables.

Although there seems to be a great deal of literature on foreign language speaking anxiety, very little is known on the nature of anxiety and its negative relationship with and deterrent influence upon academic achievement of students in foreign language speaking in a language classroom. In the recent decades, several studies have made great effort to determine and investigate learner variables which affect the level of foreign language speaking performance and foreign language speaking anxiety. Despite the fact that so many studies have found a negative correlation between anxiety and foreign language speaking achievement, some of those studies have been unable to find any relation between anxiety and foreign language

speaking achievement. When the cases are analyzed in detail from educational and psychological views, it can be found out that there occurred some methodological problems with those studies. First of all, not all the methodologies have satisfactory reliability and validity. Secondly, they did not measure and evaluate the same kind of anxiety, foreign language speaking anxiety in this context. Thirdly, they did not all measure foreign language speaking anxiety which occur in a tutorial setting such as classroom. Some of the studies have examined anxiety as a personality trait while some other studies examined it as a state or situational trait, or as test anxiety.

This research aims at presenting the preliminary information about the correlation between anxiety and foreign language speaking and academic language performance/achievement due to the need for replication of some anxiety measures and a large population.

## 1.7. Methodology

In this section of the study, the subjects, setting, data collection instruments, methods and procedures, analyses and interpretation of the data gathered via the survey are introduced. In the first phase, the subjects participating in the survey, interviews and report-writing procedures, the proportion of subjects with respect to gender and grade, and setting of the study are presented. In the second phase, the instruments used as a means of data collection tools are explained. Finally, in the third phase, data analysis procedures of the study are mentioned.

### 1.7.1. Subjects and Setting

The participants of this study consisted of 276 female, 79 male students among English Language Teaching (ELT) department students of Kâzım Karabekir Faculty of Education, Atatürk University in Erzurum, Turkey at the middle of the fall semester of 2010-2011 academic year. This study necessitated choosing participants on a voluntary basis among all the grades of the department, that is to say, preparatory grade, first grade second grade, third grade, and fourth grade students to assess their experiences, perceptions, and attitudes related to foreign language speaking anxiety, fear of negative

evaluation, anxiety coping strategies, and self-rating of the current level of study in the light of certain learner variables.

The participants were from mainly five different groups: the ELT preparatory students who were taking a 5-hour "Speaking Skills" course weekly; the ELT first grade students who were taking a 3-hour "Oral Communication Skills" course weekly; the ELT second, third, and fourth grade students who were not taking any foreign language speaking courses but had already taken speaking courses which are mentioned above at preparatory and first class.

### 1.7.2. Instruments

The data of this study were collected through both quantitative and qualitative data collection instruments. For the collection of the quantitative data, four different scales were used. These scales included the Self-Rating for the Current Level of Study (SR-CL) Scale developed by K. Kitano (2001), the Foreign Language Speaking Anxiety (FLSA) Scale developed by D. J. Young (1990), the Fear of Negative Evaluation (FNE) Scale developed by M. R. Leary (1983a), revised and shortened by D. Watson and R. Friend (1969), the Anxiety Coping Strategies (ACS) Scale developed by D. S. Kondo and Y. Y. Ling (2004) and the Biographical Information and Background Questionnaire developed by the researcher.

*Self-Rating for the Current Level of Study (SR-CL) Scale*: This scale was performed in order to measure undergraduate EFL students' self-rating of pronunciation, fluency, grammatical accuracy, and overall speaking ability in spoken English for their current level of study. The scale consisted of four items aimed at measuring undergraduate EFL students' self-rating of English speaking skills.

*Foreign Language Speaking Anxiety (FLSA) Scale*: This scale was developed by D. J. Young (1990) and includes 24 items. By this scale, it was intended to measure undergraduate EFL students' perceptions and attitudes related to their foreign language speaking anxiety.

*Fear of Negative Evaluation (FNE) Scale*: By this scale, undergraduate EFL students' perceptions of their fear of negative evaluation by their lecturers and peers

were tried to be explored. There were 12 items in this scale. This scale explored to what extent undergraduate EFL students felt fear of negative evaluation.

*Anxiety Coping Strategies (ACS) Scale*: This scale consisted of 15 items and 5 aspects. In these items, there were statements related to strategies that undergraduate EFL students perform in order to lessen or get rid of foreign language anxiety they experience in foreign language classes.

The participants were asked to express their degree of agreement with the statements in the scales by marking the numbers on a five-point and three-point Likert-type scales attached to them. All the scales and the references needed for both the design and use of them are described in 'Methodology' in detail and given in 'Appendices'.

### 1.7.3. Interviews and Report-Writing Section

In the collection of qualitative data, to allow undergraduate EFL students to convey their other feelings, ideas, perceptions, and attitudes that may be probably related to the focus of the study, semi-structured interviews and report-writing section including nine questions were used. By these questions, participants' views on the significance, difficulty and place, among four basic skills, of foreign language speaking and speaking course in their education and life in general; the foreign language speaking activities they carry out in speaking classes; their speaking instructors' anxiety coping related support; their foreign language speaking anxiety in speaking English and speaking classes; what they think about how they can avoid and/or get rid of foreign language speaking anxiety and be more successful in speaking English and in speaking classes were interrogated. When needed, some further questions were asked to participants as well. In addition, a consent form was given to all participants to sign before the interviews. A digital audio recorder and blank report writing forms were used to record, store, and archive the responses of the interviewees and participants of the report-writing section. The oral responses of the interviews were then transcribed and turned into written data. These texts were used in the analyses of the verbal data obtained from the participants. The written reports of the participants were saved, stored and archived unchanged in order to secure the originality of the written reports.

### 1.7.4. Data Collection

Data collection phase of the study commenced with administering the scales at the middle of the fall semester of 2010-2011 academic year. The data of this study were collected in two different stages; quantitative stage and qualitative stage, respectively. Initially, the quantitative data were collected from 355 participants using four different scales. All the scales were given to the participants on the same sheet. There were also a biographical and background information section attached to the scales interrogating information about their genders, ages, years of studying English, grades, experiences travelling to or living in an English-speaking country, attending a private learning academy or institute in order to improve their English speaking skills, frequencies of contact with native English speakers outside of class instruction, degrees of motivation in small group discussions in English, and degrees of participation in collective class discussions in English. The questionnaires were given to the participants during regular classes and it took the participants 40-45 minutes to complete them.

After the initial analyses of the data from the scales, some participants, on a voluntary basis, were selected for interviews. An interview protocol was prepared. It included 9 semi-structured questions attempting to understand causes, effects, levels, anxiety coping strategies, etc. of participants' foreign language speaking anxiety. Interviews were administered in different times depending on the participants' availability. Some participants wanted to participate in the interviews alone while some others wanted to attend the interviews together with their friends. They were interviewed together with their friends but the questions were posed to them one by one. The interviews were recorded with great care and then transcribed, turned into written data. The texts obtained from the transcription process were revised and necessary notes were taken. Then, the responses were categorized according to their relevance to each other. The interviews were carried out by the researcher himself with a review of informed consent, semi-structured questions, and thanking to the interviewees.

In report writing stage which is the third and final stage of data collection phase of the study, some participants who preferred report writing instead of being interviewed, on a voluntary basis, were selected for report writing section. Report writing activities were administered at different times and at different places depending

on the participants' availability and preferences. Next, the texts were revised and necessary notes were taken. Finally, the written responses were categorized according to their relevance to each other.

### 1.7.5. Data Analysis

The quantitative and qualitative data of this study were analyzed in different stages. Firstly, the quantitative data which were collected through four scales were analyzed. This was performed by finding descriptive statistics such as maximum and minimum scores, arithmetic means, standard deviations, chi-square values, Student T-test results, LCD Post Hoc Test results, Mann-Whitney U Test results, Kruskal-Wallis Test results, and Cronbach Alpha Coefficient results, by making One-way Variance and Pearson Product-Moment Correlation analyses and forming figures by the help of computer-based SPSS for Windows 15.00 statistics packaged program. Later, the statistical findings obtained from the analyses of quantitative data were summarized in terms of the extent they answered the research questions of the study.

The qualitative data of the study were analyzed in order to determine whether they supported the findings from quantitative data and to explore the aspects which could not be measured by the questionnaires. In the analyses of the qualitative data, the guidelines given in Cresswell (1998) were used as a model. After the interviews were digitally audio-recorded and transcribed, they were revised in order to find significant information. Then, the information found was categorized. Next, the interviews were reported and evaluated in terms of contributions to the answers which were sought for the research questions of the study.

In the second phase of the qualitative data analysis process, subjects' written reports were analyzed in order to determine their foreign language speaking anxiety levels by categorizing the data obtained from the written reports. After the categorization of the comments in the subjects' reports written for foreign language speaking classes, the significant comments were determined as noticeable.

In the final stage of data analysis, the findings from both quantitative and qualitative instruments were evaluated together and conclusions were reported.

## 1.8. Key Terminology

*Anxiety*: Anxiety is defined as an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system (Spielberger, 1983, cited in Horwitz, Horwitz and Cope, 1986, p. 125).

*Debilitating Anxiety*: Anxiety is generally connected with negative connotations. Thus, it can only be used to refer to "debilitating anxiety". Debilitating anxiety motivates the learner to avoid the new learning task, and stimulates the individual emotionally to adapt avoidance behavior. It can be considered the "bad" type of anxiety in this context. It hinders the leaner's performance in many ways both directly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language (Scarcella & Oxford, 1992).

*Embarrassment*: Embarrassment is a basic emotion that includes surprise as an immediate precursor followed by reactive fluster. It is often confused with shame and other self-conscious emotions. One physical indicator is that embarrassment often includes smile, while shame does not. Although both have to do with the presentation of the self before others, shame may also be experienced in private, while embarrassment requires an audience. Shame may have moral implication or point out grave faults with the self. Embarrassment has to do with more trivial transgressions. Embarrassment is also confused with shyness. Shyness is more anticipatory and fearful, while embarrassment is marked by suddenness and surprise (Miller, 1996).

*Facilitating Anxiety*: The "good" or "mild" type of anxiety which is believed by some scientists to be helpful rather than harmful and to assist performance, and to keep students alert is called "facilitating anxiety". According to Scovel (1991, p. 22), "facilitating anxiety motivates the learner to fight the new learning task; it gears the learner emotionally for approach behavior".

*Fear-terror*: Fear is a response to threat or danger. Some of the following are visible indicators. The eyes are open wide, sometimes exposing more of the whites. The eyebrows and forehead are slightly lifted and pulled together. The corners of the mouth are pulled straight back while the mouth is left slightly open (Izard, 1991).

*Foreign Language*: A foreign language refers to a second language that is being studied in a country where the language is not generally spoken. For instance, English as a foreign language (EFL) could refer to the course work of Turkish students in Turkey studying English.

*Foreign Language Anxiety*: Foreign language anxiety is the feeling of uneasiness, worry, nervousness, and apprehension experienced by non-native speakers when learning or using a second or foreign language. These feelings may stem from any second language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening (MacIntyre, P. D.; Gardner, R. C., 1994).

*Second Language*: Second language refers to a language that is spoken by a large number of the population in the country. For instance, Turkish students living in the U.S. who are studying English would be studying English as a Second Language. However, second language may also be used to refer to a foreign language, and in some contexts they can be used interchangeably.

*Shame*: Shame is a self-conscious emotion and involves a global attribution of the entire self as being worthless for having failed to measure up to internal or external standards in the eyes of the self or others. It is a global attack on the self system (Lewis, 2000).

*State Anxiety*: State anxiety is defined as a situation-specific anxiety which is transitory and not a long-lasting personality feature that surfaces in response to a particular situation (Phillips, 1992). A person with state anxiety manifests a stable tendency to exhibit anxiety only in certain situations at a particular moment in time.

*Trait Anxiety*: Trait anxiety is defined as "a relatively stable tendency to exhibit anxiety in a large variety of circumstances" (Phillips, 1992, p. 14). Trait anxiety is believed to impair cognitive functioning, to disrupt memory, and to lead avoidance behavior (MacIntyre & Gardner, 1991).

## 1.9. Conclusion

In this section, introductory information on the background, aims, research questions, significance, methodology of the study (subjects and settings, instruments, data collection and data analysis procedures), and the key terminology that will be confronted with throughout the thesis were given.

The organization of the study is as follows: the second chapter reviews the literature and the theoretical framework relevant to foreign language anxiety; the third chapter presents the methodology of the study by focusing on the methods of data collection, data analysis, instruments, participants, and context in detail; the fourth chapter reveals how the quantitative and qualitative data of the research were analyzed and demonstrated in tables; and the final chapter presents the summary and conclusions drawn from the study, pedagogical implications and recommendations, limitations of the study, and recommendations for further study.

**CHAPTER TWO**

## 2. LITERATURE REVIEW

### 2.1. Introduction

This chapter of the study presents a review of literature to demonstrate the findings of the research relevant to the purpose of the study. With respect to the aim of the study this review covers issues such as foreign language anxiety, speaking foreign language, foreign language speaking anxiety, self-rating of current level of study in foreign language education, anxiety coping strategies of the learners, and fear of negative evaluation.

### 2.2. Anxiety

According to Freud, anxiety is "an unpleasant affective state or condition similar to dread or nervousness, with physiological and behavioral manifestations" and "anxiety (or dread) itself needs no description; everyone has personally experienced this sensation…" (Freud, 1933). Tomkins (1991) mentions that Freud defines anxiety in relation with distress and turns it into an umbrella term. However, this term excludes the sense of anger which is a distinct psychological phenomenon.

As an umbrella term, the word *anxiety* has come to evoke a variety of circumstances which have negative affect such as distress, shame, guilt, surprise, fear, and apprehension.

#### 2.2.1. Definition of Language Anxiety

In the past, approximately more than three decades ago, there used to be considerable inconsistent, controversial, and confusing findings and results obtained from foreign language anxiety researches which caused quite low specifity - that is high generalization - of the variable(s) investigated in the studies. Many of the early studies

and researches on this particular subject were quite various in terms of their specific subject matters, goals, definitions, methodologies, types of anxiety investigated, and variables measured (Young, 1993). This kind of variety led to indefiniteness, ambiguousness, controversial issues, conflicting ideas, and unreliable results. Because of these reasons, some researchers are forced to carry out same types of factor analyses for different kinds of variables.

Throughout the history of foreign language studies, anxiety has already been attributed to some reactions which have been observed as anger, tenseness, furiousness, shakiness, nervousness, excitement, discomfort, uneasiness, etc.  As an affective construct, anxiety should be isolated from some other ones in order to determine the criteria of the research. Horwitz, Horwitz and Cope (1986) define "anxiety" as "the subjunctive feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). "Language anxiety" is also defined as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" by MacIntyre and Gardner (1994b, p. 284). In our study, we will take the definitions given below as the basic terminological source and depend on it for further studies.

In 1980's, Steinberg (1982) revealed that anxiety negatively affects foreign language learners' speaking performance when they find themselves under stressful conditions and forces them to use different kinds of communication styles which cause the cut/lack of communication in the on-going conversation.

As one of the most influential affective and attitudinal learner variables on foreign language anxiety, performance, and achievement, motivation has been taken into consideration not only theoretically but also practically by many researchers in the fields of linguistics, educational psychology, neurolinguistics (Clément, Dörnyei, & Noels, 1994). Until the mid 1980s, which is a crucially prominent decade for Horwitz et al.'s milestone articles on foreign language learning and foreign language anxiety, it is believed and regarded that motivation subsumes foreign language anxiety. However, it is also believed that foreign language anxiety is peripheral to the motivation construct in foreign language learning (Clément, Gardner, & Smythe, 1980).

The fact that educational and psychological history of the relationship between foreign language anxiety and foreign language learning is full of inconsistencies and conflicting ideas indicates that anxiety is such a quite complex phenomenon that on the one hand, Scovel (1978) and Young (1986) emphasizes its very multidimensional psychological nature and on the other hand, Sparks & Granschow (1991) and Granschow et al. (1994) deny the negative effect of foreign language anxiety on FL students' performance. Furthermore, some studies emphasizes the requirement of a new measure of foreign language construct which is an alternative form of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale due to the fact that FLCAS does not address different learning contexts and different foreign language performances (Kim, 1998).

Recent studies performed on foreign language anxiety have been related to *cognitivist theory* of foreign/second language acquisition which to a great extent regards foreign/second language acquisition as any other type of learning. Within the framework of this theory, all types of learning are considered basically the same and according to this theory learners primarily receive input and in this way FL/SL acquisition process starts; then, input is processed and turns into intake; intake is passed in learners minds; afterwards new rules are produced while existing rules are modified; all these rules are benefited by the learners to perform actual and authentic language production that is called output. These processes constitute complex mental activities including interfering emotional states such as anxiety. It seems significant that anxiety causes lack of success, hinders second language acquisition (SLA), foreign language learning (FLL), and second/foreign language anxiety (S/FLA) and interferes with the aforementioned mental activities. This view has been supported by several prominent researchers and theoreticians such as Krashen (1987), Young (1986), Philips (1992), Gardner and MacIntyre (1993), Aida (1994), MacIntyre (1995a/1995b), Rodriguez (1995), etc.

Contrary to the aforementioned cognitive view of foreign language anxiety, some other researchers, such as Sparks and Ganschow (1995), studying in the same fields of science argue that foreign language anxiety is mostly the result of students' low ability and poor production in foreign language learning process.

### 2.2.2. Theoretical Definitions of Anxiety

First language (L1), second language (L2), foreign language (FL) anxiety, foreign language speaking anxiety and some other terms, concepts, notions, and terminologies related to this general issue have been defined in various perspectives and from different viewpoints by many researchers and methodologists in the fields of language anxiety, educational psychology, and English language teaching.

One of the latest and most up-date definitions of anxiety comes from Wolman (1989) who defines it as "feeling of one's own weakness and inability to cope with real or imaginary threats". According to Wolman (1989), this kind of feeling originates internally and is associated with lack of self-confidence and feelings of inadequacy.

In Webster's Dictionary (1981), anxiety was defined as "painful or apprehensive uneasiness of mind usually over of impeding or anticipated ill". Leary (1982) explains anxiety in a more cognitive way and defines it as "a cognitive-affective response characterized by physiological arousal which is indicative of sympathetic nervous system arousal and apprehension regarding a potentially negative outcome that the individual perceives as impending". According to Spielberger (1972), anxiety is identified as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system". It is pointed by educational psychologists Higard, Atkinson, and Atkinson (1971) that anxiety is described as "a state of apprehension, a vague fear that is only indirectly associated with an object" (cited in Scovel (1978)).

### 2.2.3. Theoretical Concepts and Conceptions of FLA

In the field of language anxiety literature, researches and studies on the theoretical conceptions of FLA in the fields of educational psychology and foreign language anxiety have existed since Horwitz et al. (1986) developed and applied their widely known FLA construct.

Gardner et al. performed their researches and studies basically on individual variables within socio-educational framework. According to them, motivation and situational anxiety play an important role in informal learning process. Clement defines

language anxiety as the individual's discomfort when using a foreign language (Clement & Kruidenier, 1985).

Ely (1986) analyzed the relationship between foreign language anxiety and language class discomfort, investigated the predictors of foreign language anxiety. He defines language class discomfort as "the degree of anxiety, self consciousness, or embarrassment felt when speaking the L2 in the classroom".

In the conceptualization process of foreign language classroom anxiety, Horwitz et al. (1986) became the most outstanding landmark among the researchers of educational psychology and anxiety. They defined foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning, particularly on speaking and listening.

MacIntyre and Gardner (1994b) explain foreign language anxiety as "the feeling of tension and apprehension specifically associated with second language learning contexts, including speaking, listening, and learning" (p. 284). MacIntyre (1999) regards FLA construct as the worry and negative emotional reaction aroused when learning or using a second language.

**2.2.4. Types of Anxiety: Trait Anxiety, State Anxiety and Situation-specific Anxiety**

As a field of study, educational psychology firstly and primarily studied anxiety as a general term but since then it has always studied anxiety by subcategorizing it into some types. To exemplify the situation it may be mentioned here that Spielberger (1983) has made a distinction between *trait anxiety* and *state anxiety*. When compared to state anxiety, trait anxiety is a relatively more stable and intense emotional state which may also be characterized as personal. A student with a high level trait anxiety is supposed to have communicative apprehension in many various situations due to the fact that those situations are considered anxiety-provoking, threatening, and discouraging. Thus, trait anxiety should be treated in consideration with factors that cause foreign language learning anxiety.

MacIntyre and Gardner (1991b) point out that individuals' identical level of trait anxiety does not mean that those individuals are supposed to have the same level of communicative apprehension in various social situations such as oral examinations, classroom presentations, group discussions, etc.

Contrary to trait anxiety, state anxiety is characterized by an individual's temporary, urgent and authentic reaction against a particular situation. This type of anxiety may have different variations in terms of intensity (high level of state anxiety - low level of state anxiety) and duration (short-term state anxiety – long-term state anxiety). An individual's level of state anxiety does not depend on a certain condition while an individual's level of state anxiety depends on several situations in which anxiety-provoking factors increase the likelihood of individuals to become anxious .

As MacIntyre and Gardner (1991b) pointed out, situation-specific anxiety which is regarded as an alternative term of trait anxiety and state anxiety is directly related to individuals' clear emotional reactions, those reactions' essential source(s) and some definite situations (e.g., oral examinations, oral presentations, classroom discussions, peer interviews, etc.). One of the most outstanding similarities between state anxiety and situation specific anxiety is that both of those anxiety types focus on anxiety in particular situations. The main difference between them is that situation-specific anxiety narrows the individual's attention on a certain condition. Because of this reason, situation-specific anxiety is considered practical and applicable for many areas of research.

In order to evaluate the validity of Foreign Language Classroom Anxiety Scale (FLCAS), Horwitz (1986) analyzed the correlation between the FLCAS and Trait Anxiety Inventory of Spielberger (1983). The same inventory was also performed by Young (1986) as an anxiety measure. As a result of her study, Young (1986) found a negative correlation between state anxiety level of foreign language students and their oral proficiency.

 The concept of situation-specific anxiety is also focused in the field of second language acquisition. For instance, Rod Ellis (1994) analyzed the effects of trait anxiety and state anxiety on second language acquisition in his study.

In terms of vocabulary learning literature, MacIntyre and Gardner (1989) analyzed the correlations between state anxiety, trait anxiety, and language anxieties. They classified trait anxiety and state anxiety under the branch of general anxiety. Furthermore, Aida (1994) characterizes foreign language anxiety as a stable personality trait on the basis of her research's high reliability level.

It was clearly pointed out by MacIntyre and Gardner (1991b) that foreign language learning process includes certain developmental stages in which foreign language learning anxiety is experienced by students in different levels. It is generally believed that foreign language anxiety is a mixture of trait anxiety, state anxiety, and communication apprehension (MacIntyre and Gardner, 1989). In the light of the explanation mentioned above, a research's state of being either longitudinal or cross-sectional seems questionable. In order to investigate the gradual and developmental stages of foreign language anxiety in which so many negative experiences related to particular emotional states and certain attitudes towards foreign language learning play crucial roles, longitudinal studies and researches should be promoted for obtaining more reliable data on anxiety.

### 2.2.5. Communication Apprehension as an Anxiety Type

Language anxiety is primarily based on foreign language speaking and conversation. Communication apprehension is regarded as one of the most important anxiety types by foreign language anxiety researchers. Among the main differences and similarities between foreign language anxiety (FLA) and communication apprehension (CA), it can be mentioned that foreign language anxiety includes many contextual difficulties experienced in second/foreign language learning contexts while communication apprehension in solely related to apprehension experienced in communicative contexts occurring in first language learning contexts. Communication apprehension is thought to emerge from various anxiety-provoking first language contexts. As foreign language anxiety has, communication apprehension has also its own subcategories; a) trait-like communication apprehension, b) generalized-context communication apprehension, c) person-group communication apprehension, and finally d) situational communication apprehension (McCroskey, 1984).

Trait-like CA is a type of trait-anxiety which occurs in many situations. Individuals with high level of trait-like CA often avoid communicating in first language contexts. This is the most general and common type of CA. When compared to this type of CA, generalized-context CA is limited to certain contexts such as giving oral presentations, oral interviews with the instructor in front of the class, etc. in which they experience anxiety. The third type, person-group CA occurs only in communicating with familiar individuals and/or acquainted groups of people. The last CA type is situational CA which occurs in particular student-teacher interactions. It generally occurs when the individuals (student-teacher) interact with each other on their own, away from the crowded places. CA in the process of first language production is generally aligned with anxiety in second/foreign language contexts. Thus, factors related to CA may be regarded as the sources of FLA.

Daly (1991) is one of the most remarkable researchers of foreign language anxiety who investigated and defined the situations in which anxiety-provoking factors emerge. Those situations are: evaluation (language tests, oral presentations, etc.), novelty (a new and unfamiliar task / target language / culture), ambiguity (fear of collapsing the positive classroom expectations of the others), conspicuousness (fear of being out of conversation/context), and prior history (having negative experiences from the past).

Foreign language learners with communication apprehension and/or high level of foreign language anxiety generally tend to avoid oral presentations which provoke anxiety to a great extent. They either tend to participate in less anxiety-provoking oral classroom situations or develop a kind of avoidance behavior by sitting at the back corner sides of the classroom. In this way they do not tend to take risks by taking part in social contexts.

## 2.3. Effects of Foreign Language Anxiety

Several branches of science, fields of study, and research areas have investigated and studied the characteristics and effects of foreign language anxiety, particularly in a multidisciplinary way. Psychology, particularly educational psychology, is considered one of the most prominent fields from which so many foreign language anxiety

researchers obtained and practiced theories and methodologies. Communication is also regarded as another fundamental field of study which focuses on the components, characteristics, and results of foreign language anxiety. Both of these remarkable fields of study, psychology and communication, have approached foreign language anxiety from slightly different perspectives and theories, with slightly varying purposes and methodologies. So, they have classified the construct in similar categories and subcategories. Educational psychology's classification for foreign language anxiety derives from one of its major perspectives: personality/situational distinctions.

### 2.3.1. Debilitating and Facilitating Effects of Foreign Language Anxiety

In terms of its characteristics related to personality, state, and situation, anxiety is initially classified into three groups as trait anxiety, state anxiety, and situation-specific anxiety. Besides, when directions of the effects of foreign language anxiety are taken into consideration, anxiety is classified into two groups as facilitating anxiety and debilitating anxiety. Facilitating anxiety is characterized by positive results. Conversely, debilitating anxiety is associated with negative results. The term "negative result" refers to poor performance, low grades taken from tests, lack of interest in foreign language classes, etc.

It is commonly believed by remarkable researchers of anxiety and educational psychology that too much or too low anxiety affects the quality of foreign language performance in a quite negative way. Too much anxiety may distract foreign language learners' concentration on foreign language classes. But a moderate level of anxiety produces best foreign language performance (MacIntyre, 1995a).

### 2.3.1.1. Facilitating effects of foreign language anxiety

Attention and effort are two quite prominent terms which are strictly related to facilitating effects of anxiety. In order to better comprehend foreign language anxiety, the terms "attention" and "effort" should be investigated and pointed out clearly. Attention is a kind of positive focus on tasks (foreign language tasks in this context), duties, and responsibilities and it is characterized by internal psychological effects. On the other hand, effort is related to an individual's perceptions towards his/her tasks,

duties, and responsibilities for gaining success and it is characterized by physical involvement of individuals (Ando, 1999). It is pointed out by many educational psychologists that facilitating effects of anxiety strengthen individuals' psychological commitment for their interest, motivation, and stimulation.

Under particular circumstances, foreign language anxiety, to some extent, may contribute foreign language learners' focus on tasks. A new task, duty, or responsibility for a foreign language learner is a new risk which both causes fear and danger for him/her and motivates him/her positively for further language learning studies such as listening and speaking classes which really require high level concentration. According to Kleinmann (1977) and many researchers of anxiety and educational psychology, facilitating effects of anxiety motivate foreign language learners in learning a new language, accomplishing new tasks in a foreign language classroom, and fighting any obstacles in this process. However, debilitating effects of anxiety motivate foreign language learners in avoiding being socialized in a foreign language learning contexts, escaping from participating in classroom tasks, etc.

Facilitating effects of foreign language anxiety can only be activated and validated by the amount of effort performed by foreign language learners, effective language learning processes, etc.

According to a remarkable study conducted by Mitchell and Ng (1972), the level of study habit of foreign language learners should be taken into consideration in detail. Otherwise, the effort to reduce the level of test anxiety in order to improve language performance would not be significant.

Facilitating effects of anxiety require some certain conditions in order to develop or occur. Those are: a) a particular goal which should be realized by the student; b) the amount of time given to the student to perform the challenging task which is required; c) the student must have language learning aptitude; and d) the level of anxiety should be at moderate level in accordance with the student's foreign language learning efforts. The time given for the realization of the task should be long enough. The task should be at moderate level for the student to overcome it successfully.

Students with high level of foreign language anxiety are supposed to suffer from it for a long time because of the fact that they suppose that they have low level of

language learning aptitude, low level of self-esteem and/or self-confidence, low level of motivation for language learning, etc. Thus, the students are forced to make extra effort, to spend much time, and to practice more for overcoming anxiety-related obstacles. But the problem is that foreign language learners are generally unable to perform and practice the foreign language they are learning outside the classroom context. The facilitating effects of anxiety are expected to emerge in this formal setting in a limited way, but to survive for a long time.

Contrary to foreign language reading anxiety and foreign language writing anxiety, foreign language speaking anxiety and foreign language test anxiety are more situation-specific anxieties. Thus, they are considered long-lasting and persistent in nature. Although making extra efforts on developing foreign language speaking skill is quite beneficial, authentic practices in real life environments (in target culture) are much more seriously promoted and advised by the researchers for a better foreign language production (speaking) performance quality.

With respect to test anxiety, authenticity of the practice of foreign language tests in real life environments is not a significant variable in the measurement and/or evaluation of the tests. One of the most crucial factors on foreign language tests is the time allowed to the practice of the test. Limited atmosphere of time in tests or time pressure of tests on students may distract students' attention and concentration on tests; thus, increase or decrease the level of foreign language anxiety of the students.

**2.3.1.2. Debilitating effect of foreign language anxiety**

When compared to facilitating effects of foreign language anxiety, recent studies carried on anxiety show that debilitating effects of foreign language anxiety is much more frequently encountered. In the light of educational psychology, it has been claimed that foreign language anxiety is generally characterized by the problems related to focusing on foreign language learning, concentration on communicative and productive aspects of foreign language.

As Horwitz et al. (1986) point out that there are debilitating effects which are peculiar to foreign language such as fear of negative evaluation, test anxiety, communication apprehension, feeling frustrated, worried, anxious, excited, and panicky,

forgetting what to say next and freezing during communication. Those effects may occur to a great extent particularly in oral performance.

A typical human being is naturally well-equipped with the unique ability to focus on prominent, urgent, and necessary things and to avoid unimportant, complex, and unnecessary things. The things which are regarded as prominent, urgent, and necessary are processed inside the brain as relevant information for language learning while the things that are considered unimportant, complex, and unnecessary may be evaluated by the brain as irrelevant data in foreign language learning context. Thus, mind activates relevant information for better foreign language learning and passivates irrelevant information for avoiding poor foreign language performance (Gernsbacher, 1990).

However, affective factors (such as foreign language anxiety, worry, frustration, stress, excitement, hesitation, motivation, etc.) interfere with cognitive processing of the mind causing waste of cognitive capacity of foreign language learners and thus, poor oral performance (MacIntyre, 1995a).

Debilitating effects of foreign language anxiety have been investigated, defined, proven by several remarkable researchers of language anxiety such as Gardner and MacIntyre (1993), Aida (1994), Ganschow et al. (1994), Rodriguez (1995). These researchers and some others found out that there are significant negative correlations between foreign language anxiety and foreign language oral performance.

## 2.4. Measurement and Evaluation of Foreign Language Anxiety

In the field of foreign language anxiety research, the development of foreign language anxiety constructs and/or scales which are aimed at measuring the level of foreign language anxiety levels of the students have had great contributions. In the process of reducing anxiety, those instruments have been widely performed particularly in the fields of educational psychology.

Scovel (1978) is considered as one of the most remarkable theoreticians who firstly attempted in classifying ways in which foreign language anxiety is measured. Scovel (1978) points out that there are three major methods which can be used to

determine the exact foreign language anxiety levels of the students. The instruments are; behavioral tests in which actions, performances, and attitudes of students in foreign language learning classes are investigated; foreign language students' self-reports related to their feelings, thoughts, perceptions of foreign language learning; and finally, physiological tests in which all the physical symptoms (sweating, heart rate, blood pressure, etc.) of the students learning a foreign language are analyzed. By means of these measurement instruments, foreign language students' emotional conditions, physiological reactions, behavioral characteristics can be accurately analyzed and identified in a qualitative and quantitative way.

Horwitz et al.'s (1986) widely accepted and commonly applied anxiety construct Foreign Language Classroom Anxiety Scale (FLCAS) is based on the qualitative evaluation of foreign language anxiety. This highly popular construct including 33 items is based on clinical practices. It comprises items related to communication apprehension (CA), test anxiety, and finally fear of negative evaluation. In developing such a successful instrument, Horwitz et al (1986) were deeply inspired from several rich sources: obtaining qualitative data by means of interviewing with the students about the difficulties they experience about foreign language learning; reviewing the anxiety measures developed earlier in the history of foreign language anxiety research; adapting the pre-existing anxiety scales. When the instrument is analyzed in terms of its sections, it can be mentioned that it comprises modified version of McCroskey's (1970) PRCA, Sarason's (1978) Test Anxiety Scale, and Watson and Friend's (1969) Fear of Negative Evaluation. The FLCAS is proven to be a quite reliable construct which has .93 reliability level.

## 2.5. Psychological Perspectives of Foreign Language Anxiety

Anxiety is an abstract psychological and hypothetical entity which is the key factor in the investigation and explanation of an individual's propensity to experience fear or apprehension.

As already mentioned, anxiety is divided into three main branches; a) trait anxiety, b) state anxiety, and finally c) situation-specific anxiety. In the conceptualization process of the construct of anxiety, foreign language anxiety should

be examined in the context of general anxiety research in psychology because of the fact that foreign language anxiety and educational psychology researchers assume that general anxiety is an umbrella term and it includes foreign language anxiety as a subset term (MacIntyre and Gardner, 1991a).

Spielberger (1975) points out that there is a consensus among the researchers of FLA and educational psychology that trait anxiety may occur in any kind of situation; however, state anxiety occurs temporarily at a particular point. In this respect, state anxiety is different from all other types of anxiety. Moreover, situation specific anxiety measures anxiety developing consistently over time in a particular situation or context.

There are two views of trait anxiety. Those are unidimensional view and multidimensional view. According to the first view, trait anxiety is a single and unitary characteristic of foreign language students which is based on past experiences of the students and which grows up in adulthood. In terms of anxiety, individual is primary when compared to situations. To the second view, trait anxiety has a compositionality characteristic for foreign language students.

State anxiety, on the other hand, is characterized by being different from trait anxiety and situation specific anxiety. It is related to foreign language learners' momentary state of feeling apprehensive or nervous which changes over time, but not to FL students' likelihood of feeling anxious in a certain situation. State anxiety is considered a spoken and/or written report which conveys the message via ordinary language. It has also some sort of minor (surface) physical reactions such as sweating, trembling, high level of blood pressure, pulse rate, breathing rate, loss of attention and consciousness, freezing.

When state anxiety measures are analyzed in detail in terms of determining, defining, and explaining the sources of FLA, it may be revealed that those constructs do not meet the criteria in determining the anxiety of FL students to a particular situation or source. It is also quite hard to determine the sources of FLA by means of students' self-reports. Contrary to state anxiety measures, situation specific anxiety measures are very suitable for specifying FLA sources via students' self-reports and they can be applied to a particular type of situation and/or circumstance. Foreign language anxiety levels of students may exhibit modifications across situations.

## 2.6. Foreign Language Learning Anxiety Models

Foreign language learning anxiety models include Gardner's "*socio-educational*" model, MacIntyre and Gardner's "*processing model*", and Horwitz et al.'s "*foreign language classroom anxiety*" model as the most prominent models of language learning literature. Gardner's "*socio-educational*" model deals with foreign language anxiety as the sub-branch of anxiety construct. But the other two models merely deal with foreign language anxiety and do not evaluate it as a sub-branch of any kind of anxiety. Those models' main purpose is to determine and define individual differences in foreign language learning process. However, their approach to foreign language anxiety differs in terms of the strength of the emphasis they have on the individual differences. Each of those models has both pros and cons in the process of language learning.

### 2.6.1. Gardner's Socio-Educational Model

Gardner' socio-educational model (1985) focuses on the importance of social context of FLA and emphasizes foreign language anxiety and motivation, individual differences, socio-educational factors by basing the model on Lambert's social psychological model. The striking point about Gardner's model is that it evaluates foreign language anxiety under the category of anxiety construct, not as a distinct entity and it also disregards the role of foreign language anxiety in affecting the foreign language achievement levels of the students. One of the main drawbacks of this model is its wide range of theoretical premises and broad perspective. According to Gardner (1985), the social context has several prominent influences on language learning at three levels which are; a) the cultural beliefs (either positive, neutral, or negative) which determine students' attitudes toward language learning process; b) the attitudes toward the context (i.e.; classroom atmosphere) in which language learning takes place; c) the formality (instructional setting) and informality (i.e.; outside of classroom) of language learning situations. This model mainly deals with formal situations and settings in which language learning process takes place, but in an insufficient way. Because of this reason, the model has its own problems in establishing a particular correlation between FLA as a situation-specific anxiety and foreign language learners' anxiety which is

peculiar to language classroom setting. Thus, the situation and/or setting in which FLL process is performed and individual differences of the students are partly ignored. This model has always been criticized by the researchers in FLA and educational psychology due to its generalizability, its being quite inefficient in conceptualizing foreign language anxiety construct, its failing to express the relation between language anxiety and foreign language anxiety. Gardner's model does not focus on the aspects of cognition or emotion in relation to language learning although language learning involves complex cognitive processes, emotional arousal, etc.

### 2.6.2. Cognitive Processing Model

In the history of foreign language anxiety studies and researches, Scovel (1978) and Horwitz et al. (1986) made great advances in the conceptualization of anxiety constructs. While Horwitz et al. (1986) seriously considered the role and the importance of conceptual definition of foreign language anxiety, Scovel (1978) took the effects of foreign language anxiety on foreign language learners' performance into consideration. On the other hand, some other researchers and methodologists dealt with the effects of foreign language anxiety occurring at particular levels of foreign language learning process and in certain stages on specific learning tasks.

According to Gardner, MacIntyre, and Horwitz, human mind which is regarded as cognition works in the same way as computers work in terms of processing information. Thus, the concepts 'input', 'processing', and 'output' became widely common in the studies describing foreign language anxiety. Researchers generally tend to analyze foreign language anxiety at these three stages – 'input', 'processing', and 'output'. Tobias' model is considered and proven the best for measuring foreign language anxiety levels at these three stages of information processing. According to Tobias, in those three stages, the immediate effects of foreign language anxiety on learning and language production are generally experienced in a more clear sense. Those three stages are interwoven with each other indispensably and should not be thought independent from each other.

MacIntyre and Gardner (1994b) point out that performance measures examining behavior at the output stage may underestimate the input stage and the processing stage in which anxiety has also effects on language learning process.

One of the drawbacks of cognitive processing model is that it is quite insensitive to contexts and situational factors. This model enables the researchers and the educationalists to grasp merely certain aspect(s)/dimension(s) of foreign language anxiety from three-stage cognitive processing perspective. On the other hand, this model ignores human behavior in certain situations and affective/emotional dimension of foreign language anxiety. It just tends to enlighten one side of how language anxiety affects a foreign language student's performance. Research results of this model are considered to be in-generalizable and are frequently obtained from the studies carried out at the laboratories, not in authentic situations.

### 2.6.3. Foreign Language Anxiety Model of Horwitz et al.

This model is mainly based on the traditions which have two perspectives of foreign language anxiety: state anxiety and trait anxiety. These two perspectives contributed to the conceptualization of anxiety construct. However, they are not the best perspectives in accounting for anxious feelings FL learners experience in classroom learning environments. This construct focuses on some other affective variables such as motivation and attitudes. According to Horwitz et. al. (1986), foreign language construct is a theoretically distinct variable in FL learning process and a unique component of FL learning process. Their view about FLA constructs led many studies on anxiety. They defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to the classroom language learning arising from the uniqueness of the language learning process" (p. 128). In this model, speaking and listening are considered to be major sources of FLA in language classrooms. Horwitz et al. classifies foreign language anxiety under three branches; communication apprehension; test anxiety; and fear of negative evaluation.

Horwitz et al. (1986) mentioned that most of the foreign language learners at university level (B.A. & B.S. degree) feel tense, nervous, and worried in a language class more than in other classes (26th item of the Foreign Language Classroom Anxiety

Scale of Horwitz et al.). It may be clearly and easily understood from the previous interpretation of the 26th item of FLCAS that FL classes are more anxiety-provoking than the other classes. As Krashen (1982) and Aida (1994) pointed out that FLA functions as an effective filter for a foreign language learner which hinders their probable success in learning a FL and causes FL learners' developing a high level and amount of anxiety.

### 2.6.3.1. Foreign language classroom anxiety scale (FLCAS)

Up to now, quite many language researchers have developed many anxiety constructs and sought for a better construct of language anxiety. Each of those anxiety constructs has aimed at measuring different aspects of foreign language anxiety. Some of them deal with the measurement of (foreign) language anxiety while some others are related to the measurement of general anxiety. However, among all the foreign language anxiety constructs, just a few of those instruments have been frequently and reliably used. Two mostly used ones are: Gardner's (1985) French Class Anxiety (FCA); Horwitz et al.'s (1986) Foreign Language Anxiety Scale.

The FLCAS is a self-report and forced choice instrument. The instrument is a Likert-type scale consisting of five choices ranging from "strongly agree" to "strongly disagree". It measures anxiety which is specific to foreign language classroom. It consists of 33 items involving statements related to how anxious foreign language learners' feel in FL classroom. In order to measure internal consistency of the FLCAS, Cronbach's alpha coefficient was used and .93 was found. Its test-retest reliability which is $r=.83$ *was* obtained in 8-week period and performed on 78 subjects. It is a combination of several distinct constructs measuring certain types of anxiety. Its construct validity is in correlation with Spielberger's (1983) Trait Scale of the State-Trait Anxiety Inventory ($r = .29, n = 108$), McCroskey's (1970) Personal Report of Communication Apprehension ($r = .28, n = 44$), Watson and Friend's (1969) Fear of Negative Evaluation Scale ($r = .36, n = 56$), and Sarason's (1978) Test Anxiety Scale ($r = .53, n = 60$). The FLCAS is quite appropriate for the purpose of determining and identifying students with foreign language anxiety and measuring the level of their

anxiety in a FL classroom. It is widely accepted that the FLCA is the standard measure of foreign language anxiety.

### 2.6.4. Socio-Cultural Models

In the literature of second language acquisition and second language learning, some basic and prominent socio-cultural models have been developed in order to point out the role of affect in learning and/or acquiring a second language. Some of the main examples of those socio-cultural models are; Lambert's social psychological model (1963, 1974), Schumann's acculturation model (1978), Clement's language status model (1980), Giles and Barnes intergroup model (1982), and the socio-educational model (Gardner, 1979). These models deal with language proficiency as the factors including various beliefs and/or ideas and influencing affects, not as the unitary factor. These models mention that beliefs are so powerful that they influence affects, goals and motivation. Affect plays an important role in the process of second language learning and/or acquiring and it is a socially constructed phenomenon which is caused by situational contexts.

Gardner's Socio-Educational Model (1979) is considered as one of the most remarkable prototypes of socio-cultural models. One of the most outstanding characteristics of that model when compared to other socio-cultural models is that it includes individual differences. In the model, motivation together with affect plays an important role in learning/acquiring a second language and it increases the desire of second/foreign language learners to integrate and want to learn. This model emphasizes the influence of situational anxiety on an individual's performance not only in formal (classroom) contexts, but also in informal contexts such as natural language environments. The model aims at finding the correlation between the degree of situational anxiety and the strength of an individual's motivation to overcome that type of anxiety and determining to what extent an individual can participate in formal and informal second language contexts. Thus, the degree of an individual's motivation determines his/her desire in contacting target language and the degree of his/her situational anxiety determines language acquisition in a good or bad way.

### 2.6.5. MacIntyre and Gardner's Comprehensive L2 Model

Gardner and MacIntyre's (1989, 1993; MacIntyre 1999) Comprehensive L2 Model is the updated, revised and reviewed version of the socio-educational model. The model focuses on "language anxiety" component in detail rather than "situational anxiety" and presents the complete theoretical framework of second language acquisition. In this model, a wide range of factors such as biological and individual factors and contexts including general acquisition contexts and specific ones are taken into consideration. According to this model, individual differences are mainly caused by three affective variables; language attitudes, motivation, and language anxiety. Motivation and language anxiety determine a learner's strategies that he/she uses in the second language acquisition process and encourage or discourage a learner in terms of using different learner strategies. This model proposes a circular effect which includes the multi-dimensional effects of communicative anxiety, second/foreign language learning and performance, and state anxiety. In this circular effect process, communicative anxiety has an initial effect on learning and performance; then, performance influences state anxiety. This model demonstrates that foreign language anxiety has a negative effect on foreign language learning and performance.

### 2.6.6. Language Coding Deficit Hypothesis

According to Granschow and Sparks (1996), one of the main sources of foreign language learning deficits is native language deficits. They (1996) hypothesized that native language deficits affect foreign language learning in a negative way and are the debilitating factors which hinder foreign language learning and cause foreign language anxiety. First language deficits influence foreign language learning not in a direct way but in an indirect way. Granschow et al. (1994) used FLACS in order to measure foreign language anxiety and the Modern Language Aptitude Test (Caroll, 1959; MLAT), and other instruments with the view of measuring students' written and oral native language skills. The study (1994) showed that students with low-level anxiety scored higher on the MLAT and performed superior native language skills. However, students with high-level anxiety yielded average scores in these measures. Exceptionally, a few students with high-level anxiety performed as well as students with

low-level anxiety. Granschow and Sparks noted that anxiety in learning a second language is strongly caused by congenital deficits.

## 2.7. Sources of Foreign Language Anxiety

Foreign language anxiety that is one of the most debilitating factors in learning a foreign language, particularly learning how to speak a foreign language, in front of language learners is to be reduced by educators. In order to reach that fundamental goal, instructors should primarily diagnose the potential sources of foreign language anxiety. Up to now, most of the studies carried on the issue of anxiety seem to agree that among four skills, speaking is the most anxiety-provoking skill. Horwitz (1986) mentioned that foreign language learners experience higher level of anxiety over speaking and listening. Phillips (1992) further stated that speaking was the most anxiety-producing experience among four skills for the subjects in her study. Young (1992) also reported the highly anxiety-triggering atmosphere of speaking activities going on in foreign language classroom.

According to Young (1991), there are six potential sources of foreign language anxiety which prevent a classroom context from being a low-anxiety environment. These are personal and interpersonal issues, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing.

### 2.7.1. The Effects of Beliefs on Foreign Language Anxiety

It is believed that some certain beliefs influence anxiety and anxiety has also effect on some certain beliefs. To Bandura (1982), students' self-perception of inefficacy may cause anxiety. Horwitz (1989) mentions that foreign language students bring their own beliefs to the classroom and this fact provokes students' anxiety reactions, causes negative self-concepts and negative expectations for foreign language learning. Horwitz et al. (1986) determined the anxiety-provoking beliefs which have been hypothesized as follows; an extreme concern for correctness, strictures against guessing, believing in the fact that the target language is very difficult, and the absence and/or presence of language aptitude. Young (1991) contributed to the hypotheses of

Horwitz et al. (1986) and Bandura (1982) mention that some beliefs, such as, overemphasis on correct pronunciation and that underestimating the amount of time it takes to learn a language, may have negative effect on anxiety of foreign language learners and increase the level of current anxiety that they experience. Truitt (1995) also supported the hypotheses by his studies on Korean EFL students and found that EFL students who had higher level of confidence and more positive beliefs about their ability to learn English had less anxiety when compared to their peers who lacked those beliefs. However, Tittle (1997) measured the correlation between anxiety and beliefs by using the Irrational Beliefs Test and the Foreign Language Class Anxiety Scale, and found no significant correlation between beliefs and anxiety. According to Oh's study (1996) that is related to the relationship between anxiety and beliefs, it was found that the correlation between foreign language anxiety and beliefs about foreign language learning was weak.

Foreign language anxiety is much more related to foreign language learners' subjective notions of their proficiencies in language learning process rather than their actual objective proficiencies (Gardner, Smythe & Lalonde, 1984; Clement et al., 1985, 1994; MacIntyre, 1992; Baker & MacIntyre, 2003). In one of their studies, Gardner et al. (1987) found that some dropout students scored as high as, performed as successfully as actively participating students when measured objectively; however, the dropout students had higher level of foreign language anxiety and lower level of self-evaluations of their current level of participation in the target language. MacIntyre et al. (1997) pointed out that if students' actual and perceived proficiency in foreign language is higher, then, their level of foreign language anxiety is lower. They also mention that high level of anxiety had foreign language students underestimate their actual competence, while low level of anxiety had them overestimate their own proficiency.

### 2.7.2. Personal and Interpersonal Anxiety Dynamics

Young (1991) categorizes personal and interpersonal anxiety dynamics as follows; self esteem, social-evaluative anxiety, shyness, embarrassment, competitiveness, stage fright, speech anxiety, comprehension, and avoidance.

According to Horwitz et al. (1986), even an individual with high self-esteem may experience foreign language anxiety. In this respect, they (1986) consider foreign language anxiety as a distinct psychological component that is not basically related to high self-esteem. The level of an individual's self-esteem does not necessarily determine foreign language anxiety because communication attempts performed in foreign language learning process are affected by unknown immediate conditions. Language learning is the potential source of foreign language anxiety.

Price's (1991) study revealed that students with a particular level of anxiety felt that their classmates' foreign language skills (speaking, writing, grammar, reading, etc.) were better than their own and they should have been able to do better. The most prominent reason of students' foreign language anxiety is that these students were perfectionists.

Ely (1986) pointed out that greater class discomfort has quite negative and debilitating effects on language class risk taking and language class sociability. In the diary studies of Bailey (1983), it was found that competitiveness was another factor that triggered anxiety and created a kind of desire to challenge classmates and outperformed them, had students preoccupied with tests and grades, and wanted the teacher's approval.

### 2.7.3. Instructor Beliefs about Foreign Language Teaching

Instructors' beliefs related to foreign language teaching are considered to be effective on the teaching styles of instructors in terms of the anxiety created by the instructors (Young, 1991). Brandl (1987) pointed out that most of the teachers who participated in the study considered a reasonable level of intimidation as a necessary and supportive motivator for enhancing students' performance. Those beliefs may be regarded one of the main sources of anxiety among foreign language learners. Kearn (1995) proposed that lack of harmony in language beliefs between instructors and learners may cause foreign language anxiety. Gregersen (2002) also mentioned the significance of the effect of instructors' actions and beliefs on anxious learners.

### 2.7.4. Instructor-Learner Interaction

Ellis and Rathbone (1987) studied students' diaries in order to find out how students felt about teachers' questions and they (1987) found that teachers' questions increased the level of students' anxiety. In one of his studies, Young (1990) examined instructor characteristics which were conducive to lowering the level of anxiety and stated that instructors' positive error correction approaches contributed to lowering anxiety. Aida et al. (1995) examined the connection between teachers' personalities, teaching styles, and student anxiety in Japanese EFL classrooms and found that there was a negative correlation between teachers' personalities, teaching styles, and students' foreign language anxiety. Teachers' strict style, rigid methodology, and harsh questions made students feel anxious, worried, irritated, and frightened (Horwitz et al., 1986). According to Horwitz (1988) and Koch & Terrel (1991), teachers' manner of correction is much more important than error correction itself. Samimy et al. (1994) further stated that teachers' nonjudgmental attitude towards students' errors in foreign language learning process enhanced affective barriers and positively contributed to student achievement and better foreign language performance. Price (1991) also pointed out that anxious students felt themselves quite uncomfortable about their instructor's emphasis on performance and criticized their excessive criticism about students' foreign language speaking ability, pronunciation, and accents. Proulx (1991) mentioned that the avoidance of threatening teacher activities provided students with supporting behavior and encouraged them to perform foreign language skills more successfully and made students' foreign language classroom anxieties disappear through the end of semester.

### 2.7.5. Classroom Procedures

Clement, Major, Gardner, and Smythe (1977), in a study on Francophone students in Canada who studied English in the classroom, found that students learning a foreign and/or second language in an instructional (formal) setting, such as classroom, experienced more anxiety when compared to the students who studied English at home. The study showed the negative and positive influence of the place where a foreign and/or second language is learned on foreign language anxiety. Ely (1986) stressed the highly positive contribution of safe and psychologically comfortable learning

environments to the encouragement of students to take risks. Horwitz et al. (1986) found that fear of negative evaluation when speaking in front of their instructors and peers contributed to foreign language anxiety. In one of their studies, Steinberg and Horwitz (1986) compared a cold emotional environment with a rolling video camera present and a warm emotional environment without a rolling video camera in order to find the differences between those two different language learning environments in terms of foreign language anxiety and found that students in the supportive and warm emotional environment experienced less foreign language anxiety when compared to the students in the cold emotional environment. In a similar study with 135 university-level Spanish students, Young (1990) found that instructors' supporting and encouraging characteristics and personalities, such as friendliness, patience, being relaxed and having a good sense of humor, created warm social environments. These environments made students realize that it is quite natural that everyone may make mistakes. Koch and Terrel (1991) studied students' learning foreign languages with the Natural Approach and stated that some classroom procedures such as oral presentations, oral quizzes, or unprepared oral responses might lead to foreign language anxiety. Price (1991) further suggested that foreign language students usually experience foreign language anxiety when they are asked to perform orally in front of their instructors and peers. Recently, Palicios (2002) and Turula (2002) examined the negative effects of language classroom anxiety on second language acquisition and/or foreign language learning. According to them (2002), anxiety hinders L2 learning and inhibits students' participation in the language classroom.

### 2.7.6. Language Testing

McCrosky (1997) focused on a special type of anxiety which is called communication apprehension and stated that novelty, formality, subordinate status, and degree of evaluation in the testing situation contributes to communication apprehension. With respect to foreign language students' anxiety toward foreign language tests, Madsen, Brown, and Jones (1991) found that anxiety can occur when the tests are irrelevant to what has been taught in foreign language classroom, when the difficulty level of the questions in the tests are beyond the recognition of foreign language students, or when students are not familiar with the testing procedures and styles of the

instructors. Phillips (1992) found that foreign language students adopt a more negative manner and experience higher foreign language anxiety toward oral examinations, translation tasks, cloze and think-aloud tasks regardless of their proficiency levels when compared to dictation activities, true and false tests, comprehension and recall tasks.

### 2.7.7. Is It High Foreign Language Anxiety That Causes Poor Performance or Is It Poor Performance That Causes High Foreign Language Anxiety (Cause and Effect Relationship between Foreign Language Anxiety and Foreign Language Performance)?

The issue whether high level of foreign language anxiety causes poor performance or that poor performance causes high level of foreign language anxiety has long been considered, discussed, and debated by the researchers in the fields of psychology, educational psychology, and language anxiety.

As several earlier studies pointed out, poor performance, lack of ability may cause high level of foreign language anxiety. According to MacIntyre and Gardner (1991b), negative experiences in language learning process interfere with the development of language learning, thus create language anxiety.

Of the most long-lasting longitudinal qualitative studies, Samimy and Rardin's (1994) study, which is an eight-year-long study, shows that students' past negative experiences are considered to be the main cause of their foreign language anxiety. Negative experience may be regarded as foreign language students' perception of their failures in the class and negative feedback they receive from their instructors.

Ellis (1993) reveals that foreign language learners' active participation and their engagement in communicative activities in foreign language class play a major role in inducing and receiving more and more information which is called high-input. Seliger's (1977) model demonstrates the ways to reduce language anxiety and some other anxiety types such as test anxiety and communication apprehension which prevent students' active participation in the class.

As mentioned in MacIntyre's (1995a) study, foreign language class instructors' asking students to answer questions makes them get anxious; therefore, cognitive

performance of the students may subside, their motivation may wither, and finally their attention may lose its strength. All these debilitating factors contribute the collapse of their foreign language performance.

Contrary to the researches and the studies which support the view that high level of foreign language anxiety causes poor performance, Granschow and her colleagues (1994) and Sparks and Granschow (1995) emphasize the fact that language aptitude is the factor that determines foreign language performance quality.

Throughout the history of foreign language anxiety studies, MacIntyre (1995a) and Sparks and Granschow (1995) have always been the most outstanding leading figures in the continuum of whether high level of foreign language anxiety causes poor performance or that poor performance causes high level of foreign language anxiety. MacIntyre (1995a) attacks the view of Sparks and Granschow (1995) by mentioning the lack of integrated factors in the hypothesis of Sparks and Granschow (1995). Sparks and Granschow (1995) also attack the view of MacIntyre (1995a) by addressing the lack of explanation and insufficient number of participants in the study of MacIntyre (1995a).

For Granschow and her colleagues, ability factors should be taken into consideration more seriously than affective variables. Since ability factors are benefited for investigating and predicting achievement in foreign language learning.

While MacIntyre could not be quite successful at this point against his opponents in explaining this particular issue, Granschow and her colleagues could not gain much success in investigating and determining the causes of foreign language anxiety in detail as well. Sparks and Granschow point out that although foreign language learners have insufficient and low native language skills and high level of foreign language anxiety, they may reduce their foreign language anxiety level and increase their achievement level in a foreign language.

## 2.8. Summary

Foreign language anxiety, particularly foreign language speaking anxiety, is one of the most problematic issues for most of the foreign language learners, and immigrants learning a foreign language for instrumental purposes. Up to now, quite

many studies and researches have been carried out to examine foreign language anxiety. Affective processes are crucial for language learning process and understanding the operational mechanism of those processes is an important goal.

## CHAPTER THREE

## 3. METHODOLOGY

### 3.1. Introduction

This chapter presents the methodology employed in this study. The main purpose of this study is to describe Turkish undergraduate EFL students' perceptions of and attitudes toward foreign language anxiety and to explain the factors and variables affecting or having relation with foreign language anxieties of the students. The study was designed to examine its subject matter without any control or manipulation on the subjects and the contexts of the study in which it was carried out and try to describe the phenomenon of the study as it naturally occurs. In accordance with the aim of the study, both quantitative and qualitative data were collected, and therefore the design of this research includes a mixture of qualitative and quantitative research designs.

The quantitative and qualitative data of the study were collected from the students of the English Language Teaching Department (ELT) of Kâzım Karabekir Faculty of Education of Atatürk University in 2010-2011 Academic Year. The students that participated in the study voluntarily were from all the formal and evening education classes of the ELT department of Kâzım Karabekir Faculty of Education of Atatürk University; that is, preparatory, first, second, third, and fourth grades. The students from preparatory and first grades were taking "Speaking Skills" courses.

In the data collection phase, a multi-dimensional and detailed survey that consisted four different questionnaires was administered to the participants. After the analyses of the results of the questionnaires, some voluntary participants were selected for the interview and report-writing sections according to the responses given.

Before collecting the data, written permission for the applicants of both questionnaires, interviews, and written reports were requested from the administrations of Kâzım Karabekir Faculty of Education of Atatürk University. In addition, the participants in the questionnaires, interviews, and written reports were selected on a voluntary basis and an informed consent form defining the purpose and other details of

the research was given to each participant and interviewee in order to ensure them that their responses would be confidential and secret and be used for only scientific objectives and that the participation was completely voluntary.

In the following sections, the participants, instruments used for the collection of both quantitative and qualitative data, and the data collection procedures will be given.

### 3.2. Participants

The participants of the questionnaires, interviews, and written reports will be introduced distinctively under some certain titles. After an in-depth description of the subjects who participated in the questionnaires, those who were interviewed and asked to write a report with the view of collecting the qualitative data will be introduced.

#### 3.2.1. Scope of the Study

Scope of the study comprises undergraduate students studying at the Department of English Language Teaching (ELT), Kazım Karabekir Faculty of Education, Atatürk University in 2010-2011 academic/educational year. The volunteering participants of the study were from all grades (preparatory grade, first grade, second grade, third grade, and fourth grade) of daytime and evening education of the same department.

#### 3.2.2. Sampling of the Study

Sampling of the study comprises 355 undergraduate students studying at the Department of English Language Teaching (ELT), Kâzım Karabekir Faculty of Education, Atatürk University in 2010-2011 academic/educational year. Information related to the sampling is given in Table 3.1.

Table 3.1.

*Distribution of the Participants According to Their Genders.*

| UNDERGRADUATE EFL STUDENTS' GENDER PERCENTAGES | | | | |
|---|---|---|---|---|
| **Faculty/Department** | | **Female** | **Male** | **Total** |
| | | Gender | | |
| Kâzım Karabekir Faculty of Education / Department of English Language Teaching | n | 276 | 79 | 355 |
| | % | %77,7 | %22,3 | |

As seen in Table 3.1, of 355 participants, 276 are females and 79 are males. The percentage of the female students among 355 participants is %77.7 and the percentage of the male students among 355 participants is %22.3. As it is clear from the table that most of the participants were female.

Table 3.2.

*Distribution of the Participants According to Their Age Groups.*

| | UNDERGRADUATE STUDENTS' AGE GROUP PERCENTAGES | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | **At or under the age of 18** | **Age 19** | **Age 20** | **Age 21** | **Age 22** | **At or over the age of 23** | |
| n | 51 | 58 | 67 | 69 | 58 | 52 | 355 |
| % | %14,3 | %16,3 | %18,8 | %19,4 | %16,3 | %14,6 | |

As seen in Table 3.2, the participants of the study were in the 18-23 age range. Of 355 participants, 51 (%14.3) students are at or under the age of 18, 58 (%16.3) students are at the age of 19, 67 (%18,8) students are at the age of 20, 69 (%19.4) students are at the age of 21, 58 (%16.3) students are at the age of 22, and  52 (%14.6) students are at or over the age of 23. Most of the participants' ages were, as clearly seen in the table, either 20 or 21.

Table 3.3.

*Distribution of the Participants According to Their Grades.*

| | UNDERGRADUATE STUDENTS' GRADE PERCENTAGES | | | | | |
|---|---|---|---|---|---|---|
| | **Preparatory Grade** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Total** |
| n | 52 | 107 | 106 | 47 | 43 | 355 |
| % | %14,6 | %30,1 | %28,8 | %13,2 | %12,1 | |

As seen in the Table 3.3, the participants of the study are from all the grades of ELT department. Those are; preparatory grade, first grade, second grade, third grade, and finally fourth grade. Having analyzed the distribution of the participants according to their grades, it was observed that 52 (%14.6) students were at preparatory grade, 107 (%30.1) students were at first grade, 106 (%28.8) students were at second grade, 47 (%13.2) students were at third grade, and 43 (%12.1) students were at the fourth grade. As it is clear from the table that most of the participants were from first and second grades.

### 3.2.3. Participants of the Questionnaires

The participants who responded to the questionnaires were 355, 276 female and 79 male, ELT preparatory, first, second, third, and fourth grades formal education and evening education students who were taking and had taken speaking courses in their department during the data collection process. Nearly % 87 of 425 preparatory, first, second, third, and fourth grades formal education and evening education ELT students participated in the study voluntarily. The reason for limiting the research to only the students of ELT department was that the research was limited to the pre-service EFL teachers who were taking and/or had taken speaking courses.

The participants will be introduced below according to their responses to the questions interrogating subject variables such as genders, ages, years of studying English, grades, experiences relating to traveling to or living in an English-speaking country, attending a private learning academy or institute in order to improve English

speaking skills, taking English speaking courses taught by native English speakers, frequencies of contact with native English speakers outside of class instruction, degrees of motivation for learning English speaking skills, degrees of motivation in small group discussions in English, degrees of participation in collective class discussions. They were initially described according to their distribution by genders, ages, grades, foreign language learning backgrounds, foreign language learning experiences, and motivations.

### 3.2.4. Participants of the Interviews and Report-Writing Section

The participants of the interviews and report writing section were selected voluntarily according to their responses to the question "Would you like to contribute the study to help us get further information on this topic by discussing the topic in greater detail with the researcher?" There were 34 students who replied the question as "Yes". Of 34 voluntary students, 21 students participated in the interviews and 13 students participated in report-writing section. Voluntary participants were selected with respect to their genders, ages, and classes equally in order to provide the balance of the study.

### 3.3. Materials

Two types of instruments, questionnaires, and interviews were used to collect the data of the study. First a survey consisted of four scales was administered to the participants. Then, according to the results obtained from the scales, some participants were selected, interviewed, and asked to write reports. In this section, these two instruments will be described and the judgments for the use of them will be explained in detail.

The data of the study was collected through a four-part questionnaire. Questionnaires were utilized in the research because of the fact that these questionnaires are the most widely used instruments to collect information from subjects. The questionnaires include questions or statements to which participants are expected to respond anonymously. They are especially used for collecting data related to phenomena that cannot be observed or measured directly and easily, such as anxiety, fear, attitudes, and self-concepts (Seliger & Shohamy, 1990, p. 172).

According to Seliger & Shohamy (1990; p. 172), There are some rational reasons for using questionnaires in data collection. Those are; (1) they are self-administered and can be administered to a large group of participants and this makes it more economical to administer them than other procedures; (2) they can assure anonymity; for this reason, participants tend to share information more easily; and (3) the data collected through them are more uniform and standard since the same questionnaire is given to all subjects.

When the numerous benefits of questionnaire use, the appropriateness of it for the subject matter of the study, and the number of the subjects who participated in the study are considered in detail, it is understood that this research took the benefit of using questionnaires in data collection procedure. A five-point Likert type scale was used in the questionnaires. The items were designed in a way to make the respondents indicate their agreement and disagreement with the statements given. There were scales from 1 to 5 for each statement. Each number corresponded to a level of agreement or disagreement of the participants with the statements. The response "Strongly disagree" was corresponded to 1, "Disagree" to 2, "Moderately agree" to 3, "Agree" to 4, and "Strongly agree" to 5. The participants were asked to mark the number which would best reflect their opinions on or agreement levels with the statements in each item. The neutral, "Neither agree nor disagree", choice was also used since the participants might have a tendency to cluster their responses in that choice.

Four different questionnaires of four different researchers were performed in the same questionnaire form in this research. In designing the questionnaires, various strategies and methods were applied. The questionnaires were selected with great care and considered appropriate for the study after a long review of the instruments used by other researchers in relevant studies and performed on their original base in order to avoid deteriorating the originality of them. For the use of the instruments, permissions were obtained from the researchers who designed them. This procedure will be explained in detail below within the parts allotted for the description of each of the instruments used in the data collection of the study. The instruments will be described below in the order they were given to the participants on the same sheet. After the background information section, the Self-Rating for Current Level of Study Scale (SR-CS), the Foreign Language Speaking Anxiety Scale (FLSAS), the Fear of Negative

Evaluation Scale (FNES), and the Anxiety Coping Strategies Scale (ACSS) were presented.

### 3.3.1. Instruments Used in the Collection of the Quantitative Data

In this section, the background information section, the SR-CL, the FLSA, the FNE, and the ACS which were utilized in the collection of the quantitative data will be described.

### 3.3.1.1. Background information section

In this section, information related to the genders, ages, grades, experiences traveling to or living in an English-speaking country, attending a private learning academy or institute in order to improve English speaking skills, taking English speaking courses taught by native English speakers, contact with native speakers outside of class instruction, the degree of motivation for learning English speaking skills, degree of motivation in small group discussions in English, degree of motivation in collective class discussion in English was pursued assuming there might be correlations between some of these variables and the responses of the participants to the questionnaire items or variances among their responses.

### 3.3.1.2. The self-rating for the current level of study (SR-CL) scale

The first section after the one aiming to reach the background information of the participants was the SR-CL. This scale developed by K. Kitano (2001) aims to help better understand the participants' foreign language learning experiences based on their self-ratings for the current level of study in English. There were four statements in the scale which were asked to be completed by one of the item choices. For each statement, the participants indicated whether their SR-CL scale's item choices are (1) poor, (2) relatively poor, (3) neither poor nor good, (4) good, or (5) very good by marking the appropriate box on the line following each statement. The first statement of the scale was related to the participants' self-assessment of their English pronunciation with respect to their current level of study in English. The second statement of the scale was

related to the participants' self-assessment of their English fluency with respect to their current level of study in English. The third statement of the scale was related to the participants' self-assessment of their grammatical accuracy in spoken English with respect to their current level of study in English. The fourth statement of the scale was related to the participants' self-assessment of their overall speaking ability in English with respect to their current level of study in English.

### 3.3.1.3. The foreign language speaking anxiety (FLSA) scale

Huang's (2005) foreign language speaking anxiety scale (FLSAS) is the main model to be used to construct the pilot version in this study. This instrument was the main data collection tool of the study as the basic purpose of this study was to determine whether Turkish undergraduate EFL learners experience foreign language speaking anxiety or not and to analyze it according to the results obtained from the other instruments and subject variables.

The foreign language speaking anxiety was constructed on the basis of Yuang's (1990) Speaking-Oriented In-Class Activity scale which is the latest speaking anxiety scale. The instrument was translated into some other versions. Huang's (2005) FLSAS is a five Likert-type measure and contains 24 items. In each item, there are choices ranging from 1 to 5 where 1 indicates that you completely disagree with the statement and 5 signifies that you completely agree with the statement.

### 3.3.1.4. The fear of negative evaluation (FNE) scale

Fear of Negative Evaluation (FNE) developed by Watson & Friend (1969) is the measure which is mainly and commonly used to determine the degree to which people experience apprehension at the prospect of being evaluated in a negative way. The FNES also assesses various dimensions of social-evaluative anxiety such as distress, avoidance, expectations. In the study, a brief version of FNE (FNEB; Leary, 1983a) which included 12 items from the original 30 item-scale and whose responses were based on a 5-point Likert metric rather than the original format of FNE which was on a true-false format basis was performed. Respondents rate the degree to which each of 12 statements applies to them on a 5-point Likert scale (1 = not at all characteristic of me; 5

= extremely characteristic of me). Total scores are between 12 and 60. The FNEB had satisfactory item-total correlations with the original scale. It ranges from .43 to .75 (Leary, 1983a). The validity of FNE was established by some studies (e.g., Friend & Gilbert, 1973; Smith & Sarason, 1975; Corcoran & Fischer, 2000) while the studies evaluating the empirical properties of the FNEB are limited in number.

Watson and Friend (1969) defined fear of negative evaluation as "apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 449). In the light of Watson and Friend's (1969) definition of fear of negative evaluation, it may be mentioned that this scale is related to a broad social-evaluative anxiety and it evaluates individual differences in this variable.

People who score high on this scale tend to behave in ways designed to avoid the prospect of being evaluated unfavorably, they work harder on any kind of task when they believe that they will be approved by others due to their work, they tend to avoid potentially threatening social comparison information to a greater degree, and they also feel worried about receiving negative evaluations (Smith & Saranson, 1975).

### 3.3.1.5. The anxiety coping strategies (ACS) scale

This scale was developed by D. S. Kondo and Y. Y. Ling (2004) in order to determine the strategies that students use to cope with the anxiety they experience in English language classroom and assess the influence of anxiety level on strategy use. Anxiety Coping Strategies (ACS) Scale includes five strategy categories: Preparation (e.g. studying hard, trying to obtain good summaries of lecture notes), Relaxation (e.g. taking a deep breath, trying to calm down), Positive Thinking (e.g. imagining oneself giving a great performance, trying to enjoy the tension), Peer Seeking (e.g. looking for others who are having difficulty controlling their anxiety, asking other students if they understand the class), and Resignation (e.g. giving up, sleeping in the class). The ACSS consisted of 15 items each designated to find whether there is any significant relationship between language anxiety and frequencies of strategy use.

**3.4. Data Collection Procedures**

The data of the study were collected from preparatory grade, first grade, second grade, third grade, fourth (last) grade students from the ELT Department of Kâzım Karabekir Faculty of Education of Atatürk University at the beginning of the first semester of the 2010-2011 Academic Year. Before collecting the data from the participants of the study, required written permissions were obtained from the administrators of Kâzım Karabekir Faculty of Education of Atatürk University. Additionally, the permissions to use the instruments were asked from the relevant researchers as well.

For the pilot study, the scales were administered to 40 first grade ELT department students. Four different scales were given to the participants on the same sheet. The completion of responding the items of the scales took nearly one hour. During the pilot study, the problems with the scales were aimed to be detected.

After the pilot study, the questionnaires were administered during regular classes of the students. The completion of responding the items of the questionnaires took nearly an hour. They were given to the participants on a voluntary basis. Of 425 ELT preparatory, first, second, third, and fourth grade students, 355 (%87) completed the questionnaires.

**3.4.1. Data Collection Tools**

In the data collection process of the study, measurement instruments Self-Rating for the Current Level of Study (SR-CL) Scale developed by Kitano (2001), Foreign Language Speaking Anxiety (FLSA) Scale developed by Young (1990), Fear of Negative Evaluation (FNE) Scale developed by Leary (1983a), revised and shortened by Watson and Friend (1969), and Anxiety Coping Strategies (ACS) Scale developed by Kondo and Ling (2004) and Biographical Information and Background Questionnaire developed by the researcher were performed.

### 3.5. Data Analysis

The data collected for this study were analyzed in four steps. The quantitative data collected by means of the scales and the qualitative data collected from both interviewees and the students who participated in report-writing section of the study were analyzed separately. Later, the results obtained from these three sources were analyzed in terms of their relation to each other.

### 3.5.1. Analysis of the Quantitative Data

In the analysis of all the quantitative data, 15.00 version of SPSS for Windows was performed. Means of each instrument, for their sub-dimensions, the descriptive statistics for each item in the scales were calculated; correlation analysis between the means of the scores obtained from the scales were carried out; variance and multivariate analyses, independent-samples T-test, comparison of means were computed and illustrated through the tables formed in SPSS 15.00. The analyses focused on the results of the scales; Self-Rating for the Current Level of Study (SR-CL) Scale, Foreign Language Speaking Anxiety (FLSA) Scale, Fear of Negative Evaluation (FNE) Scale, and Anxiety Coping Strategies (ACS) Scale, respectively. As mentioned in the previous sections, the purpose of this study was to determine pre-service ELT students' perceptions of and attitudes towards foreign language speaking anxiety and their foreign language speaking anxiety levels. Because of that reason, the results obtained from the scales and subject variables of the study were analyzed and evaluated in terms of their relations to the anxiety-related patterns of the participants.

### 3.5.2. Analysis of the Qualitative Data

The data collected through interviews were carefully analyzed to find out if they would verify the findings from questionnaires and to explore what other or further information different from or in addition to quantitative data they provided. The analyses of the qualitative data were carried out in some steps in the light of Creswell (1998). First, after the transcriptions of the interviews which were audio-recorded beforehand, they were compiled. Second, the transcribed forms of interviews were

revised and some notes were taken related to noteworthy points in terms of the focus of the study. Third, the data were described by the researcher according to their value, potential of complementing the quantitative data and the insights they provided to lead an in-depth understanding of the phenomenon under investigation. Fourth, the statements were listed and were grouped into categories. Fifth, the percentages and frequencies of some different responses to the interview questions were calculated, then depending on these percentages and frequencies, some calculations were tried to be reached about the views, feelings, and experiences of the interviewees related to foreign language speaking courses and foreign language speaking anxiety.

After these steps of analyzing the qualitative data, the results were related and compared to the findings from the scales. Particularly, participants' thoughts, feelings, and experiences related to speaking English as a foreign language (EFL) and foreign language speaking classes in their department; foreign language speaking activities, tasks, and assignments given them to carry out; their foreign language (English) speaking instructors' communication styles with them as autonomy supportive or controlling; their reasons to speak and engage in speaking tasks and assignments given to them; and their thoughts about how they could become less anxious for speaking courses and more self-esteemed and self-confident in speaking in English were focused on.

### 3.5.3. Statistics Performed in the Analyses of the Data

Nine different statistical analyses were applied in the analyses of the data gathered in the study. These analyses were performed by means of computer-based SPSS for Windows 15.00 statistics packaged program. Those analyses are:

1. Arithmetic Mean
2. Standard Deviation
3. Student T-test
4. One-Way Variance Analysis
5. LSD Post Hoc Test
6. Mann-Whitney U Test
7. Kruskal-Wallis Test

8.      Pearson Product-Moment Correlation Analysis

9.      Cronbach Alpha Coefficient

Three of the Likert-type scales applied in the study were prepared as quintet evaluation and one of them was prepared as triple evaluation, and calculation of the interval limitations were given below.

### 3.5.3.1. Calculation of the interval limitations for quintet Likert-type

Number of options = 5

Number of range = 5-1 = 4

Coefficient range = 4; 5=0, 80

1,00 + 0,80= 1,80

1,80 + 0,80= 2,60

2,60 + 0,80= 3,40

3,40 + 0,80= 4,20

Interval limitations and significance were given in Table 3.2 based on the comparison of the averages.

Table 3.2.

*Arithmetic Mean Intervals and Significance*

| Range limit | Significance for the first scale | Significance for the second scale | Significance for the third scale |
|---|---|---|---|
| 4,21-5,00 | Very Good | Every time | Extremely Characteristic of Me |
| 3,41-4,20 | Good | Generally | Very Much Characteristic of Me |
| 2,61-3,40 | Average | Sometimes | Somewhat Characteristic of Me |
| 1,81-2,60 | Relatively Poor | Rarely | Slightly Characteristic of Me |
| 1,00-1,80 | Poor | Never | Not at All Characteristic of Me |

### 3.5.3.2. Calculation of the range limit for triple Likert-type:

Number of options = 3

Number of range = 3-1 = 2

Coefficient range = 2 : 3=0,67

1,00 + 0,67= 1,67

1,67 + 0,67= 2,34

Interval limitations and significance were given in Table 3.3 based on the comparison of the averages.

Table 3.3.

*Arithmetic Mean Intervals and Significance*

| Range limit | Its significance |
|-------------|------------------|
| 2,35-3,00 | I agree |
| 1,68-2,34 | I am undecided |
| 1,00-1,67 | I don't agree |

### 3.5.4. Conclusion

In this section, the contexts and participants of the study, the data collection instruments, the procedure of the research and the ways followed in the analysis of both the quantitative and qualitative data collected in accordance with the purposes and focus of the study were described.

In *Data Analysis*, the analyses of the qualitative and quantitative data will be presented in detail. First, the analysis of the data collected through scales will be reported in the order planned according to relevance they have with the main purpose and focus of the research. After the analysis of the results of the Self-Rating for the Current Level of Study (SR-CL) Scale, the Foreign Language Speaking Anxiety (FLSA) Scale, the Fear of Negative Evaluation (FNE) Scale, and the Anxiety Coping Strategies (ACS) Scale, the results of these scales and the findings related to the

variables in the background information section analyzed statistically will be evaluated and the results will be shown in the tables.

Once the quantitative analyses were given completely, the analyses, the outline of which was given above, of the qualitative data will be explained in detail.

In the following chapter, finally, the results and findings from both the quantitative and qualitative data will be harmonized. The noteworthy and significant ones will be evaluated. The general inferences and evaluations will be reported.

**CHAPTER FOUR**

**4. DATA ANALYSIS**

**4.1. Introduction**

In the previous chapter, the methodology of the study was described. The participants, the procedure, the instruments of the research were introduced in detail, and some information was given about the analyses of the data collected through the research. As explained in the previous chapter, the data of the study were collected through various types of instruments and data collection procedures. First, a questionnaire consisting of four different scales with a section of background information was given to participants; later, the voluntary participants from the ELT Department were interviewed to get their feelings and thoughts about foreign language speaking anxiety in general.

In this section, findings and comments obtained through the analyses of the data gathered in the study were presented respectively based on the sub-problems. First, the analyses of the quantitative data, then those of the qualitative ones will be given. After the description of these two types of data, some relationships will be sought between them in terms of the contributions they will make to the process of answering the research questions of the study.

**4.2. Analysis of the Quantitative Data**

The quantitative data were collected through four different scales and some background questions in the background information section in front of these scales which were given to the participants on the same sheet. By these scales and questions, it was intended to find out the participants' foreign language anxiety-related profiles for foreign language speaking and speaking courses; their self-perceived speaking competence; their perceptions of and attitudes toward foreign language speaking anxiety; some variables such as genders, ages, grades, foreign language speaking experiences.

Data obtained from different scales were analyzed separately. Among the quantitative data, the data of the Self-Rating for the Current Level of Study (SR-CL) Scale, the Foreign Language Speaking Anxiety (FLSA) Scale, the Fear of Negative Evaluation (FNE) Scale, and the Anxiety Coping Strategies (ACS) Scale were analyzed in turn. After the description of the data from all these instruments, their relations to the results of foreign language speaking anxiety was sought. In addition, other variables of participants such as genders, ages, years of studying English, grades, which were learnt through the questions given in the background information section, were analyzed in terms of the associations to these results by the help of variance and correlation analyses conducted in SPSS 15.00.

**4.2.1. Findings and Comments Related to the Correlation between Undergraduate Students' Self-Ratings of Current Level of Study, Foreign Language (English) Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies in Foreign Language Learning Process.**

Pearson Product-Moment Correlation Analysis was performed in order to determine whether there is any correlation between undergraduate students' self-ratings of current level of study, foreign language (English) speaking anxieties, fears of negative evaluation, and anxiety coping strategies in foreign language learning process (Table 4.1).

Table 4.1.

*Correlation between Self-Rating of Current Level of Study, Foreign Language (English) Speaking Anxiety, Fear of Negative Evaluation, and Anxiety Coping Strategies*

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Self-rating of current level of study | Pearson Correlation | 1 | | | | | | | | |
| | Sig. (2-tailed) | | | | | | | | | |
| 2. Foreign language (English) speaking anxiety | Pearson Correlation | -,480(**) | 1 | | | | | | | |
| | Sig. (2-tailed) | ,000 | | | | | | | | |
| 3. Fear of Negative Evaluation | Pearson Correlation | -,182(**) | ,570(**) | 1 | | | | | | |
| | Sig. (2-tailed) | ,001 | ,000 | | | | | | | |
| 4. Anxiety-coping strategies | Pearson Correlation | -,032 | ,075 | ,157(**) | 1 | | | | | |
| | Sig. (2-tailed) | ,551 | ,157 | ,003 | | | | | | |
| 5. Preparation before the classes | Pearson Correlation | ,001 | -,102 | -,078 | ,502(**) | 1 | | | | |
| | Sig. (2-tailed) | ,982 | ,055 | ,142 | ,000 | | | | | |
| 6. Self-relaxation | Pearson Correlation | ,054 | ,041 | ,123(*) | ,565(**) | ,175(**) | 1 | | | |
| | Sig. (2-tailed) | ,308 | ,446 | ,020 | ,000 | ,001 | | | | |
| 7. Positive thinking | Pearson Correlation | ,182(**) | -,222(**) | -,105(*) | ,497(**) | ,208(**) | ,209(**) | 1 | | |
| | Sig. (2-tailed) | ,001 | ,000 | ,048 | ,000 | ,000 | ,000 | | | |
| 8. Evaluating classmates | Pearson Correlation | ,013 | ,038 | ,091 | ,675(**) | ,125(*) | ,151(**) | ,187(**) | 1 | |
| | Sig. (2-tailed) | ,814 | ,474 | ,088 | ,000 | ,019 | ,004 | ,000 | | |
| 9. Inattention to the classes | Pearson Correlation | -,301(**) | ,391(**) | ,343(**) | ,365(**) | -,096 | ,040 | -,181(**) | ,112(*) | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 | ,071 | ,451 | ,001 | ,035 | |
| | Mean | 12,97 | 66,79 | 36,12 | 31,66 | 5,84 | 6,69 | 4,97 | 8,35 | 5,81 |
| | Standart Deviation | 2,80 | 13,05 | 8,62 | 3,32 | 1,17 | 1,15 | 1,11 | 1,57 | 1,30 |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Having examined the table, it is observed that the correlation between "Self-rating of Current Level of Study" and "Foreign Language (English) Speaking Anxiety", "Fear of Negative Evaluation", and "Inattention to the Classes" is positive and significant at $p<0.05$ significance level. Consequently, it may be pointed out that as undergraduate students' self-ratings of current level of English study increase, their foreign language (English) speaking anxieties, fears of negative evaluation, inattention to the classes, and positive thinking will decrease.

Correlations between "Foreign Language (English) Speaking Anxiety" and "Fear of Negative Evaluation", and "Inattention for the Classes" were found positive and correlation between "Foreign Language (English) Speaking Anxiety" and "Positive Thinking" was found negative and significant at $p<0.05$ significance level. Consequently, it may be pointed out that as undergraduate students' foreign language (English) speaking anxieties increase, their fears of negative evaluation, inattention to the classes and positive thinking will decrease.

Correlations between "Fear of Negative Evaluation" and "Anxiety Coping Strategies", "Self-relaxation", and "Inattention to the Classes" were found positive and correlation between "Fear of Negative Evaluation" and "Positive Thinking" was found negative and significant at $p<0.05$ significance level. Consequently, it may be pointed out that as undergraduate EFL students' fears of negative evaluation increase, their anxiety coping strategies, self-relaxation, inattention to the classes, and positive thinking will decrease.

Correlations between "Anxiety Coping Strategies" and "Self-preparation for the Classes"; "Self-relaxation", "Positive Thinking", "Evaluating Classmates", and "Inattention to the Classes" were found positive and significant at $p<0.05$ significance level. Consequently, it may be pointed out that as undergraduate EFL students' anxiety coping strategies increase, their self-relaxation, positive thinking, evaluating classmates, and inattention to the classes will decrease.

Correlations between "Self-preparation for the Classes" and "Self-relaxation"; "Positive Thinking" and "Evaluating Classmates" were found positive and significant at $p<0.05$ significance level.

Correlations between "Self-relaxation" and "Positive Thinking", and "Evaluating Classmates" were found positive and significant at p<0.05 significance level.

Correlation between "Positive Thinking" and "Evaluating Classmates" was found positive and correlation between "Positive Thinking" and "Inattention to the Classes" was found negative and significant at p<0.05 significance level.

Correlation between "Evaluating Classmates" and "Inattention to the Classes" was found positive and significant at p<0.05 significance level.

Correlation between "Inattention to the Classes" and "Self-rating of Current Level of Study" was found negative and correlation between "Inattention to the Classes" and "Foreign Language (English) Speaking Anxiety", "Fear of Negative Evaluation", "Anxiety Coping Strategies", and "Evaluating Classmates" was found positive and significant at p<0.05 significance level.

Arithmetic mean and standard deviation values of undergraduate students' responses given to the statements of the scales were given for each scale in different tables in order to understand undergraduate students' self-ratings of current level of study, foreign language (English) speaking anxieties, fears of negative evaluation, and anxiety coping strategies in foreign language learning process.

Table 4.2.

*Findings Related to Undergraduate Students' Self-Ratings of Current Level of Study*

| | $\overline{X}$ | Standard deviation | Its significance |
|---|---|---|---|
| 3. For my current level of study in English, I think my English pronunciation is … | 3,43 | 0,89 | Good |
| 4. For my current level of study in English, I think my English fluency … | 2,96 | 0,93 | Average |
| 5. For my current level of study in English, my grammatical accuracy in spoken English is … | 3,42 | 0,90 | Good |
| 6. For my current level of study in English, my overall speaking ability in spoken English is … | 3,16 | 0,90 | Average |
| **TOTAL SCORE** | **3,24** | **2,80** | **Average** |

Having examined the table, it is observed that undergraduate students rated statements, which are related to self-rating of current level of study in foreign language teaching, "For my current level of study in English, I think my English pronunciation is …", and "For my current level of study in English, I think my grammatical accuracy in spoken English is …" at "Good" level, and they rated the statements, which are related to self-rating of current level of study in language teaching, "For my current level of study in English, I think my English fluency is …", "For my current level of study, I think my overall English speaking ability is …",  and total score of "Self-rating of current level of study in language teaching" at "Average" level.

Table 4.3.

*Findings Related to Undergraduate Students' Foreign Language Speaking Anxieties*

| Statements | $\overline{X}$ | Standard deviation | Its significance |
|---|---|---|---|
| 1.  I would feel anxious while speaking English in class. | 3,37 | 1,12 | Sometimes |
| 2.  I would feel less nervous about speaking English in front of others when I know them. | 2,47 | 1,04 | Rarely |
| 3.  I feel very relaxed in English class when I have studied the scheduled learning contents. | 1,84 | 0,87 | Rarely |
| 4. I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | 3,08 | 1,18 | Sometimes |
| 5. I start to panic when I know I will be graded in English class. | 3,85 | 1,16 | Generally |
| 6. I fear giving a wrong answer while answering questions in English class. | 3,20 | 1,17 | Sometimes |
| 7. I enjoy English class when I know that we are going to discuss in English. | 2,46 | 1,01 | Rarely |
| 8. I feel shy when I speak in English on the stage in front of the class. | 3,35 | 1,28 | Sometimes |
| 9. When it comes to being corrected by my teacher, I am afraid of taking English class. | 2,82 | 1,24 | Sometimes |
| 10.  I am so nervous that I tremble when I am going to attend the English oral tests. | 3,03 | 1,22 | Sometimes |
| 11.  I get frustrated when I am asked to discuss with classmates in English in a short period of time. | 2,93 | 1,06 | Sometimes |

Table 4.3. *(Continued)*

| | | | |
|---|---|---|---|
| **12.** I worry about the oral test in English class. | 3,21 | 1,20 | Sometimes |
| **13.** I would feel better about speaking in English if the class were smaller. | 2,73 | 1,17 | Sometimes |
| **14.** I feel relaxed in English class when I preview very well. | 1,70 | 0,68 | Never |
| **15.** I am more willing to speak in English class when I know the scheduled oral activities. | 2,01 | 0,86 | Rarely |
| **16.** I stumble (slur or hesitate) when I answer questions in English. | 3,13 | 1,12 | Sometimes |
| **17.** I like going to class when I know that oral tasks are going to be performed. | 2,79 | 1,00 | Sometimes |
| **18.** I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | 2,62 | 1,22 | Sometimes |
| **19.** I like to volunteer answers in English class. | 2,65 | 0,99 | Sometimes |
| **20.** I am more willing to get involved in class when the topics are interesting. | 1,95 | 0,80 | Rarely |
| **21.** I don't feel tense in oral tests if I get more practice speaking in class. | 2,18 | 0,92 | Rarely |
| **22.** I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | 3,43 | 1,19 | Generally |
| **23.** I feel pressure when my teacher corrects my oral mistakes in class. | 3,10 | 1,15 | Sometimes |
| **24.** Going to English conversation class makes me more nervous than going to other classes. | 2,88 | 1,14 | Sometimes |
| **TOTAL SCORE** | **2,78** | **13,05** | **Sometimes** |

Note: Statements 2, 3, 7, 13, 14, 15, 17, 18, 19, 20 and 21 were scored reverse.

Having examined the table 4.3., it is observed that undergraduate students rated statements, which are related to undergraduate students' foreign language speaking anxieties, "I would feel anxious while speaking English in class", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class" as "**Generally**".

Having examined the table 4.3. for the second time, it is observed that undergraduate students rated statements which are related to undergraduate students'

foreign language speaking anxieties, "I start to panic when I know I will be graded in English class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I fear giving a wrong answer while answering questions in English class", "I feel shy when I speak in English on the stage in front of the class", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I worry about the oral test in English class", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I would feel better about speaking in English if the class were smaller", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I like to volunteer answers in English class", "I feel pressure when my teacher corrects my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and "English Speaking Anxiety Total Score" as "**Sometimes**".

Having examined the table 4.3, it is observed that undergraduate students rated statements, which are related to their foreign language speaking anxieties, "I would feel less nervous about speaking English in front of others when I know them", "I feel very relaxed in English class when I have studied the scheduled learning contents", "I enjoy English class when I know that we are going to discuss in English", "I am more willing to speak in English class when I know the scheduled oral activities", "I  don't feel tense in oral tests if I get more practice speaking in class", "I am more willing to get involved in class when the topics are interesting" as "**Rarely**".

Finally, it is observed that undergraduate students rated statement "I feel relaxed in English class when I preview very well" as "**Never**".

Consequently, it may be mentioned that the undergraduate students' English speaking anxiety level is high.

Table 4.4.

*Finding Related to Undergraduate Students' Fears of Negative Evaluation*

| Statements | $\overline{X}$ | Standard deviation | Its Significance |
|---|---|---|---|
| **1.** I worry about what people will think of me even when I know it doesn't make any difference. | 2,71 | 1,16 | Somewhat Characteristic of Me |
| **2.** I am unconcerned even if I know people are forming an unfavorable impression of me. | 3,34 | 1,21 | Somewhat Characteristic of Me |
| **3.** I am frequently afraid of other people noting my shortcomings. | 2,61 | 1,20 | Somewhat Characteristic of Me |
| **4.** I rarely worry about what kind of impression I am making on someone. | 2,84 | 1,25 | Somewhat Characteristic of Me |
| **5.** I am afraid that others will not approve of me. | 2,67 | 1,21 | Somewhat Characteristic of Me |
| **6.** I am afraid that people will find fault with me. | 2,64 | 1,25 | Somewhat Characteristic of Me |
| **7.** Other people's opinions of me do not bother me. | 3,52 | 1,26 | Very Much Characteristic of Me |
| **8.** When I am talking to someone, I worry about what they may be thinking about me. | 3,00 | 1,24 | Somewhat Characteristic of Me |
| **9.** I am usually worried about what kind of impression I make. | 3,17 | 1,22 | Somewhat Characteristic of Me |
| **10.** If I know someone is judging me, it has little effect on me. | 3,38 | 1,16 | Somewhat Characteristic of Me |
| **11.** Sometimes I think I am too concerned with what other people think of me. | 3,13 | 1,25 | Somewhat Characteristic of Me |
| **12.** I often worry that I will say or do the wrong things. | 3,11 | 1,25 | Somewhat Characteristic of Me |
| **TOTAL SCORE** | **3,01** | **0,79** | **Somewhat Characteristic of Me** |

Note: Statements 2, 7 and 10 were scored reverse.

Having examined the table 4.4, it is observed that undergraduate students rated the statement, which is related to undergraduate students' fears of negative evaluation, "Other people's opinions of me do not bother me" as "**Very Much Characteristic of Me"**, and statements, which are again related to undergraduate students' fears of negative evaluation, "I worry about what people will think of me even when I know it doesn't make any difference", "I am unconcerned even if I know people are forming an unfavorable impression of me", "I am frequently afraid of other people noting my shortcomings", "I rarely worry about what kind of impression I am making on someone", "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "Other people's opinions of me do not bother me", "When I am talking to someone, I worry about what they may be thinking about me", "I often worry that I will say or do the wrong things", "If I know someone is judging me, it has little effect on me", "Sometimes I think I am too concerned with what other people think of me", and "I am usually worried about what kind of impression I make" as "**Somewhat Characteristic of Me".**

Consequently, it may be mentioned that the undergraduate students do not experience fear of negative evaluation quite much.

Table 4.5.

*Findings Related to Undergraduate Students' Anxiety Coping Strategies*

| Statements | $\overline{X}$ | Standard deviation | Its Significance |
|---|---|---|---|
| 1. I try to make a habit of studying English every day. | 2,38 | 0,73 | I agree |
| 2. I try to relax when I am in my English class. | 2,66 | 0,58 | I agree |
| 3. I imagine myself giving a great performance in my English class. | 2,57 | 0,66 | I agree |
| 4. I tell myself that others must also be anxious in the English class. | 2,30 | 0,80 | I am uncertain |

Table 4.5. *(continued.)*

| | | | |
|---|---|---|---|
| 5. I stop paying attention when I am feeling nervous in my English class. | 2,14 | 0,79 | I am uncertain |
| 6. I never care to prepare for my English class. | 1,26 | 0,54 | I disagree |
| 7. I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | 1,52 | 0,72 | I disagree |
| 8. I tell myself that I am OK when I feel anxious in my English class. | 2,40 | 0,75 | I agree |
| 9. I never tell myself that difficult problems for me are also difficult for others. | 1,72 | 0,81 | I am uncertain |
| 10. I don't want to participate in the English class. | 1,23 | 0,49 | I disagree |
| 11. I ask students around me if they understand the English class. | 2,24 | 0,81 | I am uncertain |
| 12. I study hard the day before I have my English class. | 2,20 | 0,71 | I am uncertain |
| 13. I take a deep breath when I feel anxious in the English class. | 2,51 | 0,73 | I agree |
| 14. I try not to think of people around me in the English class. | 2,08 | 0,79 | I am uncertain |
| 15. I avoid getting involved in a situation which can make me feel anxious in the English class. | 2,44 | 0,72 | I agree |
| **Dimension of self-preparation for the classes** | **1,95** | **0,39** | I am uncertain |
| **Dimension of self-relaxation** | **2,23** | **0,38** | I am uncertain |
| **Dimension of positive thinking** | **2,49** | **0,56** | I am uncertain |
| **Dimension of evaluating classmates** | **2,09** | **0,39** | I am uncertain |
| **Dimension of inattention to the classes and abstaining from attending the classes** | **1,94** | **0,43** | I am uncertain |
| **TOTAL SCORE** | **2,11** | **0,22** | I am uncertain |

Having examined the table 4.5, it is observed that undergraduate students rated statements, which are related to their anxiety coping strategies, "I try to make a habit of studying English every day", "I try to relax when I am in my English class", "I imagine myself giving a great performance in my English class", "I tell myself that I am OK when I feel anxious in my English class", "I take a deep breath when I feel anxious in

the English class", and "I avoid getting involved in a situation which can make me feel anxious in the English class" as "**I agree**".

Having examined the table 4.5 for the second time, it is observed that undergraduate students rated statements, which are again related to undergraduate students' anxiety coping strategies, "I don't want to participate in the English class", "I never care to prepare for my English class", and "I don't think trying to feel relaxed helps me overcome my anxiety in my English class" as "**I disagree**".

In table 4.5, it is observed that undergraduate students rated statements, which are again related to undergraduate students' anxiety coping strategies, "I tell myself that others must also be anxious in the English class", "I stop paying attention when I am feeling nervous in my English class", "I never tell myself that difficult problems for me are also difficult for others", "I ask students around me if they understand the English class", "I study hard the day before I have my English class", "I try not to think of people around me in the English class", "Dimension of self-preparation for the classes", "Dimension of positive thinking", "Dimension of self-relaxation", "Dimension of evaluating classmates", "Dimension of inattention to the classes and abstaining from attending the classes", and "Anxiety Coping Strategies Total Score" as "**I am uncertain**".

Consequently, it may be mentioned that the undergraduate students performed autosuggestion individually in order for self-relaxation as a way of anxiety coping strategy, but they did not do actively what they should have done.,

**4.2.2. Findings and Comments Related to the Difference between Self-Rating of Current Level of Study, English Speaking Anxiety, Fear of Negative Evaluation, and Anxiety Coping Strategies in Language Education with Respect to Gender**

Whether there were any differences between male and female undergraduate students in terms of self-rating of current level of study, English speaking anxiety, fear of negative evaluation, and anxiety coping strategies in language learning process was analyzed distinctively.

**4.2.3. Findings and Comments Related to the Difference between the Genders in Terms of Self-Rating of Current Level of Study in Language Learning Process**

T-test was performed in order to determine whether there is any difference between male and female undergraduate students in terms of self-rating of current level of study and findings were presented in Table 4.6.

Table 4.6.

*Findings Related to Self-Rating of Current Level of Study in Language Education with Respect to Undergraduate Students' Genders*

| | Gender | n | $\overline{X}$ | Standard Deviation | t | p |
|---|---|---|---|---|---|---|
| To my self-rating of current level of study, my English pronunciation is … | male | 79 | 3,57 | 0,81 | 1,577 | ,116 |
| | female | 276 | 3,39 | 0,91 | | |
| To my self-rating of current level of study, my fluency in English is … | male | 79 | 3,27 | 0,93 | **3,311*** | **,001** |
| | female | 276 | 2,88 | 0,92 | | |
| To my self-rating of current level of study, my grammatical accuracy in spoken English is … | male | 79 | 3,30 | 0,87 | -1,273 | ,204 |
| | female | 276 | 3,45 | 0,90 | | |
| To my self-rating of current level of study, my general English speaking skill is … | male | 79 | 3,32 | 0,79 | 1,742 | ,082 |
| | female | 276 | 3,12 | 0,93 | | |
| **TOTAL SCORE** | male | 79 | 13,46 | 2,63 | 1,749 | ,081 |
| | female | 276 | 12,83 | 2,83 | | |

(*) p<0.05 significant

Having examined the table, it was found out that t value of the statement "To my current level of study in English, my fluency in English is …" is significant at p<0.05 significance level while all the other t values are insignificant at p<0.05 significance level with regard to male and female undergraduate students' self-ratings of current

level of study in language education. These findings show that there is difference between male and female undergraduate students' ideas about the statement "To my current level of study in English, my fluency in English is …" in terms of their self-ratings of current level of study in language education. Having examined the table, it may be clearly observed that arithmetic mean of male undergraduate students' ideas related to the statement "To my current level of study in English, my fluency in English is …" is higher than female undergraduate students' related ideas' arithmetic mean. Consequently, it may be mentioned that male undergraduate students' fluency in English is at a higher level when compared to female undergraduate students' fluency in English with regards to their current level of study in English.

**4.2.4. Findings and Comments Related to the Difference between the Genders in Terms of Foreign Language (English) Speaking Anxiety**

T test was performed in order to determine whether there is any difference between male and felame undergraduate students in terms of foreign language (English) anxiety scale and findings were presented in Table 4.7.

Table 4.7.

*Findings Related to Undergraduate Students' Foreign Language (English) Anxieties in Terms of Their Genders.*

|  | Gender | n | $\overline{X}$ | Standard deviation | t | p |
|---|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | male | 79 | 2,90 | 1,16 | 4,309* | ,000 |
|  | female | 276 | 3,50 | 1,07 |  |  |
| I would feel less nervous about speaking English in front of others when I know them. | male | 79 | 2,44 | 1,05 | ,264 | ,792 |
|  | female | 276 | 2,48 | 1,05 |  |  |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | male | 79 | 1,89 | 0,82 | ,508 | ,612 |
|  | female | 276 | 1,83 | 0,88 |  |  |

Table 4.7  *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | male | 79 | 2,80 | 1,11 | 2,473* | ,014 |
| | female | 276 | 3,17 | 1,19 | | |
| I start to panic when I know I will be graded in English class. | male | 79 | 3,41 | 1,18 | 3,940* | ,000 |
| | female | 276 | 3,98 | 1,13 | | |
| I fear giving a wrong answer while answering questions in English class. | male | 79 | 2,86 | 1,16 | 2,966* | ,003 |
| | female | 276 | 3,30 | 1,15 | | |
| I enjoy English class when I know that we are going to discuss in English. | male | 79 | 2,22 | 0,98 | 2,477* | ,014 |
| | female | 276 | 2,53 | 1,01 | | |
| I feel shy when I speak in English on the stage in front of the class. | male | 79 | 3,05 | 1,25 | 2,362* | ,019 |
| | female | 276 | 3,43 | 1,28 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | male | 79 | 2,30 | 1,21 | 4,287* | ,000 |
| | female | 276 | 2,97 | 1,21 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | male | 79 | 2,57 | 1,18 | 3,838* | ,000 |
| | female | 276 | 3,16 | 1,20 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | male | 79 | 2,62 | 1,11 | 2,976* | ,003 |
| | female | 276 | 3,02 | 1,03 | | |
| I worry about the oral test in English class. | male | 79 | 2,51 | 1,15 | 6,224* | ,000 |
| | female | 276 | 3,41 | 1,13 | | |
| I would feel better about speaking in English if the class were smaller. | male | 79 | 2,85 | 1,27 | ,994 | ,321 |
| | female | 276 | 2,70 | 1,14 | | |
| I feel relaxed in English class when I preview very well. | male | 79 | 1,75 | 0,69 | ,672 | ,502 |
| | female | 276 | 1,69 | 0,68 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | male | 79 | 1,90 | 0,79 | 1,356 | ,176 |
| | female | 276 | 2,05 | 0,87 | | |
| I stumble (slur or hesitate) when I answer questions in English. | male | 79 | 2,77 | 1,04 | 3,222* | ,001 |
| | female | 276 | 3,23 | 1,13 | | |

Table 4.7 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I like going to class when I know that oral tasks are going to be performed. | male | 79 | 2,48 | 0,96 | 3,158* | ,002 |
| | female | 276 | 2,88 | 1,00 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | male | 79 | 2,41 | 1,18 | 1,785 | ,075 |
| | female | 276 | 2,68 | 1,22 | | |
| I like to volunteer answers in English class. | male | 79 | 2,39 | 0,95 | 2,676* | ,008 |
| | female | 276 | 2,73 | 0,99 | | |
| I am more willing to get involved in class when the topics are interesting. | male | 79 | 1,71 | 0,72 | 3,148* | ,002 |
| | female | 276 | 2,03 | 0,81 | | |
| I don't feel tense in oral tests if I get more practice speaking in class. | male | 79 | 2,20 | 0,82 | ,273 | ,785 |
| | female | 276 | 2,17 | 0,95 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | male | 79 | 2,90 | 1,26 | 4,664* | ,000 |
| | female | 276 | 3,59 | 1,13 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | male | 79 | 2,75 | 1,26 | 3,160* | ,002 |
| | female | 276 | 3,20 | 1,09 | | |
| Going to English conversation class makes me more nervous than going to other classes. | male | 79 | 2,46 | 1,14 | 3,797* | ,000 |
| | female | 276 | 3,00 | 1,12 | | |
| **TOTAL SCORE** | male | 79 | 60,11 | 12,24 | 5,360** | ,000 |
| | female | 276 | 68,71 | 12,65 | | |

Having examined the table, it was found out that t value of the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the

English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", "I feel pressure when my teacher corrects my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and "foreign language (English) speaking anxiety total score" is significant at $p<0.05$ significance level while all other t values are insignificant at $p<0.05$ significance level.

These findings show that there is difference between male and female undergraduate students' ideas about the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", "I feel pressure when my teacher corrects my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and "foreign language (English) speaking anxiety total score" in terms of their foreign language (English) speaking anxiety.

Having examined the table, it may be clearly observed that arithmetic mean of female undergraduate students' ideas related to the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", "I feel pressure when my teacher corrects my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and "foreign language (English) speaking anxiety total score", which are about foreign language (English) speaking anxiety,  is higher than male undergraduate students' related ideas' arithmetic mean.

Consequently, it may be mentioned that female undergraduate students' foreign language (English) anxiety is at a higher level when compared to male undergraduate students' foreign language (English) speaking anxiety.

### 4.2.5. Findings and Comments Related to the Difference between the Genders in Terms of Fear of Negative Evaluation.

T test was performed in order to determine whether there is any difference between male and female undergraduate students in terms of Fear of Negative Evaluation and findings were presented in Table 4.8.

Table 4.8.

*Findings Related to Undergraduate Students' Fears of Negative Evaluation in Terms of Their Genders.*

| | Gender | n | $\overline{X}$ | Standard deviation | t | p |
|---|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | male | 79 | 2,38 | 1,18 | 2,902* | ,004 |
| | female | 276 | 2,80 | 1,14 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | male | 79 | 3,25 | 1,23 | ,729 | ,467 |
| | female | 276 | 3,37 | 1,21 | | |
| I am frequently afraid of other people noting my shortcomings. | male | 79 | 2,38 | 1,22 | 1,899 | ,058 |
| | female | 276 | 2,67 | 1,19 | | |
| I rarely worry about what kind of impression I am making on someone. | male | 79 | 2,97 | 1,21 | 1,092 | ,275 |
| | female | 276 | 2,80 | 1,26 | | |
| I am afraid that others will not approve of me. | male | 79 | 2,33 | 1,21 | 2,841* | ,005 |
| | female | 276 | 2,76 | 1,20 | | |
| I am afraid that people will find fault with me. | male | 79 | 2,19 | 1,13 | 3,705* | ,000 |
| | female | 276 | 2,77 | 1,26 | | |
| Other people's opinions of me do not bother me. | male | 79 | 3,23 | 1,45 | 2,333* | ,020 |
| | female | 276 | 3,60 | 1,19 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | male | 79 | 2,58 | 1,19 | 3,455* | ,001 |
| | female | 276 | 3,12 | 1,23 | | |
| I am usually worried about what kind of impression I make. | male | 79 | 3,06 | 1,26 | ,918 | ,359 |
| | female | 276 | 3,21 | 1,21 | | |
| If I know someone is judging me, it has little effect on me. | male | 79 | 2,89 | 1,10 | 4,398* | ,000 |
| | female | 276 | 3,52 | 1,14 | | |
| Sometimes I think I am too concerned with what other people think of me. | male | 79 | 2,85 | 1,20 | 2,316* | ,021 |
| | female | 276 | 3,21 | 1,25 | | |
| I often worry that I will say or do the wrong things. | male | 79 | 2,81 | 1,32 | 2,430* | ,016 |
| | female | 276 | 3,20 | 1,22 | | |
| **TOTAL SCORE** | male | 79 | 32,92 | 8,25 | 3,809* | ,000 |
| | female | 276 | 37,04 | 8,52 | | |

Having examined the table, it was found out that t value of the statements "I worry about what people will think of me even when I know it doesn't make any difference", "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "Other people's opinions of me do not bother me", "When I am talking to someone, I worry about what they may be thinking about me", "If I know someone is judging me, it has little effect on me", "Sometimes I think I am too concerned with what other people think of me", "I often worry that I will say or do the wrong things", and "fear of negative evaluation total score" which are related to fear of negative evaluation is significant at $p<0.05$ significance level while all the other t values are insignificant at $p<0.05$ significance level.

These findings show that there is difference between male and female undergraduate students' ideas about the statements "I worry about what people will think of me even when I know it doesn't make any difference", "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "Other people's opinions of me do not bother me", "When I am talking to someone, I worry about what they may be thinking about me", "If I know someone is judging me, it has little effect on me", "Sometimes I think I am too concerned with what other people think of me", "I often worry that I will say or do the wrong things", and "fear of negative evaluation total score" in terms of their fears of negative evaluation.

Having examined the table, it may be clearly observed that arithmetic mean of female undergraduate students' ideas related to the statements "I worry about what people will think of me even when I know it doesn't make any difference", "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "Other people's opinions of me do not bother me", "When I am talking to someone, I worry about what they may be thinking about me", "If I know someone is judging me, it has little effect on me", "Sometimes I think I am too concerned with what other people think of me", "I often worry that I will say or do the wrong things", and "fear of negative evaluation total score",  is higher than male undergraduate students' related ideas' arithmetic mean.

Consequently, it may be mentioned that female undergraduate students' fear of negative evaluation is at a higher level when compared to male undergraduate students' fear of negative evaluation.

**4.2.6. Findings and Comments Related to the Difference between the Genders in Terms of Anxiety Coping Strategies.**

T test was performed in order to determine whether there is any difference between male and female undergraduate students in terms of Anxiety Coping Strategies and findings were presented in Table 4.9.

Table 4.9.

*Findings Related to Undergraduate Students' Anxiety Coping Strategies in Terms of Their Genders.*

| | **Gender** | **n** | $\overline{X}$ | Standard deviation | t | p |
|---|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | male | 79 | 2,39 | 0,72 | ,167 | ,868 |
| | female | 276 | 2,38 | 0,74 | | |
| I try to relax when I am in my English class. | male | 79 | 2,72 | 0,53 | 1,033 | ,302 |
| | female | 276 | 2,64 | 0,59 | | |
| I imagine myself giving a great performance in my English class. | male | 79 | 2,59 | 0,63 | ,311 | ,756 |
| | female | 276 | 2,57 | 0,67 | | |
| I tell myself that others must also be anxious in the English class. | male | 79 | 2,15 | 0,83 | 1,933 | ,054 |
| | female | 276 | 2,35 | 0,78 | | |
| I stop paying attention when I am feeling nervous in my English class. | male | 79 | 2,09 | 0,79 | ,663 | ,508 |
| | female | 276 | 2,16 | 0,80 | | |
| I never care to prepare for my English class. | male | 79 | 1,35 | 0,62 | 1,776 | ,077 |
| | female | 276 | 1,23 | 0,52 | | |
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | male | 79 | 1,46 | 0,71 | ,834 | ,405 |
| | female | 276 | 1,53 | 0,73 | | |

Table 4.9. *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I tell myself that I am OK when I feel anxious in my English class. | male | 79 | 2,39 | 0,77 | ,064 | ,949 |
| | female | 276 | 2,40 | 0,74 | | |
| I never tell myself that difficult problems for me are also difficult for others. | male | 79 | 1,80 | 0,82 | ,948 | ,344 |
| | female | 276 | 1,70 | 0,81 | | |
| I don't want to participate in the English class. | male | 79 | 1,15 | 0,43 | 1,704 | ,089 |
| | female | 276 | 1,26 | 0,50 | | |
| I ask students around me if they understand the English class. | male | 79 | 2,15 | 0,83 | 1,123 | ,262 |
| | female | 276 | 2,27 | 0,80 | | |
| I study hard the day before I have my English class. | male | 79 | 2,13 | 0,69 | 1,047 | ,296 |
| | female | 276 | 2,22 | 0,71 | | |
| I take a deep breath when I feel anxious in the English class. | male | 79 | 2,42 | 0,76 | 1,273 | ,204 |
| | female | 276 | 2,54 | 0,72 | | |
| I try not to think of people around me in the English class. | male | 79 | 2,10 | 0,76 | ,248 | ,804 |
| | female | 276 | 2,08 | 0,80 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | male | 79 | 2,32 | 0,79 | 1,727 | ,085 |
| | female | 276 | 2,47 | 0,69 | | |
| **Dimension of preparation for the classes** | male | 79 | 31,22 | 2,88 | ,293 | ,770 |
| | female | 276 | 31,79 | 3,44 | | |
| **Dimension of self-relaxation** | male | 79 | 5,87 | 1,07 | ,808 | ,420 |
| | female | 276 | 5,83 | 1,20 | | |
| **Dimension of positive thinking** | male | 79 | 6,59 | 1,17 | ,140 | ,888 |
| | female | 276 | 6,71 | 1,15 | | |
| **Dimension of evaluating classmates** | male | 79 | 4,99 | 1,18 | ,942 | ,347 |
| | female | 276 | 4,97 | 1,09 | | |
| **Dimension of inattention to the classes; dimension of avoiding attending classes** | male | 79 | 8,20 | 1,53 | **1,996*** | **,047** |
| | female | 276 | 8,39 | 1,58 | | |
| **TOTAL SCORE** | male | 79 | 5,56 | 1,32 | 1,356 | ,176 |
| | female | 276 | 5,89 | 1,29 | | |

Having examined the table, it was found out that t value of the dimensions "inattention to the classes" and "avoiding attending the classes" is significant at p<0.05

significance level in terms of anxiety coping strategies while all the other t values are insignificant at p<0.05 significance level.

These findings show that there is difference between male and female undergraduate students' ideas about the dimensions "inattention to the classes" and "avoiding attending the classes" in terms of their anxiety coping strategies.

Having examined the table, it may be clearly observed that arithmetic mean of female undergraduate students' ideas related to the dimensions "inattention to the classes" and "avoiding attending the classes" is higher than male undergraduate students' related ideas' arithmetic mean.

Consequently, it may be mentioned that female undergraduate students' avoidance in attending the classes is at a higher level when compared to male undergraduate students' avoidance in attending classes.

**4.2.7. Findings and Comments Related to the Correlation between Undergraduate Students' Self-Ratings of Current Level of Study in English, Foreign Language (English) Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies in Foreign Language Learning Process in Terms of Their Age Groups.**

Whether there is any difference between undergraduate students' self-ratings of current level of study in English, foreign language (English) speaking anxieties, fears of negative evaluation, and anxiety coping strategies in foreign language learning process in terms of their age groups has been analyzed distinctively.

**4.2.8. Findings and Comments Related to Undergraduate Students' Self-Ratings of Current Level of Study in English in Terms of Their Age Groups.**

One Way ANOVA was performed in order to determine whether there is any correlation between undergraduate students' self-ratings of current level of study in foreign language learning process in terms of their age groups and findings were presented in Table 4.10.

Table 4.10.

*Findings Related to Differences between Undergraduate Students' Self-Ratings of Current Level of Study in English in Terms of Their Age Groups.*

| | Age | n | $\overline{X}$ | Standard deviation | F | p |
|---|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | At or under 18 | 51 | 2,9412 | ,90359 | | |
| | 19 | 58 | 3,3103 | ,86261 | | |
| | 20 | 67 | 3,5075 | 1,00564 | | |
| | 21 | 69 | 3,6667 | ,77964 | 5,110* | ,000 |
| | 22 | 58 | 3,6034 | ,72402 | | |
| | 23 and over | 52 | 3,4423 | ,87253 | | |
| For my current level of study in English, I think my English fluency is… | At or under 18 | 51 | 2,5098 | 1,02708 | | |
| | 19 | 58 | 2,9483 | ,88699 | | |
| | 20 | 67 | 3,0149 | 1,06590 | 3,275* | ,007 |
| | 21 | 69 | 3,0000 | ,93934 | | |
| | 22 | 58 | 3,1552 | ,72067 | | |
| | 23 and over | 52 | 3,0962 | ,79852 | | |
| For my current level of study in English, I think my grammatical accuracy in spoken English is … | At or under 18 | 51 | 3,1373 | ,98020 | | |
| | 19 | 58 | 3,2931 | ,89851 | | |
| | 20 | 67 | 3,5224 | ,95914 | 1,904 | ,093 |
| | 21 | 69 | 3,5652 | ,79480 | | |
| | 22 | 58 | 3,5000 | ,84293 | | |
| | 23 and above | 52 | 3,4038 | ,86907 | | |

Table 4.10 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| For my current level of study in English, my overall speaking ability in English is … | At or under 18 | 51 | 2,9608 | ,91566 | | |
| | 19 | 58 | 2,9828 | ,86838 | | |
| | 20 | 67 | 3,2537 | ,94297 | | |
| | 21 | 69 | 3,2319 | 1,04523 | | |
| | 22 | 58 | 3,1897 | ,84722 | 1,470 | ,199 |
| | 23 and above | 52 | 3,3077 | ,70122 | | |
| **TOTAL SCORE** | At or under 18 | 51 | 11,5490 | 2,87968 | | |
| | 19 | 58 | 12,5345 | 2,60375 | | |
| | 20 | 67 | 13,2985 | 3,27069 | 4,152* | ,001 |
| | 21 | 69 | 13,4638 | 2,60982 | | |
| | 22 | 58 | 13,4483 | 2,22563 | | |
| | 23 age and over | 52 | 13,2500 | 2,65592 | | |

(*) $p < 0.05$ significant

Having examined the table, it was found out that F value of the statements "For my current level of study in English, I think my English pronunciation is …", "For my current level of study in English, I think my English fluency is…", "For my current level of study in English, I think my grammatical accuracy in spoken English is …", "For my current level of study in English, my overall speaking ability in English is…", and "Self-rating of current level of study in English total score", which are related to self-rating of current level of study in English, is significant at $p < 0.05$ significance level while all the other F values are insignificant at $p < 0.05$ significance level.

These findings show that there is difference between male and female undergraduate students' ideas about the statements "For my current level of study in English, I think my English pronunciation is …", "For my current level of study in English, I think my English fluency is…", "For my current level of study in English, I

think my grammatical accuracy in spoken English is …", "For my current level of study in English, my overall speaking ability in English is…", and "Self-rating of current level of study in English total score", which are related to self-rating of current level of study in English, in terms of their age groups.

With respect to the result of LSD Post Hoc Test which was performed in order to determine which age group caused that difference, it was found that the undergraduate students at and under the age of 18 are weaker than the undergraduate students of other age groups on the statements "For my current level of study in English, I think my English pronunciation is …", "For my current level of study in English, I think my English fluency is…". LSD Post Hoc Test results show that undergraduate students at and under the age of 18 are weaker than the undergraduate students at the age of 20, 21, 22, 23, and over 23 on the statement "Self-rating of current level of study in English".

**4.2.9. Findings and Comments Related to the Difference between Different Age Groups in Terms of Undergraduate Students' Foreign Language (English) Speaking Anxieties.**

One Way ANOVA was performed in order to determine whether there is any difference between undergraduate students' foreign language (English) speaking anxiety in terms of their age groups and findings were presented in Table 4.11.

Table 4.11.

*Findings Related to the Differences between Undergraduate Students' Foreign Language (English) Speaking Anxieties in Terms of Their Age Groups.*

|  | Age groups | n | $\overline{X}$ | Standard deviation | F | p |
|---|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | At or under 18 | 51 | 3,59 | 1,15 |  |  |
|  | 19 | 58 | 3,47 | 1,19 |  |  |
|  | 20 | 67 | 3,21 | 1,14 | 1,250 | ,285 |
|  | 21 | 69 | 3,39 | 1,09 |  |  |
|  | 22 | 58 | 3,43 | 1,01 |  |  |
|  | 23 and over | 52 | 3,13 | 1,14 |  |  |

Table 4.11 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I would feel less nervous about speaking English in front of others when I know them. | At or under 18 | 51 | 2,33 | 1,01 | | |
| | 19 | 58 | 2,41 | 1,12 | | |
| | 20 | 67 | 2,52 | 0,97 | | |
| | 21 | 69 | 2,35 | 1,07 | ,819 | ,537 |
| | 22 | 58 | 2,60 | 1,01 | | |
| | 23 and over | 52 | 2,62 | 1,09 | | |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | At or under 18 | 51 | 1,90 | 0,88 | | |
| | 19 | 58 | 2,02 | 1,05 | | |
| | 20 | 67 | 1,73 | 0,81 | 1,103 | ,358 |
| | 21 | 69 | 1,71 | 0,82 | | |
| | 22 | 58 | 1,90 | 0,89 | | |
| | 23 and over | 52 | 1,85 | 0,72 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | At or under 18 | 51 | 2,84 | 1,36 | | |
| | 19 | 58 | 3,21 | 1,14 | | |
| | 20 | 67 | 3,16 | 1,10 | 1,792 | ,114 |
| | 21 | 69 | 3,04 | 1,19 | | |
| | 22 | 58 | 3,36 | 1,17 | | |
| | 23 and over | 52 | 2,83 | 1,08 | | |
| I start to panic when I know I will be graded in English class. | At or under 18 | 51 | 3,76 | 1,32 | | |
| | 19 | 58 | 3,91 | 1,19 | | |
| | 20 | 67 | 4,04 | 1,09 | 2,181 | ,056 |
| | 21 | 69 | 3,96 | 1,16 | | |
| | 22 | 58 | 3,91 | 1,05 | | |
| | 23 and over | 52 | 3,40 | 1,12 | | |

Table 4.11 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I fear giving a wrong answer while answering questions in English class. | At or under 18 | 51 | 3,39 | 1,20 | | |
| | 19 | 58 | 3,41 | 1,26 | | |
| | 20 | 67 | 3,16 | 1,19 | **2,800** | **,017** |
| | 21 | 69 | 3,03 | 1,18 | | |
| | 22 | 58 | 3,43 | 1,03 | | |
| | 23 and over | 52 | 2,79 | 1,02 | | |
| I enjoy English class when I know that we are going to discuss in English. | At or under 18 | 51 | 2,47 | 1,12 | | |
| | 19 | 58 | 2,53 | 1,01 | | |
| | 20 | 67 | 2,40 | 1,03 | ,226 | ,951 |
| | 21 | 69 | 2,45 | 1,02 | | |
| | 22 | 58 | 2,53 | 0,98 | | |
| | 23 and over | 52 | 2,38 | 0,93 | | |
| I feel shy when I speak in English on the stage in front of the class. | At or under 18 | 51 | 3,47 | 1,39 | | |
| | 19 | 58 | 3,31 | 1,27 | | |
| | 20 | 67 | 3,51 | 1,26 | 1,058 | ,384 |
| | 21 | 69 | 3,28 | 1,33 | | |
| | 22 | 58 | 3,47 | 1,20 | | |
| | 23 and over | 52 | 3,04 | 1,24 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | At or under 18 | 51 | 2,63 | 1,37 | | |
| | 19 | 58 | 2,84 | 1,15 | | |
| | 20 | 67 | 2,87 | 1,23 | | |
| | 21 | 69 | 2,80 | 1,21 | ,545 | ,742 |
| | 22 | 58 | 3,00 | 1,31 | | |
| | 23 and over | 52 | 2,75 | 1,22 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | At or under 18 | 51 | 3,00 | 1,23 | | |
| | 19 | 58 | 3,12 | 1,26 | | |
| | 20 | 67 | 3,01 | 1,17 | | |
| | 21 | 69 | 3,10 | 1,24 | 1,864 | ,100 |
| | 22 | 58 | 3,26 | 1,25 | | |
| | 23 and over | 52 | 2,60 | 1,11 | | |

Table 4.11 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | At or under 18 | 51 | 2,82 | 1,09 | | |
| | 19 | 58 | 2,88 | 1,14 | | |
| | 20 | 67 | 3,00 | 1,00 | | |
| | 21 | 69 | 2,88 | 1,01 | ,757 | ,581 |
| | 22 | 58 | 3,14 | 1,03 | | |
| | 23 and over | 52 | 2,83 | 1,12 | | |
| I worry about the oral test in English class. | At or under 18 | 51 | 3,24 | 1,27 | | |
| | 19 | 58 | 3,43 | 1,20 | | |
| | 20 | 67 | 3,30 | 1,14 | | |
| | 21 | 69 | 3,16 | 1,16 | 2,184 | ,055 |
| | 22 | 58 | 3,33 | 1,28 | | |
| | 23 and over | 52 | 2,75 | 1,06 | | |
| I would feel better about speaking in English if the class were smaller. | At or under 18 | 51 | 2,82 | 1,26 | | |
| | 19 | 58 | 2,88 | 1,20 | | |
| | 20 | 67 | 2,84 | 1,21 | | |
| | 21 | 69 | 2,62 | 1,10 | ,923 | ,466 |
| | 22 | 58 | 2,50 | 1,11 | | |
| | 23 and over | 52 | 2,75 | 1,17 | | |
| I feel relaxed in English class when I preview very well. | At or under 18 | 51 | 1,71 | 0,76 | | |
| | 19 | 58 | 1,69 | 0,71 | | |
| | 20 | 67 | 1,67 | 0,68 | | |
| | 21 | 69 | 1,75 | 0,74 | ,181 | ,970 |
| | 22 | 58 | 1,66 | 0,64 | | |
| | 23 and over | 52 | 1,73 | 0,56 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | At or under 18 | 51 | 2,14 | 0,94 | | |
| | 19 | 58 | 1,91 | 0,86 | | |
| | 20 | 67 | 2,09 | 0,83 | | |
| | 21 | 69 | 2,07 | 0,90 | ,790 | ,558 |
| | 22 | 58 | 1,90 | 0,79 | | |
| | 23 and over | 52 | 1,96 | 0,84 | | |
| I stumble (slur or hesitate) when I answer questions in English. | At or under 18 | 51 | 3,37 | 1,17 | | |
| | 19 | 58 | 3,26 | 1,16 | | |
| | 20 | 67 | 2,99 | 1,24 | | |
| | 21 | 69 | 3,10 | 1,10 | 1,499 | ,189 |
| | 22 | 58 | 3,21 | 0,99 | | |
| | 23 and over | 52 | 2,87 | 1,03 | | |

Table 4.11 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I like going to class when I know that oral tasks are going to be performed. | At or under 18 | 51 | 2,78 | 0,92 | | |
| | 19 | 58 | 2,50 | 1,00 | | |
| | 20 | 67 | 2,93 | 0,97 | | |
| | 21 | 69 | 2,90 | 1,00 | 2,075 | ,068 |
| | 22 | 58 | 2,97 | 1,11 | | |
| | 23 and over | 52 | 2,62 | 0,95 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | 18 and over | 51 | 2,59 | 1,25 | | |
| | 19 | 58 | 2,71 | 1,39 | | |
| | 20 | 67 | 2,61 | 1,27 | ,589 | ,708 |
| | 21 | 69 | 2,54 | 1,15 | | |
| | 22 | 58 | 2,81 | 1,02 | | |
| | 23 and over | 52 | 2,46 | 1,23 | | |
| I like to volunteer answers in English class. | At or under 18 | 51 | 2,65 | 0,98 | | |
| | 19 | 58 | 2,67 | 0,96 | | |
| | 20 | 67 | 2,54 | 0,99 | | |
| | 21 | 69 | 2,74 | 1,04 | ,828 | ,530 |
| | 22 | 58 | 2,81 | 1,05 | | |
| | 23 and over | 52 | 2,50 | 0,92 | | |
| I am more willing to get involved in class when the topics are interesting. | At or under 18 | 51 | 2,22 | 0,81 | | |
| | 19 | 58 | 1,98 | 0,83 | | |
| | 20 | 67 | 1,88 | 0,83 | | |
| | 21 | 69 | 1,94 | 0,76 | 1,469 | ,199 |
| | 22 | 58 | 1,88 | 0,75 | | |
| | 23 and over | 52 | 1,87 | 0,79 | | |
| I don't feel tense in oral tests if I get more practice speaking in class. | At or under 18 | 51 | 2,25 | 0,91 | | |
| | 19 | 58 | 2,21 | 0,99 | | |
| | 20 | 67 | 2,28 | 0,98 | | |
| | 21 | 69 | 2,12 | 0,92 | ,762 | ,578 |
| | 22 | 58 | 2,00 | 0,79 | | |
| | 23 and over | 52 | 2,21 | 0,94 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | At or under 18 | 51 | 3,24 | 1,21 | | |
| | 19 | 58 | 3,38 | 1,17 | | |
| | 20 | 67 | 3,57 | 1,22 | | |
| | 21 | 69 | 3,45 | 1,13 | 1,253 | ,284 |
| | 22 | 58 | 3,67 | 1,23 | | |
| | 23 and over | 52 | 3,23 | 1,17 | | |

Table 4.11 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I feel pressure when my teacher corrects my oral mistakes in class. | At or under 18 | 51 | 3,04 | 1,28 | | |
| | 19 | 58 | 3,00 | 1,17 | | |
| | 20 | 67 | 3,10 | 1,16 | 1,262 | ,280 |
| | 21 | 69 | 3,06 | 1,03 | | |
| | 22 | 58 | 3,43 | 1,13 | | |
| | 23 and over | 52 | 2,96 | 1,12 | | |
| Going to English conversation class makes me more nervous than going to other classes. | At or under 18 | 51 | 2,94 | 1,10 | | |
| | 19 | 58 | 2,90 | 1,10 | | |
| | 20 | 67 | 2,93 | 1,26 | | |
| | 21 | 69 | 2,72 | 1,15 | ,907 | ,476 |
| | 22 | 58 | 3,09 | 1,17 | | |
| | 23 and over | 52 | 2,71 | 1,04 | | |
| **TOTAL SCORE** | At or under 18 | 51 | 67,20 | 13,52 | | |
| | 19 | 58 | 67,64 | 13,88 | | |
| | 20 | 67 | 67,34 | 13,84 | | |
| | 21 | 69 | 66,16 | 12,52 | 1,507 | ,187 |
| | 22 | 58 | 69,28 | 12,16 | | |
| | 23 and over | 52 | 62,83 | 11,84 | | |

Having examined the table, it was found out that F value of the statement "I fear giving a wrong answer while answering questions in English class", which is related to foreign language (English) speaking anxiety, is significant at $p<0.05$ significance level in terms of age groups while all the other F values related to all other statements are insignificant at $p<0.05$ significance level.

These findings show that there is difference between male and female undergraduate students' ideas about the statement "I fear giving a wrong answer while answering questions in English class", which is related to foreign language (English) speaking anxiety, in terms of their age groups.

With respect to the results of LSD Post Hoc Test which was performed in order to determine which age group caused that difference, it was found that the undergraduate students at and over the age of 23 pointed out their ideas in a more negative way than the undergraduate students at the age of 20, 21, and 22 did on the statement "I fear giving a wrong answer while answering questions in English class".

Consequently, it may be mentioned that undergraduate students at and over the age of 23 fear less giving a wrong answer while answering questions in English class when compared to undergraduate students at the age of 20, 21, and 22.

**4.2.10. Findings and Comments Related to the Differences between Undergraduate Students' Fears of Negative Evaluation in Terms of Their Age Groups.**

One Way ANOVA was performed in order to determine whether there is any difference between undergraduate students from different age groups in terms of Fear of Negative Evaluation and findings were presented in Table 4.12.

Table 4.12.

*Findings Related to the Differences between Undergraduate Students' Fears of Negative Evaluation in Terms of Their Age Groups.*

| | | n | $\overline{X}$ | Standard deviation | F | P |
|---|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | At or under 18 | 51 | 2,76 | 1,21 | | |
| | 19 | 58 | 2,91 | 1,05 | | |
| | 20 | 67 | 2,63 | 1,06 | | |
| | 21 | 69 | 2,68 | 1,24 | 1,867 | ,100 |
| | 22 | 58 | 2,91 | 1,17 | | |
| | 23 and over | 52 | 2,35 | 1,17 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | At or under 18 | 51 | 3,24 | 1,27 | | |
| | 19 | 58 | 3,48 | 1,20 | | |
| | 20 | 67 | 3,36 | 1,14 | | |
| | 21 | 69 | 3,28 | 1,29 | ,771 | ,571 |
| | 22 | 58 | 3,52 | 1,20 | | |
| | 23 and over | 52 | 3,15 | 1,16 | | |

Table 4.12 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I am frequently afraid of other people noting my shortcomings. | At or under 18 | 51 | 2,45 | 1,14 | | |
| | 19 | 58 | 2,60 | 1,23 | | |
| | 20 | 67 | 2,49 | 1,09 | | |
| | 21 | 69 | 2,59 | 1,20 | 1,155 | ,331 |
| | 22 | 58 | 2,93 | 1,30 | | |
| | 23 and over | 52 | 2,56 | 1,26 | | |
| I rarely worry about what kind of impression I am making on someone. | At or under 18 | 51 | 2,90 | 1,25 | | |
| | 19 | 58 | 2,66 | 1,19 | | |
| | 20 | 67 | 2,84 | 1,23 | | |
| | 21 | 69 | 2,70 | 1,39 | ,941 | ,454 |
| | 22 | 58 | 3,09 | 1,23 | | |
| | 23 and over | 52 | 2,90 | 1,16 | | |
| I am afraid that others will not approve of me. | At or under 18 | 51 | 2,67 | 1,21 | | |
| | 19 | 58 | 2,83 | 1,33 | | |
| | 20 | 67 | 2,93 | 1,17 | | |
| | 21 | 69 | 2,30 | 1,09 | **2,971** | **,012** |
| | 22 | 58 | 2,88 | 1,20 | | |
| | 23 and over | 52 | 2,40 | 1,19 | | |
| I am afraid that people will find fault with me. | At or under 18 | 51 | 2,71 | 1,32 | | |
| | 19 | 58 | 2,84 | 1,34 | | |
| | 20 | 67 | 2,84 | 1,19 | **2,708** | **,020** |
| | 21 | 69 | 2,28 | 1,15 | | |
| | 22 | 58 | 2,84 | 1,24 | | |
| | 23 and over | 52 | 2,37 | 1,22 | | |
| Other people's opinions of me do not bother me. | At or under 18 | 51 | 3,73 | 1,20 | ,870 | ,502 |
| | 19 | 58 | 3,60 | 1,26 | | |
| | 20 | 67 | 3,40 | 1,26 | | |
| | 21 | 69 | 3,55 | 1,23 | | |
| | 22 | 58 | 3,57 | 1,31 | | |
| | 23 and over | 52 | 3,27 | 1,33 | | |

Table 4.12 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| When I am talking to someone, I worry about what they may be thinking about me. | At or under 18 | 51 | 3,14 | 1,18 | | |
| | 19 | 58 | 3,26 | 1,15 | | |
| | 20 | 67 | 2,97 | 1,27 | | |
| | 21 | 69 | 2,81 | 1,37 | 1,936 | ,088 |
| | 22 | 58 | 3,17 | 1,17 | | |
| | 23 and over | 52 | 2,67 | 1,17 | | |
| I am usually worried about what kind of impression I make. | At or under 18 | 51 | 3,22 | 1,12 | | |
| | 19 | 58 | 3,33 | 1,03 | | |
| | 20 | 67 | 3,13 | 1,28 | | |
| | 21 | 69 | 2,97 | 1,28 | ,928 | ,462 |
| | 22 | 58 | 3,36 | 1,31 | | |
| | 23 and over | 52 | 3,08 | 1,27 | | |
| If I know someone is judging me, it has little effect on me. | At or under 18 | 51 | 3,10 | 1,15 | | |
| | 19 | 58 | 3,52 | 1,06 | | |
| | 20 | 67 | 3,43 | 1,10 | | |
| | 21 | 69 | 3,45 | 1,23 | **2,638** | **,023** |
| | 22 | 58 | 3,67 | 1,15 | | |
| | 23 and over | 52 | 3,02 | 1,18 | | |
| Sometimes I think I am too concerned with what other people think of me. | At or under 18 | 51 | 3,10 | 1,20 | | |
| | 19 | 58 | 3,07 | 1,20 | | |
| | 20 | 67 | 3,13 | 1,29 | | |
| | 21 | 69 | 3,12 | 1,30 | 1,002 | ,417 |
| | 22 | 58 | 3,43 | 1,19 | | |
| | 23 and over | 52 | 2,92 | 1,27 | | |
| I often worry that I will say or do the wrong things. | At or under 18 | 51 | 3,35 | 1,29 | | |
| | 19 | 58 | 3,17 | 1,20 | | |
| | 20 | 67 | 3,09 | 1,24 | | |
| | 21 | 69 | 2,94 | 1,27 | 1,779 | ,116 |
| | 22 | 58 | 3,34 | 1,25 | | |
| | 23 and over | 52 | 2,79 | 1,21 | | |

Table 4.12 *(continued)*

| TOTAL SCORE | | | | | | |
|---|---|---|---|---|---|---|
| | At or under 18 | 51 | 36,35 | 8,28 | | |
| | 19 | 58 | 37,28 | 8,50 | | |
| | 20 | 67 | 36,24 | 8,32 | **2,707** | **,020** |
| | 21 | 69 | 34,67 | 9,27 | | |
| | 22 | 58 | 38,72 | 9,16 | | |
| | 23 and over | 52 | 33,48 | 7,14 | | |

Having examined the table, it was found out that F value of the statements "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "If I know someone is judging me, it has little effect on me", and "Fear of Negative Evaluation Total Score", which are related to undergraduate students' Fear of Negative Evaluation, is significant at $p < 0.05$ significance level in terms of age groups while all the other F values related to all other statements are insignificant at $p < 0.05$ significance level.

These findings show that there is difference between undergraduate students from different age groups about the statements "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "If I know someone is judging me, it has little effect on me", and "Fear of Negative Evaluation Total Score", which are related to undergraduate students' Fear of Negative Evaluation, in terms of their age groups.

With respect to the result of LSD Post Hoc Test which was performed in order to determine which age group caused that difference, it was found that the undergraduate students at the age of 21 pointed out their ideas in a more negative way than the undergraduate students of at the age of 19, 20, and 22 did on the statement "I am afraid that others will not approve of me".

With respect to the result of LSD Post Hoc Test, it was found that the undergraduate students at the age of 21 pointed out their ideas in a more negative way than the undergraduate students at the age of 19, 20, and 22 did on the statement "I am afraid that people will find fault with me" and it was found that the undergraduate students at and over the age of 23 pointed out their ideas in a more negative way than

the undergraduate students at the age of 19 and 20 did on the statement "I am afraid that people will find fault with me".

With respect to the result of LSD Post Hoc Test, it was found that the undergraduate students at the age of 18 pointed out their ideas in a more negative way than the undergraduate students at the age of 20 did on the statement "If I know someone is judging me, it has little effect on me" and it was found that the undergraduate students at and over the age of 23 pointed out their ideas in a more negative way than the undergraduate students at the age of 19, 21, and 22 did on the statement "If I know someone is judging me, it has little effect on me".

With respect to the result of LSD Post Hoc Test, it was found that the undergraduate students at the age of 21 pointed out their ideas in a more negative way than the undergraduate students at the age of 22 did on the item "Fear of Negative Evaluation total score" and it was found that the undergraduate students at and over the age of 23 pointed out their ideas in a more negative way than the undergraduate students at the age of 19 and 22 did on the item "Fear of Negative Evaluation total score".

Consequently, it may be mentioned that undergraduate students at the age of 21 fear less about whether others will approve of them and people will find fault with them or not when compared to undergraduate students at the age of 19, 20, 22; undergraduate students at and under the age of 18 are affected more if they know that someone is judging them when compared to undergraduate students at the age of 22, and undergraduate students at and over the age of 23 are affected more if they know someone is judging them when compared to undergraduate students at the age of 19, 21, and 22.

### 4.2.11. Findings and Comments Related to the Differences between Undergraduate Students' Anxiety Coping Strategies in Terms of Their Age Groups.

One Way ANOVA was performed in order to determine whether there is any difference between undergraduate students from different age groups in terms of Anxiety Coping Strategies and the findings were presented in Table 4.13.

Table 4.13.

*Findings Related to the Differences between Undergraduate Students' Anxiety Coping Strategies in Terms of Their Age Groups.*

| | Age | n | $\overline{X}$ | Standard deviation | F | P |
|---|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | At or under 18 | 51 | 2,67 | 0,62 | | |
| | 19 | 58 | 2,60 | 0,65 | | |
| | 20 | 67 | 2,45 | 0,70 | | |
| | 21 | 69 | 2,16 | 0,80 | **5,429** | **,000** |
| | 22 | 58 | 2,17 | 0,73 | | |
| | 23 and over | 52 | 2,29 | 0,72 | | |
| I try to relax when I am in my English class. | At or under 18 | 51 | 2,59 | 0,64 | | |
| | 19 | 58 | 2,67 | 0,60 | | |
| | 20 | 67 | 2,63 | 0,60 | ,408 | ,844 |
| | 21 | 69 | 2,70 | 0,55 | | |
| | 22 | 58 | 2,66 | 0,58 | | |
| | 23 and over | 52 | 2,73 | 0,53 | | |
| I imagine myself giving a great performance in my English class. | At or under 18 | 51 | 2,59 | 0,67 | | |
| | 19 | 58 | 2,52 | 0,71 | | |
| | 20 | 67 | 2,61 | 0,58 | | |
| | 21 | 69 | 2,71 | 0,55 | 1,122 | ,348 |
| | 22 | 58 | 2,52 | 0,73 | | |
| | 23 and over | 52 | 2,46 | 0,73 | | |
| I tell myself that others must also be anxious in the English class. | At or under 18 | 51 | 2,06 | 0,73 | | |
| | 19 | 58 | 2,38 | 0,79 | | |
| | 20 | 67 | 2,22 | 0,90 | | |
| | 21 | 69 | 2,30 | 0,81 | 2,072 | ,068 |
| | 22 | 58 | 2,52 | 0,75 | | |
| | 23 and over | 52 | 2,33 | 0,71 | | |
| I stop paying attention when I am feeling nervous in my English class. | At or under 18 | 51 | 2,12 | 0,77 | | |
| | 19 | 58 | 2,21 | 0,89 | | |
| | 20 | 67 | 1,99 | 0,79 | ,997 | ,419 |
| | 21 | 69 | 2,12 | 0,78 | | |
| | 22 | 58 | 2,17 | 0,73 | | |
| | 23 and over | 52 | 2,29 | 0,80 | | |

Table 4.13 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I never care to prepare for my English class. | At or under 18 | 51 | 1,27 | 0,60 | | |
| | 19 | 58 | 1,12 | 0,38 | | |
| | 20 | 67 | 1,19 | 0,56 | | |
| | 21 | 69 | 1,33 | 0,59 | 2,017 | ,076 |
| | 22 | 58 | 1,40 | 0,59 | | |
| | 23 and over | 52 | 1,23 | 0,47 | | |
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | At or under 18 | 51 | 1,41 | 0,64 | | |
| | 19 | 58 | 1,38 | 0,62 | | |
| | 20 | 67 | 1,55 | 0,70 | | |
| | 21 | 69 | 1,54 | 0,74 | 1,115 | ,352 |
| | 22 | 58 | 1,66 | 0,83 | | |
| | 23 and over | 52 | 1,54 | 0,78 | | |
| I tell myself that I am OK when I feel anxious in my English class. | At or under 18 | 51 | 2,31 | 0,81 | | |
| | 19 | 58 | 2,36 | 0,72 | | |
| | 20 | 67 | 2,54 | 0,68 | | |
| | 21 | 69 | 2,43 | 0,76 | 1,225 | ,297 |
| | 22 | 58 | 2,45 | 0,73 | | |
| | 23 and over | 52 | 2,23 | 0,81 | | |
| I never tell myself that difficult problems for me are also difficult for others. | At or under 18 | 51 | 1,73 | 0,72 | | |
| | 19 | 58 | 1,76 | 0,84 | | |
| | 20 | 67 | 1,66 | 0,81 | | |
| | 21 | 69 | 1,81 | 0,81 | ,331 | ,894 |
| | 22 | 58 | 1,69 | 0,88 | | |
| | 23 and over | 52 | 1,67 | 0,81 | | |
| I don't want to participate in the English class. | At or under 18 | 51 | 1,25 | 0,48 | | |
| | 19 | 58 | 1,26 | 0,52 | | |
| | 20 | 67 | 1,21 | 0,48 | ,205 | ,960 |
| | 21 | 69 | 1,26 | 0,53 | | |
| | 22 | 58 | 1,22 | 0,42 | | |
| | 23 and over | 52 | 1,19 | 0,49 | | |

Table 4.13 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I ask students around me if they understand the English class. | At or under 18 | 51 | 2,31 | 0,73 | | |
| | 19 | 58 | 2,26 | 0,76 | | |
| | 20 | 67 | 2,06 | 0,87 | 1,198 | ,310 |
| | 21 | 69 | 2,22 | 0,86 | | |
| | 22 | 58 | 2,40 | 0,79 | | |
| | 23 and over | 52 | 2,25 | 0,81 | | |
| I study hard the day before I have my English class. | At or under 18 | 51 | 2,25 | 0,72 | | |
| | 19 | 58 | 2,40 | 0,59 | | |
| | 20 | 67 | 2,31 | 0,68 | **2,765** | **,018** |
| | 21 | 69 | 2,07 | 0,79 | | |
| | 22 | 58 | 2,00 | 0,73 | | |
| | 23 and over | 52 | 2,17 | 0,65 | | |
| I take a deep breath when I feel anxious in the English class. | At or under 18 | 51 | 2,51 | 0,78 | | |
| | 19 | 58 | 2,69 | 0,63 | | |
| | 20 | 67 | 2,57 | 0,72 | | |
| | 21 | 69 | 2,55 | 0,65 | **4,508** | **,001** |
| | 22 | 58 | 2,59 | 0,68 | | |
| | 23 and over | 52 | 2,10 | 0,82 | | |
| I try not to think of people around me in the English class. | At or under 18 | 51 | 2,04 | 0,75 | | |
| | 19 | 58 | 2,03 | 0,84 | | |
| | 20 | 67 | 2,07 | 0,82 | | |
| | 21 | 69 | 2,09 | 0,78 | 1,006 | ,414 |
| | 22 | 58 | 2,28 | 0,79 | | |
| | 23 and over | 52 | 1,96 | 0,77 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | At or under 18 | 51 | 2,39 | 0,78 | | |
| | 19 | 58 | 2,53 | 0,65 | | |
| | 20 | 67 | 2,55 | 0,63 | | |
| | 21 | 69 | 2,39 | 0,73 | ,987 | ,426 |
| | 22 | 58 | 2,43 | 0,75 | | |
| | 23 and over | 52 | 2,31 | 0,78 | | |

Table 4.13 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| **Dimension of self-preparation** | At or under 18 | 51 | 6,20 | 1,06 | | |
| | 19 | 58 | 6,12 | 1,03 | | |
| | 20 | 67 | 5,96 | 1,12 | | |
| | 21 | 69 | 5,57 | 1,36 | **3,424** | **,005** |
| | 22 | 58 | 5,57 | 1,20 | | |
| | 23 and over | 52 | 5,69 | 1,02 | | |
| **Dimension of self-relaxation** | At or under 18 | 51 | 6,51 | 1,24 | | |
| | 19 | 58 | 6,74 | 1,05 | | |
| | 20 | 67 | 6,75 | 1,09 | 1,604 | ,158 |
| | 21 | 69 | 6,78 | 1,04 | | |
| | 22 | 58 | 6,90 | 1,02 | | |
| | 23 and over | 52 | 6,37 | 1,46 | | |
| **Dimension of positive thinking** | At or under 18 | 51 | 4,90 | 1,08 | | |
| | 19 | 58 | 4,88 | 1,20 | | |
| | 20 | 67 | 5,15 | 1,03 | | |
| | 21 | 69 | 5,14 | 1,10 | 1,463 | ,201 |
| | 22 | 58 | 4,97 | 1,08 | | |
| | 23 and over | 52 | 4,69 | 1,16 | | |
| **Dimension of evaluating classmates** | At or under 18 | 51 | 8,14 | 1,55 | | |
| | 19 | 58 | 8,43 | 1,59 | | |
| | 20 | 67 | 8,01 | 1,58 | **2,297** | **,045** |
| | 21 | 69 | 8,42 | 1,50 | | |
| | 22 | 58 | 8,88 | 1,61 | | |
| | 23 and over | 52 | 8,21 | 1,50 | | |
| **Dimension of inattention to the classes; dimension of abstaining from attending classes** | At or under 18 | 51 | 5,76 | 1,37 | | |
| | 19 | 58 | 6,00 | 1,35 | | |
| | 20 | 67 | 5,75 | 1,26 | ,306 | ,909 |
| | 21 | 69 | 5,77 | 1,26 | | |
| | 22 | 58 | 5,83 | 1,20 | | |
| | 23 and over | 52 | 5,79 | 1,45 | | |

Table 4.13 *(continued)*

| TOTAL SCORE | | | | | | |
|---|---|---|---|---|---|---|
| | At or under 18 | 51 | 2,10 | 0,25 | | |
| | 19 | 58 | 2,14 | 0,19 | | |
| | 20 | 67 | 2,11 | 0,22 | 1,324 | ,253 |
| | 21 | 69 | 2,11 | 0,24 | | |
| | 22 | 58 | 2,14 | 0,21 | | |
| | 23 and over | 52 | 2,05 | 0,22 | | |

Having examined the table, it was found out that F value of the statements "I try to make a habit of studying English every day.", "I am afraid that people will find fault with me", "If I know someone is judging me, it has little effect on me", and "Fear of Negative Evaluation Total Score", which are related to undergraduate students' Fear of Negative Evaluation, is significant at $p<0.05$ significance level in terms of age groups while all the other F values related to all other statements are insignificant at $p<0.05$ significance level.

These findings show that there is difference between undergraduate students' ideas about the statements "I try to make a habit of studying English every day", "I study hard the day before I have my English class", "I take a deep breath when I feel anxious in the English class", and the dimensions "self-preparation" and "evaluating classmates", which are related to anxiety coping strategies, in terms of their age groups.

As a result of the LSD Post Hoc test applied to understand from what age bracket of undergraduate students this difference originates, it has been found that undergraduate students below 18, and undergraduate students at the age bracket of 19 and 20 agree with the statement "I try to make a habit of studying English every day" more than the undergraduate students at the age of 21, 22, 23 and above.

As a result of the LSD Post Hoc test, it has been found that undergraduate students at the age bracket of 19 and 20 agree with the statement "I study hard the day before I have my English class" more than the undergraduate students at the age bracket of 21 and 22.

As a result of the LSD Post Hoc test, it has been found that undergraduate students at the age of 18 and below, and undergraduate students at the age brackets of

19, 20, 21 and 22 agree with the statement "I take a deep breath when I feel anxious in the English class" more than the undergraduate students at the age of 23 and above.

As a result of the LSD Post Hoc test, it has been found that, with the dimension "Getting prepared for the class", undergraduate students at the age of 18 and below show more agreement than the undergraduate students at the age of 21, 22, 23 and above; undergraduate students at the age of 19 show more agreement than undergraduate students at the age of 21 and 22; and undergraduate students at the age of 20 show more agreement than the undergraduate students at the age of 21.

As a result of the LSD Post Hoc test, it has been found that, with the dimension "Evaluating classmates", undergraduate students at the age of 22 show more agreement than the undergraduate students at the age of 18 and below, and than undergraduate students at the age of 20, 23 and above.

As a conclusion, it can be suggested that, compared to elder undergraduate students, younger undergraduate students try to make a habit of studying English every day, study hard the day before their English class, take a deep breath when they feel anxious in English class, and get prepared for the class beforehand more.

### 4.2.12. Findings and Discussion on Differences in Self-Ratings for the Current Level of Study, Foreign Language Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by the Duration of English Study

It has separately been surveyed whether there are differences between undergraduate students with respect to their self-ratings for the current level of study by the duration of their English study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies.

### 4.2.13. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Duration of Their English Study

To understand whether there are differences between undergraduate students with respect to their self-ratings for the current level of study by the duration of their English study, the Kruskal Wallis test has been applied and findings are presented in Table 4.14.

Table 4.14.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Duration of Their English Study*

|  | **Year** | **n** | Mean of Sequence | Chi-square | P |
|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is… | 5 years and below | 12 | 156,38 | | |
| | 6-10 years | 121 | 135,67 | 39,465 | ,000 |
| | 11-14 years | 210 | 203,89 | | |
| | 15 years and over | 12 | 173,42 | | |
| For my current level of study in English, I think my English fluency is… | 5 years and below | 12 | 161,00 | | |
| | 6-10 years | 121 | 148,39 | 20,818 | ,000 |
| | 11-14 years | 210 | 197,32 | | |
| | 15 years and over | 12 | 155,50 | | |
| For my current level of study in English, I think my grammatical accuracy in spoken English is… | 5 years and below | 12 | 119,75 | | |
| | 6-10 years | 121 | 160,17 | 13,149 | ,004 |
| | 11-14 years | 210 | 191,80 | | |
| | 15 years and over | 12 | 174,50 | | |
| For my current level of study in English, I think my overall speaking ability in English is… | 5 years and below | 12 | 132,46 | | |
| | 6-10 years | 121 | 151,39 | 19,841 | ,000 |
| | 11-14 years | 210 | 196,42 | | |
| | 15 years and over | 12 | 169,50 | | |
| **TOTAL SCORE** | 5 years and below | 12 | 126,42 | | |
| | 6-10 years | 121 | 137,94 | 36,152 | ,000 |
| | 11-14 years | 210 | 204,55 | | |
| | 15 years and over | 12 | 168,96 | | |

(*) significant at $p < 0.05$

Having examined the table, the chi-square values of undergraduate students - with respect to their self-ratings for the current level of study by the duration of their English study - specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and "Total score in self-rating for the current level of foreign language study" have been found significant at p<0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students - with respect to their self-ratings for the current level of study by the duration of their English study - relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and "Total score in self-rating for the current level of foreign language study".

As a result of the LSD Post Hoc test applied to understand from what year group of undergraduate students such difference originates, it has been found that undergraduate students at the group of 6-10 years have a "poorer English pronunciation for their current level of study in English" than the undergraduate students at group of 11-14 years.

As a result of the LSD Post Hoc test, it has been found that undergraduate students at the group of 6-10 years have a "poorer English fluency for their current level of study in English" than the undergraduate students at group of 11-14 years.

As a result of the LSD Post Hoc test, it has been found that undergraduate students who studied English for a period of 5 years or less have a "poorer grammatical accuracy in spoken English for their current level of study in English" than the undergraduate students at the group of 11-14 years.

As a result of the LSD Post Hoc test, it has been found that undergraduate students who studied English for a period of 5 years or less have a "poorer overall

speaking ability in English for their current level of study in English" than the undergraduate students at group of 11-14 years.

As a result of the LSD Post Hoc test, it has been found that undergraduate students who studied English for a period of 5 years or less have a "poorer total score in self-rating for the current level of foreign language study" than the undergraduate students at the group of 11-14 years.

**4.2.14. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Duration of Their English Study**

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by the duration of their English study, the Kruskal Wallis test has been applied and findings are presented in Table 4.15.

Table 4.15.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Duration of Their English Study*

|  | **Year** | **N** | Mean of Sequence | Chi-square | P |
|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | 5 years and less | 12 | 185,92 |  |  |
|  | 6-10 years | 121 | 200,31 |  |  |
|  | 11-14 years | 210 | 164,29 | **10,517** | **,015** |
|  | 15 years and more | 12 | 185,00 |  |  |
| I would feel less nervous about speaking English in front of others when I know them. | 5 years and less | 12 | 191,13 | ,863 | ,834 |
|  | 6-10 years | 121 | 177,09 |  |  |
|  | 11-14 years | 210 | 179,00 |  |  |
|  | 15 years and more | 12 | 156,50 |  |  |

Table 4.15 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I feel very relaxed in English class when I have studied the scheduled learning contents. | 5 years and less | 12 | 152,13 | 1,482 | ,686 |
| | 6-10 years | 121 | 183,52 | | |
| | 11-14 years | 210 | 175,90 | | |
| | 15 years and more | 12 | 185,08 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | 5 years and less | 12 | 165,46 | 1,464 | ,691 |
| | 6-10 years | 121 | 178,81 | | |
| | 11-14 years | 210 | 180,03 | | |
| | 15 years and more | 12 | 146,88 | | |
| I start to panic when I know I will be graded in English class. | 5 years and less | 12 | 160,00 | 1,178 | ,758 |
| | 6-10 years | 121 | 184,69 | | |
| | 11-14 years | 210 | 175,02 | | |
| | 15 years and more | 12 | 180,79 | | |
| I fear giving a wrong answer while answering questions in English class. | 5 years and less | 12 | 157,50 | | |
| | 6-10 years | 121 | 193,97 | 4,990 | ,173 |
| | 11-14 years | 210 | 170,75 | | |
| | 15 years and more | 12 | 164,33 | | |
| I enjoy English class when I know that we are going to discuss in English. | 5 years and less | 12 | 186,58 | | |
| | 6-10 years | 121 | 173,13 | ,517 | ,915 |
| | 11-14 years | 210 | 180,40 | | |
| | 15 years and more | 12 | 176,58 | | |
| I feel shy when I speak in English on the stage in front of the class. | 5 years and less | 12 | 166,96 | 7,698 | ,053 |
| | 6-10 years | 121 | 198,20 | | |
| | 11-14 years | 210 | 168,30 | | |
| | 15 years and more | 12 | 155,08 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | 5 years and less | 12 | 171,17 | 4,306 | ,230 |
| | 6-10 years | 121 | 180,32 | | |
| | 11-14 years | 210 | 173,84 | | |
| | 15 years and more | 12 | 234,25 | | |

Table 4.15 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am so nervous that I tremble when I am going to attend the English oral tests. | 5 years and less | 12 | 166,75 | 1,295 | ,730 |
| | 6-10 years | 121 | 180,83 | | |
| | 11-14 years | 210 | 178,68 | | |
| | 15 years and more | 12 | 148,79 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | 5 years and less | 12 | 222,58 | 2,541 | ,468 |
| | 6-10 years | 121 | 177,00 | | |
| | 11-14 years | 210 | 176,10 | | |
| | 15 years and more | 12 | 176,79 | | |
| I worry about the oral test in English class. | 5 years and less | 12 | 190,61 | 4,997 | ,172 |
| | 6-10 years | 121 | 170,23 | | |
| | 11-14 years | 210 | 155,75 | | |
| | 15 years and more | 12 | 199,96 | | |
| I would feel better about speaking in English if the class were smaller. | 5 years and less | 12 | 178,27 | 1,061 | ,786 |
| | 6-10 years | 121 | 175,62 | | |
| | 11-14 years | 210 | 194,92 | | |
| | 15 years and more | 12 | 170,42 | | |
| I feel relaxed in English class when I preview very well. | 5 years and less | 12 | 168,54 | 2,346 | ,504 |
| | 6-10 years | 121 | 182,98 | | |
| | 11-14 years | 210 | 193,88 | | |
| | 15 years and more | 12 | 180,88 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | 5 years and less | 12 | 177,06 | ,182 | ,980 |
| | 6-10 years | 121 | 177,76 | | |
| | 11-14 years | 210 | 188,71 | | |
| | 15 years and more | 12 | 210,13 | | |
| I stumble (slur or hesitate) when I answer questions in English. | 5 years and less | 12 | 204,21 | **15,756** | **,001** |
| | 6-10 years | 121 | 161,16 | | |
| | 11-14 years | 210 | 176,29 | | |
| | 15 years and more | 12 | 153,42 | | |

Table 4.15 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I like going to class when I know that oral tasks are going to be performed. | 5 years and less | 12 | 169,13 | 2,920 | ,404 |
| | 6-10 years | 121 | 183,28 | | |
| | 11-14 years | 210 | 199,67 | | |
| | 15 years and more | 12 | 178,42 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | 5 years and less | 12 | 189,57 | 2,570 | ,463 |
| | 6-10 years | 121 | 171,32 | | |
| | 11-14 years | 210 | 177,75 | | |
| | 15 years and more | 12 | 201,75 | | |
| I like to volunteer answers in English class. | 5 years and less | 12 | 180,43 | 1,950 | ,583 |
| | 6-10 years | 121 | 173,80 | | |
| | 11-14 years | 210 | 203,21 | | |
| | 15 years and more | 12 | 172,25 | | |
| I am more willing to get involved in class when the topics are interesting. | 5 years and less | 12 | 190,22 | 4,646 | ,200 |
| | 6-10 years | 121 | 169,78 | | |
| | 11-14 years | 210 | 204,33 | | |
| | 15 years and more | 12 | 205,88 | | |
| I don't feel tense in oral tests if I get more practice speaking in class. | 5 years and less | 12 | 187,55 | 3,395 | ,335 |
| | 6-10 years | 121 | 171,02 | | |
| | 11-14 years | 210 | 176,00 | | |
| | 15 years and more | 12 | 142,04 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | 5 years and less | 12 | 174,34 | 3,008 | ,390 |
| | 6-10 years | 121 | 180,42 | | |
| | 11-14 years | 210 | 208,58 | | |
| | 15 years and more | 12 | 137,21 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | 5 years and less | 12 | 181,26 | 3,466 | ,325 |
| | 6-10 years | 121 | 176,60 | | |
| | 11-14 years | 210 | 210,33 | | |
| | 15 years and more | 12 | 200,92 | | |

Table 4.15 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| Going to English conversation class makes me more nervous than going to other classes. | 5 years and less | 12 | 174,90 | ,918 | ,821 |
| | 6-10 years | 121 | 177,81 | | |
| | 11-14 years | 210 | 189,58 | | |
| | 15 years and more | 12 | 172,83 | | |
| **TOTAL SCORE** | 5 years and less | 12 | 190,51 | 2,813 | ,421 |
| | 6-10 years | 121 | 170,99 | | |
| | 11-14 years | 210 | 179,63 | | |
| | 15 years and more | 12 | | | |

Having examined the table, it has been found that chi-square values of undergraduate students with respect to their English speaking anxieties by the duration of their English study specifically relating to the statements "I would feel anxious while speaking English in class" and "I stumble (slur or hesitate) when I answer questions in English" are significant at p<0.05 level, whereas chi-values relating to all other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between undergraduate students with respect to their English speaking anxieties by the duration of their English study specifically relating to the statements "I would feel anxious while speaking English in class" and "I stumble (slur or hesitate) when I answer questions in English".

As a result of the LSD Post Hoc test applied to understand from what year group of undergraduate students such difference originates, it has been found that undergraduate students who studied English at the group of 11-14 years have responded more negatively to the statement "I would feel anxious while speaking English in class" than the undergraduate students at the age group of 6-10 years.

As a result of the LSD Post Hoc test, it has been found that undergraduate students who studied English at the group of 11-14 years have responded more negatively to the statement "I stumble (slur or hesitate) when I answer questions in English" than the undergraduate students at the age group of 6-10 years.

**4.2.15. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Duration of Their English Study**

To understand whether there are differences between undergraduate students with respect to their Fear of Negative Evaluation by the duration of their English study, the Kruskal Wallis test has been applied and the findings are presented in Table 4.16.

Table 4.16.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Duration of Their English Study*

| | **Year** | **N** | Mean of Sequence | Chi-square | P |
|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | 5 years and below | 12 | 175,21 | | |
| | 6-10 years | 121 | 184,66 | ,921 | ,820 |
| | 11-14 years | 210 | 175,03 | | |
| | 15 years and over | 12 | 165,71 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | 5 years and below | 12 | 159,38 | | |
| | 6-10 years | 121 | 183,85 | 1,688 | ,640 |
| | 11-14 years | 210 | 177,19 | | |
| | 15 years and over | 12 | 151,75 | | |
| I am frequently afraid of other people noting my shortcomings. | 5 years and below | 12 | 189,92 | | |
| | 6-10 years | 121 | 173,14 | 1,027 | ,795 |
| | 11-14 years | 210 | 178,90 | | |
| | 15 years and over | 12 | 199,42 | | |
| I rarely worry about what kind of impression I am making on someone. | 5 years and below | 12 | 236,92 | | |
| | 6-10 years | 121 | 181,58 | 5,199 | ,158 |
| | 11-14 years | 210 | 171,99 | | |
| | 15 years and over | 12 | 188,21 | | |

Table 4.16 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am afraid that others will not approve of me. | 5 years and below | 12 | 174,33 | | |
| | 6-10 years | 121 | 189,54 | 2,512 | ,473 |
| | 11-14 years | 210 | 172,29 | | |
| | 15 years and over | 12 | 165,25 | | |
| I am afraid that people will find fault with me. | 5 years and below | 12 | 191,38 | | ,270 |
| | 6-10 years | 121 | 191,10 | 3,925 | |
| | 11-14 years | 210 | 169,34 | | |
| | 15 years and over | 12 | 184,13 | | |
| Other people's opinions of me do not bother me. | 5 years and below | 12 | 123,63 | | ,259 |
| | 6-10 years | 121 | 184,07 | 4,027 | |
| | 11-14 years | 210 | 177,59 | | |
| | 15 years and over | 12 | 178,29 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | 5 years and below | 12 | 163,83 | | ,314 |
| | 6-10 years | 121 | 191,42 | 3,550 | |
| | 11-14 years | 210 | 172,12 | | |
| | 15 years and over | 12 | 159,75 | | |
| I am usually worried about what kind of impression I make. | 5 years and below | 12 | 159,67 | | |
| | 6-10 years | 121 | 189,92 | 4,233 | ,237 |
| | 11-14 years | 210 | 174,41 | | |
| | 15 years and over | 12 | 138,96 | | |
| If I know someone is judging me, it has little effect on me. | 5 years and below | 12 | 153,13 | | ,277 |
| | 6-10 years | 121 | 166,09 | 3,864 | |
| | 11-14 years | 210 | 185,91 | | |
| | 15 years and over | 12 | 184,54 | | |
| Sometimes I think I am too concerned with what other people think of me. | 5 years and below | 12 | 169,79 | | |
| | 6-10 years | 121 | 181,97 | ,338 | ,953 |
| | 11-14 years | 210 | 176,32 | | |
| | 15 years and over | 12 | 175,63 | | |

Table 4.16 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I often worry that I will say or do the wrong things. | 5 years and below | 12 | 185,79 | | |
| | 6-10 years | 121 | 198,91 | **9,042** | **,029** |
| | 11-14 years | 210 | 167,41 | | |
| | 15 years and over | 12 | 144,63 | | |
| **TOTAL SCORE** | 5 years and below | 12 | 170,46 | | |
| | 6-10 years | 121 | 191,12 | 3,045 | ,385 |
| | 11-14 years | 210 | 171,60 | | |
| | 15 years and over | 12 | 165,33 | | |

Having examined the table, it has been found that all chi-square values of undergraduate students with respect to their Fear of Negative Evaluation by the duration of their English study specifically relating to the statement " I often worry that I will say or do the wrong things" are significant at $p<0.05$ level, whereas chi-values relating to all other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between undergraduate students for their opinions with respect to their Fear of Negative Evaluation by the duration of their English study, specifically relating to the statement "I often worry that I will say or do the wrong things".

As a result of the LSD Post Hoc test applied to understand from what year group of undergraduate students such difference originates, it has been found that undergraduate students who studied English at the group of 11-14 years have responded more negatively to the statement " I often worry that I will say or do the wrong things" than the undergraduate students at the age group of 6-10 years.

As a conclusion, it may be suggested that undergraduate students at the group of 6-10 years worry more that they will say or do the wrong things than undergraduate students who studied English at the group of 11-14 years.

**4.2.16. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Duration of Their English Study**

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by the duration of their English study, the Kruskal Wallis test has been applied and findings are presented in Table 4.17.

Table 4.17.

*Findings on Differences between Undergraduate Students with Respect to Anxiety Coping Strategies by the Duration of Their English Study*

|  | **Year** | **N** | Mean of Sequence | Chi-square | P |
|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | 5 years and below | 12 | 165,13 | | |
| | 6-10 years | 121 | 211,74 | | |
| | 11-14 years | 210 | 162,51 | **26,578** | **,000** |
| | 15 years and over | 12 | 121,75 | | |
| I try to relax when I am in my English class. | 5 years and below | 12 | 168,00 | | |
| | 6-10 years | 121 | 180,81 | 1,062 | ,786 |
| | 11-14 years | 210 | 175,93 | | |
| | 15 years and over | 12 | 195,92 | | |
| I imagine myself giving a great performance in my English class. | 5 years and below | 12 | 178,42 | | |
| | 6-10 years | 121 | 175,75 | 1,983 | ,576 |
| | 11-14 years | 210 | 181,06 | | |
| | 15 years and over | 12 | 146,67 | | |
| I tell myself that others must also be anxious in the English class. | 5 years and below | 12 | 149,17 | | ,121 |
| | 6-10 years | 121 | 164,26 | 5,808 | |
| | 11-14 years | 210 | 187,06 | | |
| | 15 years and over | 12 | 186,83 | | |

Table 4.17 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I stop paying attention when I am feeling nervous in my English class. | 5 years and below | 12 | 232,38 | | |
| | 6-10 years | 121 | 184,59 | | |
| | 11-14 years | 210 | 172,17 | 5,630 | ,131 |
| | 15 years and over | 12 | 159,25 | | |
| I never care to prepare for my English class. | 5 years and below | 12 | 214,29 | | **,028** |
| | 6-10 years | 121 | 164,20 | **9,128** | |
| | 11-14 years | 210 | 182,78 | | |
| | 15 years and over | 12 | 197,17 | | |
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | 5 years and below | 12 | 128,92 | | |
| | 6-10 years | 121 | 177,38 | | |
| | 11-14 years | 210 | 180,72 | 3,981 | ,264 |
| | 15 years and over | 12 | 185,71 | | |
| I tell myself that I am OK when I feel anxious in my English class. | 5 years and below | 12 | 137,54 | | ,256 |
| | 6-10 years | 121 | 178,33 | 4,049 | |
| | 11-14 years | 210 | 178,14 | | |
| | 15 years and over | 12 | 212,71 | | |
| I never tell myself that difficult problems for me are also difficult for others. | 5 years and below | 12 | 173,58 | | |
| | 6-10 years | 121 | 184,25 | | |
| | 11-14 years | 210 | 177,28 | 3,441 | ,328 |
| | 15 years and over | 12 | 132,04 | | |
| I don't want to participate in the English class. | 5 years and below | 12 | 202,04 | | ,682 |
| | 6-10 years | 121 | 177,74 | 1,501 | |
| | 11-14 years | 210 | 177,22 | | |
| | 15 years and over | 12 | 170,25 | | |
| I ask students around me if they understand the English class. | 5 years and below | 12 | 202,21 | | |
| | 6-10 years | 121 | 189,96 | | |
| | 11-14 years | 210 | 173,54 | **9,102** | **,028** |
| | 15 years and over | 12 | 111,33 | | |

Table 4.17 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I study hard the day before I have my English class. | 5 years and below | 12 | 170,04 | | |
| | 6-10 years | 121 | 207,60 | | **,000** |
| | 11-14 years | 210 | 161,85 | | |
| | 15 years and over | 12 | 170,04 | **18,210** | |
| I take a deep breath when I feel anxious in the English class. | 5 years and below | 12 | 117,67 | | |
| | 6-10 years | 121 | 186,67 | | |
| | 11-14 years | 210 | 179,61 | **11,969** | **,007** |
| | 15 years and over | 12 | 122,83 | | |
| I try not to think of people around me in the English class. | 5 years and below | 12 | 178,08 | | ,507 |
| | 6-10 years | 121 | 178,93 | 2,327 | |
| | 11-14 years | 210 | 175,14 | | |
| | 15 years and over | 12 | 218,67 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | 5 years and below | 12 | 177,29 | | ,395 |
| | 6-10 years | 121 | 189,52 | 2,975 | |
| | 11-14 years | 210 | 171,80 | | |
| | 15 years and over | 12 | 170,92 | | |
| **Dimension of self-preparation for the classes** | 5 years and below | 12 | 181,75 | | **,000** |
| | 6-10 years | 121 | 212,75 | **23,537** | |
| | 11-14 years | 210 | 159,75 | | |
| | 15 years and over | 12 | 143,17 | | |
| **Dimension of self-relaxation** | 5 years and below | 12 | 110,38 | | ,071 |
| | 6-10 years | 121 | 181,46 | 7,029 | |
| | 11-14 years | 210 | 181,32 | | |
| | 15 years and over | 12 | 152,63 | | |
| **Dimension of positive thinking** | 5 years and below | 12 | 147,21 | | ,713 |
| | 6-10 years | 121 | 177,29 | 1,369 | |
| | 11-14 years | 210 | 180,43 | | |
| | 15 years and over | 12 | 173,54 | | |

Table 4.17  *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| **Dimension of evaluating classmates** | 5 years and below | 12 | 172,88 | | |
| | 6-10 years | 121 | 185,83 | | |
| | 11-14 years | 210 | 176,08 | 2,774 | ,428 |
| | 15 years and over | 12 | 137,75 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | 5 years and below | 12 | 225,88 | | |
| | 6-10 years | 121 | 190,05 | | |
| | 11-14 years | 210 | 169,65 | 6,635 | ,084 |
| | 15 years and over | 12 | 154,67 | | |
| **TOTAL SCORE** | 5 years and below | 12 | 154,54 | | ,023 |
| | 6-10 years | 121 | 199,26 | 9,492 | |
| | 11-14 years | 210 | 169,58 | | |
| | 15 years and over | 12 | 134,33 | | |

Having examined the table, it has been found that F values of undergraduate students with respect to the Anxiety Coping Strategies by the duration of their English study specifically relating to the statements "I try to make a habit of studying English every day", "I never care to prepare for my English class", "I ask students around me if they understand the English class", "I take a deep breath when I feel anxious in the English class", dimension "Preparation for the Class" and to the item "Anxiety Coping Strategies Total Score" are significant at $p<0.05$ level, whereas all F values relating to other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between undergraduate students for their opinions with respect to the Anxiety Coping Strategies by the duration of their English study specifically relating to the statements "I try to make a habit of studying English every day", "I never care to prepare for my English class", "I ask students around me if they understand the English class", "I study hard the day before I have my English class", "I take a deep breath when I feel anxious in the English class", dimension "Preparation for the Class" and to the item "Anxiety Coping Strategies Total Score".

As a result of the LSD Post Hoc test applied to understand from what year group of undergraduate students this difference originates, it has been found that undergraduate students at 6-10 years group agree with the statement "I try to make a habit of studying English every day" more than the undergraduate students at the 11-14 years group, 15 years group and above.

As a result of the LSD Post Hoc test, it has been found that undergraduate students at the group of 6-10 years agree with the statement "I never care to prepare for my English class" less than the undergraduate students at the group of 5 years, 15 years and above.

As a result of the LSD Post Hoc test, it has been found that undergraduate students at the group of 15 years and above agree with the statement "I ask students around me if they understand the English class" less than the undergraduate students at the group of 5 years and below, 6-10 years and 11-14 years.

As a result of the LSD Post Hoc test, it has been found that undergraduate students at the group of 6-10 years agree with the statement "I study hard the day before I have my English class" more than the undergraduate students at the group of 11-14 years.

As a result of the LSD Post Hoc test, it has been found that undergraduate students at the group of 5 years and below agree with the statement "I take a deep breath when I feel anxious in the English class" less than the undergraduate students at the group of 6-10 years and 11-14 years.

As a result of the LSD Post Hoc test, it has been found that, with the dimension "Preparation for the class", undergraduate students at the group of 6-10 years show more agreement than the undergraduate students at the group of 11-14 years and 15 years and above.

As a result of the LSD Post Hoc test, it has been found that, with the dimension "Anxiety Coping Strategies Total Score", undergraduate students at the group of 6-10 years show more agreement than the undergraduate students at the group of 11-14 years, and 15 years and above.

As a conclusion, it may be suggested that, compared to the undergraduate students with longer period of English study, undergraduate students with shorter period of English study try to make a habit of studying English every day, study hard the day before their English class, take a deep breath when they feel anxious in the English class, and prepare for the class more.

### 4.2.17. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study, Foreign Language Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by Grade

It has separately been surveyed whether there are differences between undergraduate students with respect to their self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by grade.

### 4.2.18. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by Grade

To understand whether there are differences between undergraduate students with respect to their self-ratings for the current level of study by grade, the One-Way Analysis of Variance has been applied and findings are presented in Table 4.18.

Table 4.18.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by Grade*

| | Grade | n | Arithmetic Mean | Standard Deviation | F | P |
|---|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Prep. Class | 52 | 2,88 | 0,78 | 10,822 | ,000 |
| | 1 | 107 | 3,30 | 0,88 | | |
| | 2 | 106 | 3,52 | 0,93 | | |
| | 3 | 47 | 3,85 | 0,75 | | |
| | 4 | 43 | 3,74 | 0,66 | | |
| For my current level of study in English, I think my English fluency … | Prep. Class | 52 | 2,58 | 1,05 | 5,400 | ,000 |
| | 1 | 107 | 2,82 | 0,93 | | |
| | 2 | 106 | 3,06 | 0,92 | | |
| | 3 | 47 | 3,23 | 0,84 | | |
| | 4 | 43 | 3,26 | 0,69 | | |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Prep. Class | 52 | 2,88 | 1,00 | 8,696 | ,000 |
| | 1 | 107 | 3,36 | 0,77 | | |
| | 2 | 106 | 3,45 | 0,93 | | |
| | 3 | 47 | 3,72 | 0,77 | | |
| | 4 | 43 | 3,79 | 0,80 | | |
| For my current level of study in English, my overall speaking ability in spoken English is … | Prep. Class | 52 | 2,75 | 0,79 | 6,487 | ,000 |
| | 1 | 107 | 3,05 | 0,95 | | |
| | 2 | 106 | 3,22 | 0,92 | | |
| | 3 | 47 | 3,36 | 0,87 | | |
| | 4 | 43 | 3,58 | 0,70 | | |
| **TOTAL SCORE** | Prep. Class | 52 | 11,10 | 2,58 | 13,259 | ,000 |
| | 1 | 107 | 12,52 | 2,68 | | |
| | 2 | 106 | 13,25 | 2,84 | | |
| | 3 | 47 | 14,17 | 2,47 | | |
| | 4 | 43 | 14,37 | 2,05 | | |

(*) significant at p<0.05

Having examined the table, the chi-square values of undergraduate students - with respect to their self-ratings for the current level of study by the duration of their

English study - specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and "Total score in self-rating for the current level of foreign language study" have been found significant at $p < 0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students - with respect to their self-ratings for the current level of study by grade - specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and "Total score in self-rating for the current level of foreign language study".

As a result of the LSD Post Hoc test applied to understand from what grade of undergraduate students such difference originates, it has been found that higher grades tend to respond more positively to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and achieve a higher "Total score in self-rating for the current level of foreign language study".

### 4.2.19. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by Grade

To understand whether there are differences between undergraduate students with respect to their English speaking anxieties by grade, the One-Way Analysis of Variance has been applied and findings are presented in Table 4.19.

Table 4.19.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by Grade*

| | Grade | n | Arithmetic Mean | Standard Deviation | F | P |
|---|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Prep. Class | 52 | 3,65 | 1,17 | | |
| | 1 | 107 | 3,49 | 1,14 | | |
| | 2 | 106 | 3,27 | 1,12 | **3,174** | **,014** |
| | 3 | 47 | 2,94 | 1,07 | | |
| | 4 | 43 | 3,42 | 0,96 | | |
| I would feel less nervous about speaking English in front of others when I know them. | Prep. Class | 52 | 2,37 | 1,09 | | |
| | 1 | 107 | 2,48 | 1,03 | ,418 | ,795 |
| | 2 | 106 | 2,42 | 1,06 | | |
| | 3 | 47 | 2,57 | 0,95 | | |
| | 4 | 43 | 2,58 | 1,12 | | |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Prep. Class | 52 | 1,75 | 0,76 | | |
| | 1 | 107 | 1,82 | 0,86 | | |
| | 2 | 106 | 1,91 | 1,06 | | |
| | 3 | 47 | 1,91 | 0,69 | ,461 | ,765 |
| | 4 | 43 | 1,77 | 0,65 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | Prep. Class | 52 | 2,96 | 1,28 | | |
| | 1 | 107 | 3,14 | 1,22 | | |
| | 2 | 106 | 3,15 | 1,17 | | |
| | 3 | 47 | 2,98 | 1,11 | ,389 | ,817 |
| | 4 | 43 | 3,05 | 1,07 | | |
| I start to panic when I know I will be graded in English class. | Prep. Class | 52 | 4,00 | 1,19 | | |
| | 1 | 107 | 3,87 | 1,21 | **2,925** | **,021** |
| | 2 | 106 | 4,04 | 1,06 | | |
| | 3 | 47 | 3,62 | 1,03 | | |
| | 4 | 43 | 3,42 | 1,30 | | |
| I fear giving a wrong answer while answering questions in English class. | Prep. Class | 52 | 3,12 | 1,28 | | |
| | 1 | 107 | 3,23 | 1,22 | 1,236 | ,295 |
| | 2 | 106 | 3,36 | 1,15 | | |
| | 3 | 47 | 3,11 | 1,05 | | |
| | 4 | 43 | 2,93 | 1,03 | | |

Table 4.19. *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I enjoy English class when I know that we are going to discuss in English. | Prep. Class | 52 | 2,46 | 1,23 | | |
| | 1 | 107 | 2,40 | 0,98 | ,307 | ,873 |
| | 2 | 106 | 2,45 | 0,99 | | |
| | 3 | 47 | 2,60 | 1,06 | | |
| | 4 | 43 | 2,49 | 0,83 | | |
| I feel shy when I speak in English on the stage in front of the class. | Prep. Class | 52 | 3,12 | 1,52 | **3,851** | **,004** |
| | 1 | 107 | 3,66 | 1,24 | | |
| | 2 | 106 | 3,43 | 1,22 | | |
| | 3 | 47 | 3,04 | 1,14 | | |
| | 4 | 43 | 2,98 | 1,20 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | Prep. Class | 52 | 2,44 | 1,30 | | |
| | 1 | 107 | 2,89 | 1,24 | | |
| | 2 | 106 | 2,82 | 1,28 | 1,913 | ,108 |
| | 3 | 47 | 2,81 | 1,12 | | |
| | 4 | 43 | 3,12 | 1,16 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | Prep. Class | 52 | 2,92 | 1,28 | | |
| | 1 | 107 | 3,28 | 1,23 | | |
| | 2 | 106 | 3,08 | 1,21 | **2,748** | **,028** |
| | 3 | 47 | 2,72 | 1,10 | | |
| | 4 | 43 | 2,72 | 1,16 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | Prep. Class | 52 | 2,83 | 1,18 | | |
| | 1 | 107 | 3,08 | 1,08 | | |
| | 2 | 106 | 2,98 | 0,96 | 1,459 | ,214 |
| | 3 | 47 | 2,77 | 1,13 | | |
| | 4 | 43 | 2,72 | 0,98 | | |
| I worry about the oral test in English class. | Prep. Class | 52 | 3,21 | 1,35 | | |
| | 1 | 107 | 3,41 | 1,13 | | |
| | 2 | 106 | 3,30 | 1,20 | **2,992** | **,019** |
| | 3 | 47 | 2,81 | 1,15 | | |
| | 4 | 43 | 2,91 | 1,09 | | |
| I would feel better about speaking in English if the class were smaller. | Prep. Class | 52 | 3,12 | 1,40 | | |
| | 1 | 107 | 2,49 | 1,14 | | |
| | 2 | 106 | 2,75 | 1,14 | **2,824** | **,025** |
| | 3 | 47 | 2,87 | 1,06 | | |
| | 4 | 43 | 2,67 | 1,08 | | |

Table 4.19. *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I feel relaxed in English class when I preview very well. | Prep. Class | 52 | 1,63 | 0,71 | | |
| | 1 | 107 | 1,62 | 0,65 | | |
| | 2 | 106 | 1,66 | 0,70 | | |
| | | | | | **3,352** | **,010** |
| | 3 | 47 | 2,02 | 0,77 | | |
| | 4 | 43 | 1,74 | 0,44 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | Prep. Class | 52 | 2,02 | 1,06 | | |
| | 1 | 107 | 2,02 | 0,87 | | |
| | 2 | 106 | 1,92 | 0,79 | ,732 | ,571 |
| | 3 | 47 | 2,15 | 0,81 | | |
| | 4 | 43 | 2,09 | 0,78 | | |
| I stumble (slur or hesitate) when I answer questions in English. | Prep. Class | 52 | 3,50 | 1,26 | | |
| | 1 | 107 | 3,29 | 1,08 | | |
| | 2 | 106 | 2,98 | 1,03 | **3,620** | **,007** |
| | 3 | 47 | 2,83 | 1,17 | | |
| | 4 | 43 | 2,95 | 1,09 | | |
| I like going to class when I know that oral tasks are going to be performed. | Prep. Class | 52 | 2,40 | 1,03 | | |
| | 1 | 107 | 2,76 | 1,00 | | |
| | 2 | 106 | 2,87 | 1,06 | **3,099** | **,016** |
| | 3 | 47 | 2,87 | 0,97 | | |
| | 4 | 43 | 3,07 | 0,74 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | Prep. Class | 52 | 2,44 | 1,32 | | |
| | 1 | 107 | 2,79 | 1,30 | | |
| | 2 | 106 | 2,74 | 1,19 | 1,841 | ,120 |
| | 3 | 47 | 2,38 | 1,03 | | |
| | 4 | 43 | 2,40 | 1,07 | | |
| I like to volunteer answers in English class. | Prep. Class | 52 | 2,38 | 0,93 | | |
| | 1 | 107 | 2,59 | 0,94 | | |
| | 2 | 106 | 2,75 | 1,03 | 1,757 | ,137 |
| | 3 | 47 | 2,70 | 1,06 | | |
| | 4 | 43 | 2,84 | 0,97 | | |

Table 4.19. *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I am more willing to get involved in class when the topics are interesting. | Prep. Class | 52 | 1,92 | 0,88 | | |
| | 1 | 107 | 2,06 | 0,77 | | |
| | 2 | 106 | 1,96 | 0,83 | ,885 | ,473 |
| | 3 | 47 | 1,85 | 0,83 | | |
| | 4 | 43 | 1,84 | 0,61 | | |
| I don't feel tense in oral tests if I get more practice speaking in class. | Prep. Class | 52 | 2,33 | 1,00 | | |
| | 1 | 107 | 2,15 | 0,82 | | |
| | 2 | 106 | 2,23 | 1,07 | ,821 | ,512 |
| | 3 | 47 | 2,02 | 0,79 | | |
| | 4 | 43 | 2,12 | 0,79 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | Prep. Class | 52 | 2,98 | 1,34 | | |
| | 1 | 107 | 3,51 | 1,18 | | |
| | 2 | 106 | 3,39 | 1,14 | **2,929** | **,021** |
| | 3 | 47 | 3,70 | 1,04 | | |
| | 4 | 43 | 3,60 | 1,18 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | Prep. Class | 52 | 2,58 | 1,32 | | |
| | 1 | 107 | 3,22 | 1,20 | | |
| | 2 | 106 | 3,12 | 1,04 | **3,825** | **,005** |
| | 3 | 47 | 3,11 | 1,07 | | |
| | 4 | 43 | 3,40 | 0,95 | | |
| Going to English conversation class makes me more nervous than going to other classes. | Prep. Class | 52 | 2,87 | 1,21 | | |
| | 1 | 107 | 2,93 | 1,09 | | |
| | 2 | 106 | 2,89 | 1,21 | | |
| | | | | | ,735 | ,569 |
| | 3 | 47 | 2,64 | 1,19 | | |
| | 4 | 43 | 3,02 | 1,01 | | |
| **TOTAL SCORE** | Prep. Class | 52 | 65,00 | 13,31 | | |
| | 1 | 107 | 68,16 | 12,63 | | |
| | 2 | 106 | 67,47 | 13,94 | ,884 | ,474 |
| | 3 | 47 | 65,02 | 13,29 | | |
| | 4 | 43 | 65,84 | 11,11 | | |

Having examined the table, F values of undergraduate students - with respect to their English speaking anxieties by grade - specifically relating to the statements "I would feel anxious while speaking English in class", "I start to panic when I know I will

be graded in English class", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I worry about the oral test in English class", "I would feel better about speaking in English if the class were smaller", "I feel relaxed in English class when I preview very well", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", and "I feel pressure when my teacher corrects my oral mistakes in class" have been found significant at $p<0.05$ level, and F values relating to all other statements have been found insignificant at $p>0.05$ level.

Such findings demonstrate that there are differences between the opinions of undergraduate students with respect to their English speaking anxieties by grade - specifically relating to the statements "I would feel anxious while speaking English in class", "I start to panic when I know I will be graded in English class", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I worry about the oral test in English class", "I would feel better about speaking in English if the class were smaller", "I feel relaxed in English class when I preview very well", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", " I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", and "I feel pressure when my teacher corrects my oral mistakes in class".

As a result of the LSD Post Hoc test applied to understand from what grade of undergraduate students such difference originates, it has been found that, with the statement "I would feel anxious while speaking English in class" undergraduate students at preparatory class show more agreement than undergraduate students at grade 2 and 3; and undergraduate students at grade 1 and 4 show more agreement than undergraduate students at grade 3.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I start to panic when I know I will be graded in English class" undergraduate students at preparatory class, at grade 1 and 2 show more agreement than undergraduate students at

grade 4; and undergraduate students at grade 2 show more agreement than undergraduate students at grade 3.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I feel shy when I speak in English on the stage in front of the class" undergraduate students at grade 1 show more agreement than undergraduate students at preparatory class, at grade 3 and 4.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I am so nervous that I tremble when I am going to attend the English oral tests" undergraduate students at grade 1 show more agreement than undergraduate students at grade 3 and 4.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I worry about the oral test in English class" undergraduate students at grade 1 show more agreement than undergraduate students at grade 3 and 4.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I would feel better about speaking in English if the class were smaller" undergraduate students at preparatory class show more agreement than undergraduate students at grade 1.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I feel relaxed in English class when I preview very well" undergraduate students at grade 3 show more agreement than undergraduate students at preparatory class, at grade 2 and 3.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I stumble (slur or hesitate) when I answer questions in English" undergraduate students at preparatory class show more agreement than undergraduate students at grade 2, 3, 4; and undergraduate students at grade 1 show more agreement than undergraduate students at grade 2, 3.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I like going to class when I know that oral (English) tasks are going to be performed", undergraduate students at grade 1, 2, 3, 4 show more agreement than undergraduate students at preparatory class.

As a result of the LSD Post Hoc test, it has been found that, with the statement "
I feel uncomfortable when my teacher asks other students to correct my oral mistakes in
class", undergraduate students at grade 1, 2, 4 show more agreement than undergraduate
students at preparatory class.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I
feel pressure when my teacher corrects my oral mistakes in class", undergraduate
students at grade 1, 2, 3, 4 show more agreement than undergraduate students at
preparatory class.

### 4.2.20. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by Grade

To understand whether there are differences between undergraduate students
with respect to the Fear of Negative Evaluation by grade, the One-Way Analysis of
Variance has been applied and findings are presented in Table 4.20.

Table 4.20.

*Findings on Differences between Undergraduate Students with Respect to Their Fears
of Negative Evaluation by Grade*

| | Grade | n | Arithmetic Mean | Standard Deviation | F | P |
|---|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Prep. Class | 52 | 2,60 | 1,29 | | |
| | 1 | 107 | 2,81 | 1,13 | | |
| | 2 | 106 | 2,72 | 1,12 | ,432 | ,786 |
| | 3 | 47 | 2,68 | 1,09 | | |
| | 4 | 43 | 2,60 | 1,28 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Prep. Class | 52 | 3,12 | 1,31 | | |
| | 1 | 107 | 3,45 | 1,30 | | |
| | 2 | 106 | 3,24 | 1,18 | 1,608 | ,172 |
| | 3 | 47 | 3,64 | 1,07 | | |
| | 4 | 43 | 3,28 | 1,05 | | |

Table 4.20 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I am frequently afraid of other people noting my shortcomings. | Prep. Class | 52 | 2,46 | 1,28 | | |
| | 1 | 107 | 2,59 | 1,24 | | |
| | 2 | 106 | 2,65 | 1,17 | ,343 | ,849 |
| | 3 | 47 | 2,72 | 1,19 | | |
| | 4 | 43 | 2,58 | 1,16 | | |
| I rarely worry about what kind of impression I am making on someone. | Prep. Class | 52 | 2,77 | 1,23 | | |
| | 1 | 107 | 2,82 | 1,21 | | |
| | 2 | 106 | 2,79 | 1,39 | ,336 | ,854 |
| | 3 | 47 | 2,89 | 1,05 | | |
| | 4 | 43 | 3,02 | 1,24 | | |
| I am afraid that others will not approve of me. | Prep. Class | 52 | 2,60 | 1,35 | | |
| | 1 | 107 | 2,90 | 1,21 | | |
| | 2 | 106 | 2,65 | 1,07 | **2,960** | **,020** |
| | 3 | 47 | 2,72 | 1,35 | | |
| | 4 | 43 | 2,16 | 1,11 | | |
| I am afraid that people will find fault with me. | Prep. Class | 52 | 2,60 | 1,42 | | |
| | 1 | 107 | 2,64 | 1,28 | | |
| | 2 | 106 | 2,77 | 1,20 | ,807 | ,521 |
| | 3 | 47 | 2,64 | 1,24 | | |
| | 4 | 43 | 2,37 | 1,11 | | |
| Other people's opinions of me do not bother me. | Prep. Class | 52 | 3,54 | 1,32 | | |
| | 1 | 107 | 3,45 | 1,26 | | |
| | 2 | 106 | 3,57 | 1,22 | ,125 | ,974 |
| | 3 | 47 | 3,53 | 1,21 | | |
| | 4 | 43 | 3,53 | 1,40 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Prep. Class | 52 | 2,85 | 1,29 | | |
| | 1 | 107 | 3,10 | 1,27 | | |
| | 2 | 106 | 3,14 | 1,17 | 1,732 | ,142 |
| | 3 | 47 | 2,96 | 1,25 | | |
| | 4 | 43 | 2,63 | 1,20 | | |

Table 4.20 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I am usually worried about what kind of impression I make. | Prep. Class | 52 | 3,04 | 1,20 | | |
| | 1 | 107 | 3,31 | 1,20 | | |
| | 2 | 106 | 3,23 | 1,17 | 2,003 | ,094 |
| | 3 | 47 | 3,30 | 1,25 | | |
| | 4 | 43 | 2,74 | 1,35 | | |
| If I know someone is judging me, it has little effect on me. | Prep. Class | 52 | 3,04 | 1,20 | | |
| | 1 | 107 | 3,36 | 1,14 | | |
| | 2 | 106 | 3,57 | 1,12 | 2,344 | ,054 |
| | 3 | 47 | 3,55 | 1,19 | | |
| | 4 | 43 | 3,21 | 1,15 | | |
| Sometimes I think I am too concerned with what other people think of me. | Prep. Class | 52 | 2,96 | 1,25 | | |
| | 1 | 107 | 3,31 | 1,24 | | |
| | 2 | 106 | 3,13 | 1,18 | 1,541 | ,190 |
| | 3 | 47 | 3,21 | 1,32 | | |
| | 4 | 43 | 2,81 | 1,30 | | |
| I often worry that I will say or do the wrong things. | Prep. Class | 52 | 3,50 | 1,36 | | |
| | 1 | 107 | 3,08 | 1,23 | | |
| | 2 | 106 | 3,18 | 1,19 | **2,624** | **,035** |
| | 3 | 47 | 2,74 | 1,26 | | |
| | 4 | 43 | 2,93 | 1,20 | | |
| **TOTAL SCORE** | Prep. Class | 52 | 35,06 | 9,00 | | |
| | 1 | 107 | 36,82 | 8,33 | | |
| | 2 | 106 | 36,63 | 8,26 | 1,231 | ,297 |
| | 3 | 47 | 36,60 | 9,28 | | |
| | 4 | 43 | 33,88 | 8,91 | | |

Having examined the table, it has been found that all F values of undergraduate students with respect to the Fear of Negative Evaluation by grade specifically relating to the statements "I am afraid that others will not approve of me" and "I often worry that I

will say or do the wrong things" are significant at p<0.05 level, whereas all F values relating to all other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students - with respect to the Fear of Negative Evaluation by grade - specifically relating to the statements "I am afraid that others will not approve of me", and "I often worry that I will say or do the wrong things".

As a result of the LSD Post Hoc test applied to understand from what grade of undergraduate students such difference originates, it has been found that, with the statement "I am afraid that others will not approve of me", undergraduate students at grade 1, 2, 3 show more agreement than undergraduate students at grade 4.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I often worry that I will say or do the wrong things", undergraduate students at preparatory class show more agreement than undergraduate students at grade 1, 3, 4.

### 4.2.21. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by Grade

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by grade, the One-Way Analysis of Variance has been applied and findings are presented in Table 4.21.

Table 4.21.

*Findings on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by Grade*

|  | **Grade** | **n** | Arithmetic Mean | Standard deviation | F | P |
|---|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Prep. Class | 52 | 2,75 | 0,52 |  |  |
|  | 1 | 107 | 2,64 | 0,62 |  |  |
|  | 2 | 106 | 2,45 | 0,62 | **30,517** | **,000** |
|  | 3 | 47 | 1,77 | 0,79 |  |  |
|  | 4 | 43 | 1,77 | 0,65 |  |  |

Table 4.21 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I try to relax when I am in my English class. | Prep. Class | 52 | | | | |
| | | | 2,56 | 0,61 | | |
| | 1 | 107 | 2,79 | 0,51 | | |
| | 2 | 106 | 2,61 | 0,59 | 1,932 | ,105 |
| | 3 | 47 | 2,66 | 0,56 | | |
| | 4 | 43 | 2,60 | 0,66 | | |
| I imagine myself giving a great performance in my English class. | Prep. Class | 52 | 2,56 | 0,70 | | |
| | 1 | 107 | 2,71 | 0,58 | | |
| | 2 | 106 | 2,52 | 0,68 | 1,766 | ,135 |
| | 3 | 47 | 2,51 | 0,66 | | |
| | 4 | 43 | 2,47 | 0,70 | | |
| I tell myself that others must also be anxious in the English class. | Prep. Class | 52 | 1,94 | 0,70 | | |
| | 1 | 107 | 2,36 | 0,79 | | |
| | 2 | 106 | 2,43 | 0,77 | **4,838** | **,001** |
| | 3 | 47 | 2,13 | 0,88 | | |
| | 4 | 43 | 2,49 | 0,77 | | |
| I stop paying attention when I am feeling nervous in my English class. | Prep. Class | 52 | 2,27 | 0,82 | | |
| | 1 | 107 | 2,09 | 0,83 | | |
| | 2 | 106 | 2,15 | 0,81 | ,479 | ,751 |
| | 3 | 47 | 2,13 | 0,71 | | |
| | 4 | 43 | 2,09 | 0,72 | | |
| I never care to prepare for my English class. | Prep. Class | 52 | 1,19 | 0,49 | | |
| | 1 | 107 | 1,19 | 0,52 | | |
| | 2 | 106 | 1,18 | 0,43 | **6,005** | **,000** |
| | 3 | 47 | 1,57 | 0,68 | | |
| | 4 | 43 | 1,37 | 0,62 | | |
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Prep. Class | 52 | 1,46 | 0,61 | | |
| | 1 | 107 | 1,43 | 0,66 | | |
| | 2 | 106 | 1,57 | 0,76 | 1,676 | ,155 |
| | 3 | 47 | 1,72 | 0,80 | | |
| | 4 | 43 | 1,44 | 0,80 | | |
| I tell myself that I am OK when I feel anxious in my English class. | Prep. Class | 52 | 2,13 | 0,77 | | |
| | 1 | 107 | 2,56 | 0,66 | | |
| | 2 | 106 | 2,37 | 0,76 | **3,010** | **,018** |
| | 3 | 47 | 2,36 | 0,74 | | |
| | 4 | 43 | 2,42 | 0,85 | | |

Table 4.20 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I never tell myself that difficult problems for me are also difficult for others. | Prep. Class | 52 | 1,77 | 0,83 | | |
| | 1 | 107 | 1,88 | 0,83 | | |
| | 2 | 106 | 1,63 | 0,77 | 2,371 | ,052 |
| | 3 | 47 | 1,49 | 0,75 | | |
| | 4 | 43 | 1,74 | 0,85 | | |
| I don't want to participate in the English class. | Prep. Class | 52 | 1,27 | 0,53 | | |
| | 1 | 107 | 1,21 | 0,43 | | |
| | 2 | 106 | 1,19 | 0,48 | ,975 | ,421 |
| | 3 | 47 | 1,34 | 0,56 | | |
| | 4 | 43 | 1,26 | 0,49 | | |
| I ask students around me if they understand the English class. | Prep. Class | 52 | 2,40 | 0,72 | | |
| | 1 | 107 | 2,30 | 0,77 | | |
| | 2 | 106 | 2,26 | 0,83 | 2,384 | ,051 |
| | 3 | 47 | 2,17 | 0,84 | | |
| | 4 | 43 | 1,93 | 0,88 | | |
| I study hard the day before I have my English class. | Prep. Class | 52 | 2,44 | 0,57 | | |
| | 1 | 107 | 2,38 | 0,65 | | |
| | 2 | 106 | 2,28 | 0,67 | **15,606** | **,000** |
| | 3 | 47 | 1,66 | 0,67 | | |
| | 4 | 43 | 1,84 | 0,69 | | |
| I take a deep breath when I feel anxious in the English class. | Prep. Class | 52 | 2,31 | 0,85 | | |
| | 1 | 107 | 2,78 | 0,55 | | |
| | 2 | 106 | 2,58 | 0,69 | **8,704** | **,000** |
| | 3 | 47 | 2,26 | 0,67 | | |
| | 4 | 43 | 2,21 | 0,86 | | |
| I try not to think of people around me in the English class. | Prep. Class | 52 | 1,96 | 0,74 | | |
| | 1 | 107 | 2,07 | 0,83 | | |
| | 2 | 106 | 2,10 | 0,80 | ,469 | ,758 |
| | 3 | 47 | 2,15 | 0,78 | | |
| | 4 | 43 | 2,14 | 0,77 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Prep. Class | 52 | 2,40 | 0,72 | | |
| | 1 | 107 | 2,61 | 0,64 | | |
| | 2 | 106 | 2,38 | 0,74 | 2,267 | ,062 |
| | 3 | 47 | 2,30 | 0,78 | | |
| | 4 | 43 | 2,37 | 0,76 | | |

Table 4.20 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| **Dimension of self-preparation for the classes** | Prep. Class | 52 | 6,38 | 0,89 | | |
| | 1 | 107 | 6,22 | 1,08 | | |
| | 2 | 106 | 5,92 | 1,09 | **21,847** | **,000** |
| | 3 | 47 | 5,00 | 1,08 | | |
| | 4 | 43 | 4,98 | 1,01 | | |
| **Dimension of self-relaxation** | Prep. Class | 52 | 6,33 | 1,13 | | |
| | 1 | 107 | 6,99 | 1,03 | | |
| | 2 | 106 | 6,75 | 1,13 | **4,954** | **,001** |
| | 3 | 47 | 6,64 | 1,17 | | |
| | 4 | 43 | 6,26 | 1,29 | | |
| **Dimension of positive thinking** | Prep. Class | 52 | 4,69 | 1,18 | | |
| | 1 | 107 | 5,27 | 0,96 | | |
| | 2 | 106 | 4,89 | 1,14 | **3,149** | **,015** |
| | 3 | 47 | 4,87 | 1,15 | | |
| | 4 | 43 | 4,88 | 1,16 | | |
| **Dimension of evaluating classmates** | Prep. Class | 52 | 8,08 | 1,62 | | |
| | 1 | 107 | 8,60 | 1,43 | | |
| | 2 | 106 | 8,43 | 1,70 | 1,985 | ,096 |
| | 3 | 47 | 7,94 | 1,47 | | |
| | 4 | 43 | 8,30 | 1,55 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | Prep. Class | 52 | 5,94 | 1,47 | | |
| | 1 | 107 | 5,91 | 1,20 | | |
| | 2 | 106 | 5,72 | 1,29 | ,475 | ,754 |
| | 3 | 47 | 5,77 | 1,45 | | |
| | 4 | 43 | 5,72 | 1,22 | | |
| **TOTAL SCORE** | Prep. Class | 52 | 2,09 | 0,22 | | |
| | 1 | 107 | 2,20 | 0,19 | | |
| | 2 | 106 | 2,11 | 0,22 | **9,625** | **,000** |
| | 3 | 47 | 2,01 | 0,23 | | |
| | 4 | 43 | 2,01 | 0,22 | | |

Having examined the table, it has been found that F values of undergraduate students with respect to the Anxiety Coping Strategies by grade, specifically relating to the statements "I try to make a habit of studying English every day", "I tell myself that others must also be anxious in the English class", "I never care to prepare for my

English class", "I tell myself that I am OK when I feel anxious in my English class", "I study hard the day before I have my English class", and "I take a deep breath when I feel anxious in the English class", and the dimensions "preparation for the class", "self-relaxation" and "positive thinking" and to the item "Anxiety Coping Strategies Total Score" are significant at p<0.05 level, whereas all F values relating to other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between undergraduate students as to their opinions with respect to the Anxiety Coping Strategies by grade, specifically relating to the statements " I try to make a habit of studying English every day", "I tell myself that others must also be anxious in the English class", "I never care to prepare for my English class", "I tell myself that I am OK when I feel anxious in my English class", "I study hard the day before I have my English class", and "I take a deep breath when I feel anxious in the English class", and the dimensions "preparation for the class", "self-relaxation" and "positive thinking" and to the item "Anxiety Coping Strategies Total Score".

As a result of the LSD Post Hoc test applied to understand from what grade of undergraduate students such difference originates, it has been found that, with the statement "I try to make a habit of studying English every day", undergraduate students at preparatory class show more agreement than undergraduate students at grade 2, 3, and 4.

As a result of the LSD Post Hoc test, it has been found that, with the statement "I tell myself that others must also be anxious in the English class", undergraduate students at grade 1, 2 and 4 show more agreement than the undergraduate students at preparatory class.

As a result of the LSD Post Hoc test, it has been found that with the statement "I never care to prepare for English class", undergraduate students at grade 3 show more agreement than undergraduate students at preparatory class, at grade 1 and 2.

As a result of the LSD Post Hoc test, it has been observed that undergraduate students at grade 1 conduct the attitude "I tell myself that I am OK when I feel anxious in my English class" more than the undergraduate students at preparatory class.

As a result of the LSD Post Hoc test, it has been observed that undergraduate students at preparatory class, at grade 2 and 3 conduct the attitude "I study hard the day before I have my English class" more than the undergraduate students at grade 3 and 4.

As a result of the LSD Post Hoc test, it has been observed that undergraduate students at grade 1 conduct the attitude "I take a deep breath when I feel anxious in the English class" more than undergraduate students at preparatory class, at grade 2, 3 and 4; and undergraduate students at grade 2 conduct the same attitude more than undergraduate students at preparatory class, at grade 3 and 4.

As a result of the LSD Post Hoc test, it has been observed that undergraduate students at preparatory class and at grade 1 conduct the attitude "caring to prepare for the class" more than undergraduate students at grade 2, 3 and 4; and undergraduate students at grade 2 conduct the same attitude more than undergraduate students at grade 4.

As a result of the LSD Post Hoc test, it has been observed that undergraduate students at grade 1 and 2 conduct the attitude "self-relaxation" more than undergraduate students at preparatory class; and undergraduate students at grade 1 and 2 conduct the same attitude more than undergraduate students at grade 4.

As a result of the LSD Post Hoc test, it has been observed that undergraduate students at grade 1 conduct the attitude "positive thinking" more than undergraduate students at preparatory class, at grade 2 and 3.

As a result of the LSD Post Hoc test, it has been found that "Anxiety Coping Strategies Total Score" of undergraduate students at grade 1 is higher than those of undergraduate students at preparatory class, at grade 2 and 3; and that same score of undergraduate students at grade 2 is higher than those of undergraduate students at grade 3 and 4.

**4.2.23. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study, Foreign Language Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country**

It has separately been surveyed whether there are differences between undergraduate students with respect to self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by past experience of travelling to an English-speaking country or living in such a country.

**4.2.24. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country**

To understand whether there are differences between undergraduate students with respect to self-ratings for the current level of study by past experience of travelling to an English-speaking country or living in such a country, the Mann Whitney U test has been applied and findings are presented in Table 4.22.

Table 4.22.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country*

|  | **Answer** | **n** | Mean Rank | Sum of Ranks | U | P |
|---|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Yes | 342 | 175,89 | 60155,00 | **1502,000** | **,034** |
|  | No | 13 | 233,46 | 3035,00 |  |  |
| For my current level of study in English, I think my English fluency … | Yes | 342 | 176,92 | 60508,00 | 1855,000 | ,281 |
|  | No | 13 | 206,31 | 2682,00 |  |  |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Yes | 342 | 178,33 | 60988,00 | 2111,000 | ,740 |
|  | No | 13 | 169,38 | 2202,00 |  |  |

Table 4.22 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| For my current level of study in English, my overall speaking ability in spoken English is … | Yes | 342 | 175,42 | 59994,50 | **1341,500** | **,009** |
| | No | 13 | 245,81 | 3195,50 | | |
| **TOTAL SCORE** | Yes | 342 | 176,19 | 60257,50 | 1604,500 | ,086 |
| | No | 13 | 225,58 | 2932,50 | | |

(*) significant at p<0.05

Having examined the table, it has been found that U values of undergraduate students with respect to self-ratings for the current level of study by past experience of travelling to an English-speaking country or living in such a country, specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ..." and "For my current level of study in English, I think my overall speaking ability in English is…" are significant at p<0.05 level, whereas all F values relating to other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between undergraduate students' answers with respect to self-ratings for the current level of study by past experience of travelling to an English-speaking country or living in such a country, specifically to the statements "For my current level of study in English, I think my English pronunciation is ..." and "For my current level of study in English, I think my overall speaking ability in English is…".

Having examined the table, it is observed that the mean rank of answers to statements "For my current level of study in English, I think my English pronunciation is ..." and "For my current level of study in English, I think my overall speaking ability in English is…" by undergraduate students with no past experience of travelling to an English-speaking country or living in such a country is higher compared to the undergraduate students having a past experience of travelling to an English-speaking country or living in such a country.

In other words, undergraduate students with no past experience of travelling to an English-speaking country or living in such a country have responded to the statements "For my current level of study in English, I think my English pronunciation is ..." and "For my current level of study in English, I think my overall speaking ability

in English is…" more positively than the undergraduate students having a past experience of travelling to an English-speaking country or living in such a country.

### 4.2.25. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by past experience of travelling to an English-speaking country or living in such a country, the Mann Whitney U test has been applied and findings are presented in Table 4.23.

Table 4.23.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country*

|  | **Answer** | **n** | Mean Rank | Sum of Ranks | U | P |
|---|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Yes | 342 | 179,74 | 61472,50 | 1626,500 | ,086 |
|  | No | 13 | 132,12 | 1717,50 |  |  |
| I would feel less nervous about speaking English in front of others when I know them. | Yes | 342 | 178,15 | 60928,00 | 2171,000 | ,878 |
|  | No | 13 | 174,00 | 2262,00 |  |  |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Yes | 342 | 176,26 | 60282,00 |  |  |
|  | No | 13 | 223,69 | 2908,00 | 1629,000 | ,076 |
| I am anxious in class when I am the only person answering the question advanced by my teacher in Englisgh class. | Yes | 342 | 178,87 | 61174,00 |  |  |
|  | No | 13 | 155,08 | 2016,00 | 1925,000 | ,397 |
| I start to panic when I know I will be graded in English class. | Yes | 342 | 180,56 | 61752,00 |  |  |
|  | No | 13 | 110,62 | 1438,00 | **1347,000** | **,011** |
| I fear giving a wrong answer while answering questions in English class. | Yes | 342 | 179,31 | 61325,50 | 1773,500 | ,201 |
|  | No | 13 | 143,42 | 1864,50 |  |  |

Table 4.23 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I enjoy English class when I know that we are going to discuss in English. | Yes | 342 | 179,23 | 61296,00 | 1803,000 | ,227 |
| | No | 13 | 145,69 | 1894,00 | | |
| I feel shy when I speak in English on the stage in front of the class. | Yes | 342 | 179,14 | 61265,00 | 1834,000 | ,271 |
| | No | 13 | 148,08 | 1925,00 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | Yes | 342 | 178,37 | 61003,00 | 2096,000 | ,719 |
| | No | 13 | 168,23 | 2187,00 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | Yes | 342 | 179,28 | 61314,00 | 1785,000 | ,214 |
| | No | 13 | 144,31 | 1876,00 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | Yes | 342 | 178,32 | 60985,00 | 2114,000 | ,755 |
| | No | 13 | 169,62 | 2205,00 | | |
| I worry about the oral test in English class. | Yes | 342 | 179,88 | 61518,50 | 1580,500 | ,068 |
| | No | 13 | 128,58 | 1671,50 | | |
| I would feel better about speaking in English if the class were smaller. | Yes | 342 | 176,27 | 60285,00 | 1632,000 | ,092 |
| | No | 13 | 223,46 | 2905,00 | | |
| I feel relaxed in English class when I preview very well. | Yes | 342 | 178,58 | 61073,00 | 2026,000 | ,544 |
| | No | 13 | 162,85 | 2117,00 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | Yes | 342 | 177,28 | 60628,50 | 1975,500 | ,455 |
| | No | 13 | 197,04 | 2561,50 | | |
| I stumble (slur or hesitate) when I answer questions in English. | Yes | 342 | 179,55 | 61405,50 | | |
| | No | 13 | 137,27 | 1784,50 | 1693,500 | ,132 |
| I like going to class when I know that oral tasks are going to be performed. | Yes | 342 | 179,99 | 61556,00 | 1543,000 | ,051 |
| | No | 13 | 125,69 | 1634,00 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | Yes | 342 | 179,39 | 61351,50 | | |
| | No | 13 | 141,42 | 1838,50 | 1747,500 | ,178 |

Table 4.23 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I like to volunteer answers in English class. | Yes | 342 | 178,85 | 61168,00 | 1931,000 | ,401 |
| | No | 13 | 155,54 | 2022,00 | | |
| I am more willing to get involved in class when the topics are interesting. | Yes | 342 | 178,32 | 60985,50 | | |
| | No | 13 | 169,58 | 2204,50 | 2113,500 | ,742 |
| I don't feel tense in oral tests if I get more practice speaking in class. | Yes | 342 | 178,21 | 60947,00 | | |
| | No | 13 | 172,54 | 2243,00 | 2152,000 | ,833 |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | Yes | 342 | 177,69 | 60771,00 | | |
| | No | 13 | 186,08 | 2419,00 | 2118,000 | ,765 |
| I feel pressure when my teacher corrects my oral mistakes in class. | Yes | 342 | 176,52 | 60369,00 | 1716,000 | ,149 |
| | No | 13 | 217,00 | 2821,00 | | |
| Going to English conversation class makes me more nervous than going to other classes. | Yes | 342 | 180,91 | 61870,00 | **1229,000** | **,005** |
| | No | 13 | 101,54 | 1320,00 | | |
| **TOTAL SCORE** | Yes | 342 | 179,46 | 61374,50 | 1724,500 | ,170 |
| | No | 13 | 139,65 | 1815,50 | | |

Having examined the table, it has been found that U values of undergraduate students with respect to English speaking anxieties by past experience of travelling to an English-speaking country or living in such a country, specifically relating to the statements "I start to panic when I know I will be graded in English class" and "Going to English conversation class makes me more nervous than going to other classes" are significant at p<0.05 level, whereas F values relating to all other statements are insignificant at p>0.05 level.

Having examined the table, it has been found that U values of undergraduate students with respect to English speaking anxieties by past experience of travelling to an English-speaking country or living in such a country, specifically relating to the statements "I start to panic when I know I will be graded in English class" and "Going to English conversation class makes me more nervous than going to other classes" are significant at p<0.05 level, whereas F values relating to all other statements are insignificant at p>0.05 level.

Having examined the table, it is observed that the mean rank of answers to statements "I start to panic when I know I will be graded in English class" and "Going to English conversation class makes me more nervous than going to other classes" by undergraduate students having past experience of travelling to an English-speaking country or living in such a country is higher compared to the undergraduate students with no past experience of travelling to an English-speaking country or living in such a country.

In other words, undergraduate students with no past experience of travelling to an English-speaking country or living in such a country have responded to the statements "I start to panic when I know I will be graded in English class" and "Going to English conversation class makes me more nervous than going to other classes" more positively than undergraduate students having past experience of travelling to an English-speaking country or living in such a country.

### 4.2.26. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country

To understand whether there are differences between undergraduate students with respect to the Fear of Negative Evaluation by past experience of travelling to an English-speaking country or living in such a country, the Mann Whitney U test has been applied and findings are presented in Table 4.24.

Table 4.24.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country*

| | Answer | n | Mean Rank | Sum of Ranks | U | P |
|---|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Yes | 342 | 178,55 | 61064,00 | 2035,000 | ,594 |
| | No | 13 | 163,54 | 2126,00 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Yes | 342 | 178,46 | 61035,00 | 2064,000 | ,652 |
| | No | 13 | 165,77 | 2155,00 | | |
| I am frequently afraid of other people noting my shortcomings. | Yes | 342 | 178,20 | 60945,00 | 2154,000 | ,845 |
| | No | 13 | 172,69 | 2245,00 | | |
| I rarely worry about what kind of impression I am making on someone. | Yes | 342 | 177,86 | 60828,00 | 2175,000 | ,892 |
| | No | 13 | 181,69 | 2362,00 | | |
| I am afraid that others will not approve of me. | Yes | 342 | 179,31 | 61323,00 | 1776,000 | ,206 |
| | No | 13 | 143,62 | 1867,00 | | |
| I am afraid that people will find fault with me. | Yes | 342 | 179,22 | 61292,50 | 1806,500 | ,239 |
| | No | 13 | 145,96 | 1897,50 | | |
| Other people's opinions of me do not bother me. | Yes | 342 | 177,68 | 60765,00 | 2112,000 | ,753 |
| | No | 13 | 186,54 | 2425,00 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Yes | 342 | 179,43 | 61364,00 | 1735,000 | ,168 |
| | No | 13 | 140,46 | 1826,00 | | |
| I am usually worried about what kind of impression I make. | Yes | 342 | 178,23 | 60954,50 | 2144,500 | ,824 |
| | No | 13 | 171,96 | 2235,50 | | |
| If I know someone is judging me, it has little effect on me. | Yes | 342 | 177,82 | 60814,50 | 2161,500 | ,861 |
| | No | 13 | 182,73 | 2375,50 | | |
| Sometimes I think I am too concerned with what other people think of me. | Yes | 342 | 178,90 | 61183,00 | 1916,000 | ,386 |
| | No | 13 | 154,38 | 2007,00 | | |
| I often worry that I will say or do the wrong things. | Yes | 342 | 180,23 | 61637,00 | **1462,000** | **,032** |
| | No | 13 | 119,46 | 1553,00 | | |
| **TOTAL SCORE** | Yes | 342 | 179,31 | 61325,00 | 1774,000 | ,216 |
| | No | 13 | 143,46 | 1865,00 | | |

Having examined the table, it has been found that U values with respect to the Fear of Negative Evaluation by past experience of travelling to an English-speaking country or living in such a country, specifically relating to the statement "I often worry that I will say or do the wrong things" are significant at p<0.05 level, whereas all other U values relating to other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between undergraduate students for their opinions with respect to the Fear of Negative Evaluation by past experience of travelling to an English-speaking country or living in such a country, specifically relating to the statement "I often worry that I will say or do the wrong things".

Having examined the table, it is observed that the mean rank of answers to statements "I often worry that I will say or do the wrong things" by undergraduate students having past experience of travelling to an English-speaking country or living in such a country is higher compared to the undergraduate students with no past experience of travelling to an English-speaking country or living in such a country.

In other words, undergraduate students with no past experience of travelling to an English-speaking country or living in such a country have responded to the statements "I often worry that I will say or do the wrong things" more positively than undergraduate students having past experience of travelling to an English-speaking country or living in such a country.

**4.2.27. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country**

To understand whether there are differences between undergraduate students with respect to the Anxiety Coping Strategies by past experience of travelling to an English-speaking country or living in such a country, the Mann Whitney U test has been applied and findings are presented in Table 4.25.

Table 4.25.

*Findings on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by Past Experience of Travelling to an English-Speaking Country or Living in Such a Country*

| | Answer | n | Mean Rank | Sum of Ranks | U | P |
|---|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Yes | 342 | 178,85 | 61165,50 | 1933,500 | ,377 |
| | No | 13 | 155,73 | 2024,50 | | |
| I try to relax when I am in my English class. | Yes | 342 | 177,23 | 60611,00 | 1958,000 | ,353 |
| | No | 13 | 198,38 | 2579,00 | | |
| I imagine myself giving a great performance in my English class. | Yes | 342 | 177,64 | 60753,00 | 2100,000 | ,683 |
| | No | 13 | 187,46 | 2437,00 | | |
| I tell myself that others must also be anxious in the English class. | Yes | 342 | 178,92 | 61190,00 | 1909,000 | ,344 |
| | No | 13 | 153,85 | 2000,00 | | |
| I stop paying attention when I am feeling nervous in my English class. | Yes | 342 | 177,64 | 60753,50 | 2100,500 | ,719 |
| | No | 13 | 187,42 | 2436,50 | | |
| I never care to prepare for my English class. | Yes | 342 | 176,83 | 60477,50 | 1824,500 | ,121 |
| | No | 13 | 208,65 | 2712,50 | | |
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Yes | 342 | 178,38 | 61004,50 | 2094,500 | ,682 |
| | No | 13 | 168,12 | 2185,50 | | |
| I tell myself that I am OK when I feel anxious in my English class. | Yes | 342 | 177,01 | 60538,00 | 1885,000 | ,298 |
| | No | 13 | 204,00 | 2652,00 | | |
| I never tell myself that difficult problems for me are also difficult for others. | Yes | 342 | 176,95 | 60518,00 | 1865,000 | ,282 |
| | No | 13 | 205,54 | 2672,00 | | |
| I don't want to participate in the English class. | Yes | 342 | 177,87 | 60833,00 | 2180,000 | ,866 |
| | No | 13 | 181,31 | 2357,00 | | |
| I ask students around me if they understand the English class. | Yes | 342 | 176,46 | 60351,00 | 1698,000 | ,118 |
| | No | 13 | 218,38 | 2839,00 | | |

Table 4.25 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I study hard the day before I have my English class. | Yes | 342 | 178,61 | 61083,50 | 2015,500 | ,535 |
| | No | 13 | 162,04 | 2106,50 | | |
| I take a deep breath when I feel anxious in the English class. | Yes | 342 | 179,49 | 61385,50 | 1713,500 | ,097 |
| | No | 13 | 138,81 | 1804,50 | | |
| I try not to think of people around me in the English class. | Yes | 342 | 178,75 | 61132,50 | 1966,500 | ,453 |
| | No | 13 | 158,27 | 2057,50 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Yes | 342 | 179,82 | 61499,00 | 1600,000 | ,054 |
| | No | 13 | 130,08 | 1691,00 | | |
| **Dimension of self-preparation for the classes** | Yes | 342 | 178,44 | 61025,50 | 2073,500 | ,670 |
| | No | 13 | 166,50 | 2164,50 | | |
| **Dimension of self-relaxation** | Yes | 342 | 178,97 | 61208,50 | 1890,500 | ,334 |
| | No | 13 | 152,42 | 1981,50 | | |
| **Dimension of positive thinking** | Yes | 342 | 176,93 | 60510,50 | 1857,500 | ,288 |
| | No | 13 | 206,12 | 2679,50 | | |
| **Dimension of evaluating classmates** | Yes | 342 | 177,36 | 60657,00 | 2004,000 | ,537 |
| | No | 13 | 194,85 | 2533,00 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | Yes | 342 | 178,88 | 61177,00 | 1922,000 | ,395 |
| | No | 13 | 154,85 | 2013,00 | | |
| **TOTAL SCORE** | Yes | 342 | 178,20 | 60943,00 | 2156,000 | ,853 |
| | No | 13 | 172,85 | 2247,00 | | |

Having examined the table, it has been found that all U values with respect to the Anxiety Coping Strategies by past experience of travelling to an English-speaking country or living in such a country are significant at p>0.05 level.

These findings demonstrate that there are no differences between undergraduate students with respect to the Anxiety Coping Strategies by past experience of travelling to an English-speaking country or living in such a country.

**4.2.28. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study, Foreign Language Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills**

It has been surveyed separately whether there are differences between undergraduate students with respect to self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills.

**4.2.29. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills**

To understand whether there are differences between undergraduate students with respect to self-ratings for the current level of study by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, the t test has been applied and findings are presented in Table 4.26.

Table 4.26.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills*

|  | Answer | n | Mean | Standard deviation | t | P |
|---|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Yes | 286 | 3,43 | 0,87 | -,040 | ,968 |
|  | No | 69 | 3,43 | 0,96 |  |  |
| For my current level of study in English, I think my English fluency … | Yes | 286 | 2,97 | 0,95 | ,068 | ,946 |
|  | No | 69 | 2,96 | 0,86 |  |  |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Yes | 286 | 3,41 | 0,92 | -,483 | ,629 |
|  | No | 69 | 3,46 | 0,81 |  |  |
| For my current level of study in English, my overall speaking ability in spoken English is … | Yes | 286 | 3,13 | 0,89 | -1,175 | ,241 |
|  | No | 69 | 3,28 | 0,97 |  |  |
| **TOTAL SCORE** | Yes | 286 | 12,93 | 2,81 | -,524 | ,600 |
|  | No | 69 | 13,13 | 2,75 |  |  |

Having examined the table, it has been found that t values relating to all statements with respect to self-ratings for the current level of study by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills are insignificant at p>0.05 level.

These findings demonstrate that there are no differences between the answers of undergraduate students to all statements with respect to self-ratings for the current level of study by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills.

**4.2.30. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills**

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, the t test has been applied and findings are presented in Table 4.27.

Table 4.27.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills*

| | Answer | n | Mean | Standard deviation | t | P |
|---|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Yes | 286 | 3,42 | 1,11 | 1,713 | ,088 |
| | No | 69 | 3,16 | 1,13 | | |
| I would feel less nervous about speaking English in front of others when I know them. | Yes | 286 | 2,38 | 1,02 | **-3,325** | **,001** |
| | No | 69 | 2,84 | 1,08 | | |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Yes | 286 | 1,84 | 0,87 | ,018 | ,986 |
| | No | 69 | 1,84 | 0,87 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | Yes | 286 | 3,12 | 1,15 | 1,119 | ,264 |
| | No | 69 | 2,94 | 1,27 | | |
| I start to panic when I know I will be graded in English class. | Yes | 286 | 3,92 | 1,08 | **2,167** | **,031** |
| | No | 69 | 3,58 | 1,43 | | |
| I fear giving a wrong answer while answering questions in English class. | Yes | 286 | 3,25 | 1,16 | 1,592 | ,112 |
| | No | 69 | 3,00 | 1,16 | | |
| I enjoy English class when I know that we are going to discuss in English. | Yes | 286 | 2,48 | 1,01 | ,779 | ,437 |
| | No | 69 | 2,38 | 1,02 | | |

Table 4.27 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I feel shy when I speak in English on the stage in front of the class. | Yes | 286 | 3,38 | 1,29 | 1,056 | ,292 |
| | No | 69 | 3,20 | 1,27 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | Yes | 286 | 2,79 | 1,20 | -1,019 | ,309 |
| | No | 69 | 2,96 | 1,41 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | Yes | 286 | 3,07 | 1,21 | 1,515 | ,131 |
| | No | 69 | 2,83 | 1,26 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | Yes | 286 | 2,93 | 1,07 | ,144 | ,885 |
| | No | 69 | 2,91 | 1,01 | | |
| I worry about the oral test in English class. | Yes | 286 | 3,26 | 1,16 | 1,503 | ,134 |
| | No | 69 | 3,01 | 1,32 | | |
| I would feel better about speaking in English if the class were smaller. | Yes | 286 | 2,65 | 1,13 | **-2,588** | **,010** |
| | No | 69 | 3,06 | 1,30 | | |
| I feel relaxed in English class when I preview very well. | Yes | 286 | 1,70 | 0,70 | -,315 | ,753 |
| | No | 69 | 1,72 | 0,62 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | Yes | 286 | 2,04 | 0,88 | 1,246 | ,213 |
| | No | 69 | 1,90 | 0,77 | | |
| I stumble (slur or hesitate) when I answer questions in English. | Yes | 286 | 3,17 | 1,13 | 1,404 | ,161 |
| | No | 69 | 2,96 | 1,08 | | |
| I like going to class when I know that oral tasks are going to be performed. | Yes | 286 | 2,79 | 1,00 | -,185 | ,854 |
| | No | 69 | 2,81 | 1,02 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | Yes | 286 | 2,67 | 1,22 | 1,520 | ,129 |
| | No | 69 | 2,42 | 1,21 | | |
| I like to volunteer answers in English class. | Yes | 286 | 2,64 | 1,00 | -,528 | ,598 |
| | No | 69 | 2,71 | 0,96 | | |

Table 4.27 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I am more willing to get involved in class when the topics are interesting. | Yes | 286 | 1,97 | 0,80 | ,654 | ,514 |
| | No | 69 | 1,90 | 0,81 | | |
| I don't feel tense in oral tests if I get more practice speaking in class. | Yes | 286 | 2,16 | 0,90 | -,690 | ,491 |
| | No | 69 | 2,25 | 1,03 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | Yes | 286 | 3,40 | 1,19 | -1,135 | ,257 |
| | No | 69 | 3,58 | 1,19 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | Yes | 286 | 3,14 | 1,15 | 1,407 | ,160 |
| | No | 69 | 2,93 | 1,12 | | |
| Going to English conversation class makes me more nervous than going to other classes. | Yes | 286 | 2,89 | 1,12 | ,426 | ,670 |
| | No | 69 | 2,83 | 1,25 | | |
| **TOTAL SCORE** | Yes | 286 | 67,06 | 12,94 | ,769 | ,443 |
| | No | 69 | 65,71 | 13,54 | | |

Having examined the table, it has been found that t values relating to all statements with respect to English speaking anxieties by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, specifically relating to the statements "I would feel less nervous about speaking English in front of others when I know them", "I start to panic when I know I will be graded in English class" and "I would feel better about speaking in English if the class were smaller" are significant at $p<0.05$ level whereas t values relating to all other statements are insignificant at $p>0.05$ level.

Having examined the table, it has been found that t values relating to all statements with respect to English speaking anxieties by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, specifically relating to the statements "I would feel less nervous about speaking English in front of others when I know them", "I start to panic when I know I will be graded in English class" and "I would feel better about speaking in English if the class were smaller" are significant at $p<0.05$ level whereas t values relating to all other statements are insignificant at $p>0.05$ level.

Having examined the table, it is observed that the arithmetic mean of answers to the statements "I would feel less nervous about speaking English in front of others when I know them", and "I would feel better about speaking in English if the class were smaller" by undergraduate students not receiving private tuition or not attending a private class/institution for improving their English conversation skills is higher compared to undergraduate students receiving private tuition or attending a private class/institution for improving their English conversation skills.

The table further suggests the arithmetic mean of answers to the statement "I start to panic when I know I will be graded in English class" by undergraduate students receiving private tuition or attending a private class/institution for improving their English conversation skills is higher compared to undergraduate students not receiving private tuition or not attending a private class/institution for improving their English conversation skills.

**4.2.31. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills**

To understand whether there are differences between undergraduate students with respect to Fear of Negative Evaluation by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, the t test has been applied and findings are presented in Table 4.28.

Table 4.28.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills*

| | **Answer** | **n** | Mean | Standard deviation | t | P |
|---|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Yes | 286 | 2,73 | 1,14 | ,808 | ,420 |
| | No | 69 | 2,61 | 1,23 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Yes | 286 | 3,35 | 1,18 | ,168 | ,867 |
| | No | 69 | 3,32 | 1,33 | | |
| I am frequently afraid of other people noting my shortcomings | Yes | 286 | 2,59 | 1,20 | -,357 | ,721 |
| | No | 69 | 2,65 | 1,21 | | |
| I rarely worry about what kind of impression I am making on someone. | Yes | 286 | 2,79 | 1,21 | -1,624 | ,105 |
| | No | 69 | 3,06 | 1,37 | | |
| I am afraid that others will not approve of me. | Yes | 286 | 2,70 | 1,21 | ,892 | ,373 |
| | No | 69 | 2,55 | 1,23 | | |
| I am afraid that people will find fault with me. | Yes | 286 | 2,71 | 1,26 | **2,078** | **,038** |
| | No | 69 | 2,36 | 1,21 | | |
| Other people's opinions of me do not bother me. | Yes | 286 | 3,51 | 1,24 | -,131 | ,896 |
| | No | 69 | 3,54 | 1,37 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Yes | 286 | 3,00 | 1,23 | ,108 | ,914 |
| | No | 69 | 2,99 | 1,29 | | |
| I am usually worried about what kind of impression I make. | Yes | 286 | 3,16 | 1,20 | -,323 | ,747 |
| | No | 69 | 3,22 | 1,32 | | |
| If I know someone is judging me, it has little effect on me. | Yes | 286 | 3,41 | 1,15 | ,951 | ,342 |
| | No | 69 | 3,26 | 1,20 | | |

Table 4.20 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| Sometimes I think I am too concerned with what other people think of me. | Yes | 286 | 3,15 | 1,25 | ,445 | ,657 |
| | No | 69 | 3,07 | 1,22 | | |
| I often worry that I will say or do the wrong things. | Yes | 286 | 3,16 | 1,22 | 1,674 | ,095 |
| | No | 69 | 2,88 | 1,36 | | |
| **TOTAL SCORE** | Yes | 286 | 36,27 | 8,57 | ,658 | ,511 |
| | No | 69 | 35,51 | 8,87 | | |

Having examined the table, it is observed that t value relating to the statement "I am afraid that people will find fault with me" with respect to the Fear of Negative Evaluation by the status of receiving private tuition or attending a private class/institution for improving English conversation skills is significant at p<0.05 level whereas all t values relating to other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Fear of Negative Evaluation by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, specifically relating to the statement "I am afraid that people will find fault with me".

Having examined the table, it is observed that the arithmetic mean of answers to the statement "I am afraid that people will find fault with me" by undergraduate students receiving private tuition or attending a private class/institution for improving their English conversation skills is higher compared to undergraduate students not receiving private tuition or not attending a private class/institution for improving their English conversation skills.

**4.2.32. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills**

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, the t test has been applied and findings are presented in Table 4.29.

Table 4.29.

*Findings on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Status of Receiving Private Tuition or Attending a Private Class/Institution for Improving Their English Conversation Skills*

|  | Answer | n | Mean | Standard deviation | t | P |
|---|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Yes | 286 | 2,36 | 0,74 | -1,240 | ,216 |
|  | No | 69 | 2,48 | 0,68 |  |  |
| I try to relax when I am in my English class. | Yes | 286 | 2,63 | 0,59 | **-2,164** | **,031** |
|  | No | 69 | 2,80 | 0,53 |  |  |
| I imagine myself giving a great performance in my English class. | Yes | 286 | 2,56 | 0,67 | -1,092 | ,275 |
|  | No | 69 | 2,65 | 0,61 |  |  |
| I tell myself that others must also be anxious in the English class. | Yes | 286 | 2,33 | 0,79 | 1,176 | ,240 |
|  | No | 69 | 2,20 | 0,81 |  |  |
| I stop paying attention when I am feeling nervous in my English class. | Yes | 286 | 2,17 | 0,80 | 1,646 | ,101 |
|  | No | 69 | 2,00 | 0,77 |  |  |
| I never care to prepare for my English class. | Yes | 286 | 1,26 | 0,54 | -,276 | ,783 |
|  | No | 69 | 1,28 | 0,57 |  |  |
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Yes | 286 | 1,49 | 0,70 | -1,382 | ,168 |
|  | No | 69 | 1,62 | 0,81 |  |  |

Table 4.29 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I tell myself that I am OK when I feel anxious in my English class. | Yes | 286 | 2,34 | 0,76 | **-2,817** | **,005** |
| | No | 69 | 2,62 | 0,67 | | |
| I never tell myself that difficult problems for me are also difficult for others. | Yes | 286 | 1,72 | 0,81 | ,125 | ,901 |
| | No | 69 | 1,71 | 0,82 | | |
| I don't want to participate in the English class. | Yes | 286 | 1,24 | 0,49 | ,312 | ,755 |
| | No | 69 | 1,22 | 0,48 | | |
| I ask students around me if they understand the English class. | Yes | 286 | 2,22 | 0,81 | -1,205 | ,229 |
| | No | 69 | 2,35 | 0,82 | | |
| I study hard the day before I have my English class. | Yes | 286 | 2,21 | 0,72 | ,721 | ,472 |
| | No | 69 | 2,14 | 0,65 | | |
| I take a deep breath when I feel anxious in the English class. | Yes | 286 | 2,51 | 0,73 | -,150 | ,881 |
| | No | 69 | 2,52 | 0,74 | | |
| I try not to think of people around me in the English class. | Yes | 286 | 2,07 | 0,80 | -,737 | ,461 |
| | No | 69 | 2,14 | 0,77 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Yes | 286 | 2,44 | 0,73 | ,246 | ,806 |
| | No | 69 | 2,42 | 0,69 | | |
| **Dimension of self-preparation for the classes** | Yes | 286 | 5,83 | 1,20 | -,468 | ,640 |
| | No | 69 | 5,90 | 1,00 | | |
| **Dimension of self-relaxation** | Yes | 286 | 6,63 | 1,15 | **-2,054** | **,041** |
| | No | 69 | 6,94 | 1,15 | | |
| **Dimension of positive thinking** | Yes | 286 | 4,90 | 1,13 | **-2,546** | **,011** |
| | No | 69 | 5,28 | 0,97 | | |
| **Dimension of evaluating classmates** | Yes | 286 | 8,34 | 1,57 | -,333 | ,740 |
| | No | 69 | 8,41 | 1,59 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | Yes | 286 | 5,86 | 1,29 | 1,253 | ,211 |
| | No | 69 | 5,64 | 1,35 | | |
| **TOTAL SCORE** | Yes | 286 | 2,10 | 0,23 | -1,386 | ,166 |
| | No | 69 | 2,14 | 0,20 | | |

Having examined the table, the t value of undergraduate students with respect to the Anxiety Coping Strategies by the status of receiving private tuition or attending a

private class/institution for improving their English conversation skills, specifically relating to the statements "I try to relax when I am in my English class", "I tell myself that I am OK when I feel anxious in my English class", and to the dimensions "Self-Relaxation", and "Positive Thinking" has been found significant at $p<0.05$ level whereas all t values relating to other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to the Anxiety Coping Strategies by the status of receiving private tuition or attending a private class/institution for improving their English conversation skills, specifically relating to the statements "I try to relax when I am in my English class", "I tell myself that I am OK when I feel anxious in my English class", and to the dimensions "Self-Relaxation", and "Positive Thinking".

Having examined the table, it is observed that the arithmetic mean of answers to the statements "I try to relax when I am in my English class", "I tell myself that I am OK when I feel anxious in my English class", and to the dimensions "Self-Relaxation", and "Positive Thinking" by undergraduate students not receiving private tuition or not attending a private class/institution for improving their English conversation skills is higher compared to undergraduate students receiving private tuition or attending a private class/institution for improving their English conversation skills.

**4.2.33. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study, Foreign Language Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by the Status of Attending a Class Delivered by a Native English Speaker**

It has separately been surveyed whether there are differences between undergraduate students with respect to self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by the status of attending a class delivered by a native English speaker

**4.2.34. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Status of Attending a Class Delivered by a Native English Speaker**

To understand whether there are differences between undergraduate students with respect to self-ratings for the current level of study by the status of attending a class delivered by a native English speaker, the t test has been applied and findings are presented in Table 4.30.

Table 4.30.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Status of Attending a Class Delivered by a Native English Speaker*

| | **Answer** | **n** | Mean | Standard deviation | t | P |
|---|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Yes | 328 | 3,4085 | ,87307 | -1,665 | ,097 |
| | No | 27 | 3,7037 | 1,03086 | | |
| For my current level of study in English, I think my English fluency … | Yes | 328 | 2,9268 | ,91579 | **-2,592** | **,010** |
| | No | 27 | 3,4074 | 1,04731 | | |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Yes | 328 | 3,4116 | ,88383 | -,389 | ,697 |
| | No | 27 | 3,4815 | 1,05139 | | |
| For my current level of study in English, my overall speaking ability in spoken English is … | Yes | 328 | 3,1189 | ,87849 | **-3,059** | **,002** |
| | No | 27 | 3,6667 | 1,07417 | | |
| **TOTAL SCORE** | Yes | 328 | 12,8659 | 2,72720 | **-2,508** | **,013** |
| | No | 27 | 14,2593 | 3,32349 | | |

Having examined the table, it has been found that t values of undergraduate students with respect to self-ratings for the current level of study by the status of attending a class delivered by a native English speaker, specifically relating to the statements "For my current level of study in English, I think my English fluency is…" and "For my current level of study in English, I think my overall speaking ability in

English is…" are significant at p<0.05 level, whereas t values relating to other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the answers of undergraduate students with respect to self-ratings for the current level of study by the status of attending a class delivered by a native English speaker, specifically relating to the statements "For my current level of study in English, I think my English fluency is…" and "For my current level of study in English, I think my overall speaking ability in English is…", and to "Total score".

Having examined the table, it is observed that arithmetic mean of undergraduate students not attending a class delivered by a native English speaker, specifically relating to the statements "For my current level of study in English, I think my English fluency is…", "For my current level of study in English, I think my overall speaking ability in English is…", and to "Total score" is higher compared to undergraduate students attending a class delivered by a native English speaker.

As a conclusion, it may be suggested that the opinions of undergraduate students not attending a class delivered by a native English speaker, specifically relating to the statements "For my current level of study in English, I think my English fluency is…", "For my current level of study in English, I think my overall speaking ability in English is…", and to "Total score" are more positive.

**4.2.35. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Speaking Anxieties by the Status of Attending a Class Delivered by a Native English Speaker**

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by the status of attending a class delivered by a native English speaker, the t test has been applied and findings are presented in Table 4.31.

Table 4.31.

*Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Status of Attending a Class Delivered by a Native English Speaker*

| | **Answer** | **n** | Mean | Standard deviation | t | P |
|---|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Yes | 328 | 3,4085 | 1,10774 | **2,500** | **,013** |
| | No | 27 | 2,8519 | 1,16697 | | |
| I would feel less nervous about speaking English in front of others when I know them. | Yes | 328 | 2,4634 | 1,03096 | -,440 | ,660 |
| | No | 27 | 2,5556 | 1,21950 | | |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Yes | 328 | 1,8445 | ,87972 | ,171 | ,865 |
| | No | 27 | 1,8148 | ,73574 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | Yes | 328 | 3,1311 | 1,16965 | **2,618** | **,009** |
| | No | 27 | 2,5185 | 1,15593 | | |
| I start to panic when I know I will be graded in English class." | Yes | 328 | 3,9177 | 1,11533 | **3,854** | **,000** |
| | No | 27 | 3,0370 | 1,42725 | | |
| I fear giving a wrong answer while answering questions in English class. | Yes | 328 | 3,2378 | 1,15926 | **2,141** | **,033** |
| | No | 27 | 2,7407 | 1,16330 | | |
| I enjoy English class when I know that we are going to discuss in English. | Yes | 328 | 2,4878 | 1,01359 | 1,681 | ,094 |
| | No | 27 | 2,1481 | ,94883 | | |
| I feel shy when I speak in English on the stage in front of the class. | Yes | 328 | 3,3994 | 1,27392 | **2,585** | **,010** |
| | No | 27 | 2,7407 | 1,25859 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | Yes | 328 | 2,8140 | 1,23612 | -,301 | ,764 |
| | No | 27 | 2,8889 | 1,33973 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | Yes | 328 | 3,0732 | 1,22692 | **2,595** | **,010** |
| | No | 27 | 2,4444 | ,97402 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | Yes | 328 | 2,9543 | 1,05841 | 1,534 | ,126 |
| | No | 27 | 2,6296 | 1,04323 | | |

Table 4.31 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I worry about the oral test in English class. | Yes | 328 | 3,2683 | 1,17099 | **3,332** | **,001** |
| | No | 27 | 2,4815 | 1,28214 | | |
| I would feel better about speaking in English if the class were smaller. | Yes | 328 | 2,7378 | 1,17498 | ,302 | ,763 |
| | No | 27 | 2,6667 | 1,17670 | | |
| I feel relaxed in English class when I preview very well. | Yes | 328 | 1,7134 | ,69304 | 1,158 | ,248 |
| | No | 27 | 1,5556 | ,50637 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | Yes | 328 | 2,0274 | ,88264 | 1,022 | ,308 |
| | No | 27 | 1,8519 | ,45605 | | |
| I stumble (slur or hesitate) when I answer questions in English. | Yes | 328 | 3,1524 | 1,13112 | 1,503 | ,134 |
| | No | 27 | 2,8148 | 1,00142 | | |
| I like going to class when I know that oral tasks are going to be performed. | Yes | 328 | 2,8232 | 1,01026 | **2,079** | **,038** |
| | No | 27 | 2,4074 | ,84395 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | Yes | 328 | 2,6524 | 1,22209 | 1,772 | ,077 |
| | No | 27 | 2,2222 | 1,08604 | | |
| I like to volunteer answers in English class. | Yes | 328 | 2,6768 | ,99808 | 1,546 | ,123 |
| | No | 27 | 2,3704 | ,88353 | | |
| I am more willing to get involved in class when the topics are interesting. | Yes | 328 | 1,9726 | ,79516 | 1,454 | ,147 |
| | No | 27 | 1,7407 | ,81300 | | |
| I don't feel tense in oral tests if I get more practice speaking in class. | Yes | 328 | 2,1951 | ,94093 | 1,257 | ,210 |
| | No | 27 | 1,9630 | ,64935 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | Yes | 328 | 3,4299 | 1,18913 | -,216 | ,829 |
| | No | 27 | 3,4815 | 1,22067 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | Yes | 328 | 3,0945 | 1,14415 | -,395 | ,693 |
| | No | 27 | 3,1852 | 1,17791 | | |
| Going to English conversation class makes me more nervous than going to other classes. | Yes | 328 | 2,9146 | 1,13818 | **2,061** | **,040** |
| | No | 27 | 2,4444 | 1,15470 | | |
| **TOTAL SCORE** | Yes | 328 | 67,3902 | 12,87437 | **3,034** | **,003** |
| | No | 27 | 59,5556 | 13,19771 | | |

Having examined the table, it has been found that t values of undergraduate students with respect to English speaking anxieties by the status of attending a class delivered by a native English speaker, specifically relating to the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I worry about the oral test in English class", "I like going to class when I know that oral tasks are going to be performed", "Going to English conversation class makes me more nervous than going to other classes", and to "Total score" are significant at $p < 0.05$ level whereas t values relating to all other statements are insignificant at $p > 0.05$ level.

These findings demonstrate that there are differences between undergraduate students as to their opinions with respect to English speaking anxieties by the status of attending a class delivered by a native English speaker, specifically relating to the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I worry about the oral test in English class", "I like going to class when I know that oral tasks are going to be performed", "Going to English conversation class makes me more nervous than going to other classes", and to "Total score".

Having examined the table, it is observed that the arithmetic mean of answers by undergraduate students attending a class delivered by a native English speaker, to the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when

I am going to attend the English oral tests", "I worry about the oral test in English class", "I like going to class when I know that oral tasks are going to be performed", "Going to English conversation class makes me more nervous than going to other classes", and to "Total score" is higher compared to the undergraduate students not attending a class delivered by a native English speaker.

### 4.2.36. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Status of Attending a Class Delivered by a Native English Speaker

To understand whether there are differences between undergraduate students with respect to Fear of Negative Evaluation by the status of attending a class delivered by a native English speaker, the t test has been applied and findings are presented in Table 4.32.

Table 4.32.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Status of Attending a Class Delivered by a Native English Speaker*

|  | Answer | n | Mean | Standard deviation | t | P |
|---|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Yes | 328 | 2,7195 | 1,13627 | ,547 | ,585 |
|  | No | 27 | 2,5926 | 1,42125 |  |  |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Yes | 328 | 3,3598 | 1,19575 | 1,025 | ,306 |
|  | No | 27 | 3,1111 | 1,39596 |  |  |
| I am frequently afraid of other people noting my shortcomings. | Yes | 328 | 2,6189 | 1,20570 | ,723 | ,470 |
|  | No | 27 | 2,4444 | 1,18754 |  |  |
| I rarely worry about what kind of impression I am making on someone. | Yes | 328 | 2,7866 | 1,21542 | **-2,807** | **,005** |
|  | No | 27 | 3,4815 | 1,47727 |  |  |

Table 4.32 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I am afraid that others will not approve of me. | Yes | 328 | 2,6921 | 1,20638 | 1,326 | ,186 |
| | No | 27 | 2,3704 | 1,27545 | | |
| I am afraid that people will find fault with me. | Yes | 328 | 2,6433 | 1,25528 | ,054 | ,957 |
| | No | 27 | 2,6296 | 1,24493 | | |
| Other people's opinions of me do not bother me. | Yes | 328 | 3,5213 | 1,25112 | ,157 | ,875 |
| | No | 27 | 3,4815 | 1,42425 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Yes | 328 | 3,0183 | 1,21395 | ,971 | ,332 |
| | No | 27 | 2,7778 | 1,50214 | | |
| I am usually worried about what kind of impression I make. | Yes | 328 | 3,1585 | 1,19601 | -,865 | ,388 |
| | No | 27 | 3,3704 | 1,52286 | | |
| If I know someone is judging me, it has little effect on me. | Yes | 328 | 3,3994 | 1,15295 | 1,081 | ,281 |
| | No | 27 | 3,1481 | 1,26198 | | |
| Sometimes I think I am too concerned with what other people think of me. | Yes | 328 | 3,1494 | 1,24846 | ,896 | ,371 |
| | No | 27 | 2,9259 | 1,20658 | | |
| I often worry that I will say or do the wrong things. | Yes | 328 | 3,1280 | 1,24961 | ,954 | ,341 |
| | No | 27 | 2,8889 | 1,28103 | | |
| **TOTAL SCORE** | Yes | 328 | 36,1951 | 8,66034 | ,563 | ,574 |
| | No | 27 | 35,2222 | 8,23843 | | |

Having examined the table, it has been found that the t value with respect to the Fear of Negative Evaluation by the status of attending a class delivered by a native English speaker, specifically relating to the statement "I rarely worry about what kind of impression I am making on someone" is significant at p<0.05 level, whereas all t values relating to other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Fear of Negative Evaluation by the status of attending a class delivered by a native English speaker, specifically relating to the statement "I rarely worry about what kind of impression I am making on someone".

Having examined the table, it is observed that the arithmetic mean of answers by undergraduate students not attending a class delivered by a native English speaker, specifically relating to the statement "I rarely worry about what kind of impression I am making on someone" is higher.

**4.2.37. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Status of Attending a Class Delivered by a Native English Speaker**

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by the status of attending a class delivered by a native English speaker, the t test has been applied and findings are presented in Table 4.33.

Table 4.33.

*Findings on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Status of Attending a Class Delivered by a Native English Speaker*

|  | **Answer** | **n** | Mean | Standard deviation | T | P |
|---|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Yes | 328 | 2,3811 | ,73231 | ,073 | ,942 |
|  | No | 27 | 2,3704 | ,74152 |  |  |
| I try to make a habit of studying English every day. | Yes | 328 | 2,6524 | ,58623 | -1,078 | ,282 |
|  | No | 27 | 2,7778 | ,50637 |  |  |
| I imagine myself giving a great performance in my English class. | Yes | 328 | 2,5671 | ,66481 | -,757 | ,450 |
|  | No | 27 | 2,6667 | ,55470 |  |  |
| I tell myself that others must also be anxious in the English class. | Yes | 328 | 2,3140 | ,79881 | ,807 | ,420 |
|  | No | 27 | 2,1852 | ,78628 |  |  |
| I stop paying attention when I am feeling nervous in my English class. | Yes | 328 | 2,1463 | ,79558 | ,454 | ,650 |
|  | No | 27 | 2,0741 | ,78082 |  |  |

Table 4.33 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| I never care to prepare for my English class. | Yes | 328 | 1,2591 | ,53892 | -,001 | ,999 |
| | No | 27 | 1,2593 | ,59437 | | |
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Yes | 328 | 1,5213 | ,72071 | ,531 | ,596 |
| | No | 27 | 1,4444 | ,75107 | | |
| I tell myself that I am OK when I feel anxious in my English class. | Yes | 328 | 2,3659 | ,75439 | **-2,770** | **,006** |
| | No | 27 | 2,7778 | ,57735 | | |
| I never tell myself that difficult problems for me are also difficult for others. | Yes | 328 | 1,7043 | ,80956 | -1,365 | ,173 |
| | No | 27 | 1,9259 | ,82862 | | |
| I don't want to participate in the English class. | Yes | 328 | 1,2348 | ,48502 | ,129 | ,898 |
| | No | 27 | 1,2222 | ,50637 | | |
| I ask students around me if they understand the English class. | Yes | 328 | 2,2256 | ,81894 | -1,348 | ,178 |
| | No | 27 | 2,4444 | ,69798 | | |
| I study hard the day before I have my English class. | Yes | 328 | 2,2134 | ,71047 | 1,248 | ,213 |
| | No | 27 | 2,0370 | ,64935 | | |
| I take a deep breath when I feel anxious in the English class. | Yes | 328 | 2,5183 | ,72502 | ,758 | ,449 |
| | No | 27 | 2,4074 | ,79707 | | |
| I try not to think of people around me in the English class. | Yes | 328 | 2,0762 | ,78809 | -,453 | ,651 |
| | No | 27 | 2,1481 | ,86397 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Yes | 328 | 2,4604 | ,70274 | 1,916 | ,056 |
| | No | 27 | 2,1852 | ,87868 | | |
| **Dimension of self-preparation for the classes** | Yes | 328 | 5,8537 | 1,18215 | ,800 | ,424 |
| | No | 27 | 5,6667 | ,96077 | | |
| **Dimension of self-relaxation** | Yes | 328 | 6,6921 | 1,14926 | ,270 | ,787 |
| | No | 27 | 6,6296 | 1,21365 | | |

Table 4.33 *(continued)*

| | | | | | | |
|---|---|---|---|---|---|---|
| **Dimension of positive thinking** | Yes | 328 | 4,9329 | 1,11773 | **-2,312** | **,021** |
| | No | 27 | 5,4444 | ,93370 | | |
| **Dimension of evaluating classmates** | Yes | 328 | 8,3201 | 1,57909 | -1,221 | ,223 |
| | No | 27 | 8,7037 | 1,43620 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | Yes | 328 | 5,8415 | 1,28000 | 1,381 | ,168 |
| | No | 27 | 5,4815 | 1,55342 | | |
| **TOTAL SCORE** | Yes | 328 | 2,1093 | ,22375 | -,429 | ,668 |
| | No | 27 | 2,1284 | ,19736 | | |

Having examined the table, the t value of undergraduate students with respect to the Anxiety Coping Strategies by the status of attending a class delivered by a native English speaker, specifically relating to the statement "I try to relax when I am in my English class", "I tell myself that I am OK when I feel anxious in my English class", and to the dimension "Positive Thinking" has been found significant at $p<0.05$ level whereas all t values relating to other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Anxiety Coping Strategies by the status of attending a class delivered by a native English speaker, specifically relating to the statement "I tell myself that I am OK when I feel anxious in my English class", and to the dimension "Positive Thinking".

Having examined the table, it is observed that the arithmetic mean of answers by undergraduate students not attending a class delivered by a native English speaker, to the statement "I tell myself that I am OK when I feel anxious in my English class" and to the dimension "Positive Thinking" is higher compared to the undergraduate students not attending such a class.

**4.2.38. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study, Foreign Language Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class**

It has separately been surveyed whether there are differences between undergraduate students with respect to self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by the frequency of meeting and communicating with a native English speaker besides the regular study in the class.

**4.2.39. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class**

To understand whether there are differences between undergraduate students with respect to self-ratings for the current level of study by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, the Kruskal Wallis analysis has been applied and findings are presented in Table 4.34.

Table 4.34.

*Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class*

| | Frequency | n | Mean Rank | Chi-square | P |
|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Never | 85 | 142,26 | | |
| | Rarely | 152 | 177,04 | | |
| | Sometimes | 88 | 195,98 | 24,837 | ,000 |
| | Usually | 23 | 223,50 | | |
| | Always | 7 | 257,29 | | |
| For my current level of study in English, I think my English fluency … | Never | 85 | 136,58 | | |
| | Rarely | 152 | 168,14 | | |
| | Sometimes | 88 | 211,06 | 43,671 | ,000 |
| | Usually | 23 | 243,89 | | |
| | Always | 7 | 262,86 | | |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Never | 85 | 169,22 | | |
| | Rarely | 152 | 179,51 | | |
| | Sometimes | 88 | 182,71 | 1,214 | ,876 |
| | Usually | 23 | 177,13 | | |
| | Always | 7 | 195,50 | | |
| For my current level of study in English, my overall speaking ability in spoken English is … | Never | 85 | 138,11 | | |
| | Rarely | 152 | 171,94 | | |
| | Sometimes | 88 | 207,84 | 34,482 | ,000 |
| | Usually | 23 | 240,17 | | |
| | Always | 7 | 214,64 | | |
| **TOTAL SCORE** | Never | 85 | 133,68 | | |
| | Rarely | 152 | 171,72 | | |
| | Sometimes | 88 | 209,33 | 37,407 | ,000 |
| | Usually | 23 | 244,15 | | |
| | Always | 7 | 241,36 | | |

Having examined the table, it has been found that chi-square values of undergraduate students with respect to self-ratings for the current level of study by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "For my current level of study in English, I think my English pronunciation is…", "For my current level of study in English, I think my English fluency is…" and "For my current level of study in English, I think my overall speaking ability in English is…", and to "Total score" are significant at $p<0.05$ level, whereas values relating to the other statement are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the answers of undergraduate students with respect to self-ratings for the current level of study by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "For my current level of study in English, I think my English pronunciation is…", "For my current level of study in English, I think my English fluency is…" and "For my current level of study in English, I think my overall speaking ability in English is…", and to "Total score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what frequency of meeting and communicating with a native English speaker this difference originates, it has been observed that the higher the frequency of meeting and communicating with a native English speaker, the more positive the self-rating for the current level of study.

**4.2.40. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class**

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.35.

Table 4.35.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class*

| | **Frequency** | **n** | Mean rank | Chi-square | P |
|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Never | 85 | 217,46 | | |
| | Rarely | 152 | 186,72 | | |
| | Sometimes | 88 | 142,43 | **35,865** | **,000** |
| | Usually | 23 | 136,09 | | |
| | Always | 7 | 94,36 | | |
| I would feel less nervous about speaking English in front of others when I know them. | Never | 85 | 174,90 | | |
| | Rarely | 152 | 176,44 | | |
| | Sometimes | 88 | 190,74 | 3,093 | ,542 |
| | Usually | 23 | 156,35 | | |
| | Always | 7 | 160,50 | | |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Never | 85 | 169,86 | | |
| | Rarely | 152 | 184,91 | 3,531 | ,473 |
| | Sometimes | 88 | 168,99 | | |
| | Usually | 23 | 199,76 | | |
| | Always | 7 | 168,57 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | Never | 85 | 210,01 | | |
| | Rarely | 152 | 178,35 | **16,113** | **,003** |
| | Sometimes | 88 | 158,83 | | |
| | Usually | 23 | 140,09 | | |
| | Always | 7 | 147,29 | | |
| I start to panic when I know I will be graded in English class. | Never | 85 | 202,07 | | |
| | Rarely | 152 | 172,64 | **10,043** | **,040** |
| | Sometimes | 88 | 175,93 | | |
| | Usually | 23 | 150,43 | | |
| | Always | 7 | 118,79 | | |

Table 4.35 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I fear giving a wrong answer while answering questions in English class. | Never | 85 | 211,59 | | |
| | Rarely | 152 | 170,71 | | |
| | Sometimes | 88 | 165,48 | **13,739** | **,008** |
| | Usually | 23 | 150,30 | | |
| | Always | 7 | 176,86 | | |
| I enjoy English class when I know that we are going to discuss in English. | Never | 85 | 207,78 | | |
| | Rarely | 152 | 187,56 | | |
| | Sometimes | 88 | 148,92 | **24,626** | **,000** |
| | Usually | 23 | 138,15 | | |
| | Always | 7 | 105,29 | | |
| I feel shy when I speak in English on the stage in front of the class. | Never | 85 | 204,45 | | |
| | Rarely | 152 | 186,12 | **19,296** | **,001** |
| | Sometimes | 88 | 153,13 | | |
| | Usually | 23 | 146,37 | | |
| | Always | 7 | 97,14 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | Never | 85 | 187,11 | | |
| | Rarely | 152 | 180,66 | 3,660 | ,454 |
| | Sometimes | 88 | 174,75 | | |
| | Usually | 23 | 145,54 | | |
| | Always | 7 | 157,00 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | Never | 85 | 206,58 | | |
| | Rarely | 152 | 180,24 | **16,455** | **,002** |
| | Sometimes | 88 | 160,66 | | |
| | Usually | 23 | 148,78 | | |
| | Always | 7 | 96,36 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | Never | 85 | 196,59 | | |
| | Rarely | 152 | 181,80 | 8,502 | ,075 |
| | Sometimes | 88 | 160,93 | | |
| | Usually | 23 | 166,87 | | |
| | Always | 7 | 121,00 | | |

Table 4.35 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I worry about the oral test in English class. | Never | 85 | 213,62 | | |
| | Rarely | 152 | 183,92 | **25,731** | **,000** |
| | Sometimes | 88 | 147,92 | | |
| | Usually | 23 | 126,96 | | |
| | Always | 7 | 162,71 | | |
| I would feel better about speaking in English if the class were smaller. | Never | 85 | 167,16 | | |
| | Rarely | 152 | 175,11 | 3,247 | ,517 |
| | Sometimes | 88 | 193,28 | | |
| | Usually | 23 | 177,78 | | |
| | Always | 7 | 181,07 | | |
| I feel relaxed in English class when I preview very well. | Never | 85 | 175,24 | | |
| | Rarely | 152 | 183,63 | 1,586 | ,811 |
| | Sometimes | 88 | 176,36 | | |
| | Usually | 23 | 161,26 | | |
| | Always | 7 | 164,86 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | Never | 85 | 180,56 | | |
| | Rarely | 152 | 186,43 | 4,488 | ,344 |
| | Sometimes | 88 | 170,30 | | |
| | Usually | 23 | 152,00 | | |
| | Always | 7 | 146,00 | | |
| I stumble (slur or hesitate) when I answer questions in English. | Never | 85 | 207,02 | | |
| | Rarely | 152 | 178,81 | **15,300** | **,004** |
| | Sometimes | 88 | 163,92 | | |
| | Usually | 23 | 130,52 | | |
| | Always | 7 | 141,00 | | |
| I like going to class when I know that oral tasks are going to be performed. | Never | 85 | 189,75 | | |
| | Rarely | 152 | 193,32 | **15,038** | **,005** |
| | Sometimes | 88 | 150,60 | | |
| | Usually | 23 | 153,87 | | |
| | Always | 7 | 126,43 | | |

Table 4.35 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | Never | 85 | 198,02 | | |
| | Rarely | 152 | 180,99 | **10,732** | **,030** |
| | Sometimes | 88 | 154,56 | | |
| | Usually | 23 | 159,67 | | |
| | Always | 7 | 224,79 | | |
| I like to volunteer answers in English class. | Never | 85 | 192,63 | | |
| | Rarely | 152 | 183,07 | | |
| | Sometimes | 88 | 166,09 | 7,666 | ,105 |
| | Usually | 23 | 155,00 | | |
| | Always | 7 | 115,64 | | |
| I am more willing to get involved in class when the topics are interesting. | Never | 85 | 199,38 | | |
| | Rarely | 152 | 184,97 | **13,486** | **,009** |
| | Sometimes | 88 | 153,47 | | |
| | Usually | 23 | 149,00 | | |
| | Always | 7 | 170,64 | | |
| I don't feel tense in oral tests if I get more practice speaking in class. | Never | 85 | 197,84 | | |
| | Rarely | 152 | 177,44 | 7,115 | ,130 |
| | Sometimes | 88 | 162,80 | | |
| | Usually | 23 | 160,17 | | |
| | Always | 7 | 198,86 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | Never | 85 | 177,14 | | |
| | Rarely | 152 | 179,51 | 1,359 | ,851 |
| | Sometimes | 88 | 181,98 | | |
| | Usually | 23 | 155,59 | | |
| | Always | 7 | 179,21 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | Never | 85 | 194,71 | | |
| | Rarely | 152 | 169,70 | | |
| | Sometimes | 88 | 180,41 | 3,981 | ,409 |
| | Usually | 23 | 165,50 | | |
| | Always | 7 | 166,07 | | |

Table 4.35 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| Going to English conversation class makes me more nervous than going to other classes. | Never | 85 | 201,84 | | |
| | Rarely | 152 | 180,95 | 13,626 | |
| | Sometimes | 88 | 166,75 | | ,009 |
| | Usually | 23 | 126,07 | | |
| | Always | 7 | 136,57 | | |
| **TOTAL SCORE** | Never | 85 | 214,91 | | |
| | Rarely | 152 | 183,95 | 26,558 | |
| | Sometimes | 88 | 151,32 | | ,000 |
| | Usually | 23 | 121,24 | | |
| | Always | 7 | 122,50 | | |

Having examined the table, it has been found that chi-square values of undergraduate students with respect to English speaking anxieties by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I worry about the oral test in English class", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I am more willing to get involved in class when the topics are interesting", "Going to English conversation class makes me more nervous than going to other classes", and to "Total Score" are significant at p<0.05 level whereas chi-square values relating to all other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to English speaking anxieties by the frequency of

meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "I would feel anxious while speaking English in class", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I worry about the oral test in English class", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I am more willing to get involved in class when the topics are interesting", "Going to English conversation class makes me more nervous than going to other classes", and to "Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what frequency of meeting and communicating with a native English speaker this difference originates, it has been observed that the higher the frequency of meeting and communicating with a native English speaker, the more positive the self-rating for the current level of study.

### 4.2.41. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class

To understand whether there are differences between undergraduate students with respect to Fear of Negative Evaluation by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.36.

Table 4.36.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class*

| | **Frequency** | **n** | Mean rank | Chisquare | P |
|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Never | 85 | 193,16 | | |
| | Rarely | 152 | 172,89 | | |
| | Sometimes | 88 | 178,66 | 3,518 | ,475 |
| | Usually | 23 | 161,22 | | |
| | Always | 7 | 151,71 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Never | 85 | 199,86 | | |
| | Rarely | 152 | 182,85 | **14,123** | **,007** |
| | Sometimes | 88 | 158,38 | | |
| | Usually | 23 | 129,78 | | |
| | Always | 7 | 212,43 | | |
| I am frequently afraid of other people noting my shortcomings. | Never | 85 | 189,69 | | |
| | Rarely | 152 | 176,48 | | |
| | Sometimes | 88 | 181,29 | 5,732 | ,220 |
| | Usually | 23 | 134,33 | | |
| | Always | 7 | 171,14 | | |
| I rarely worry about what kind of impression I am making on someone. | Never | 85 | 170,90 | | |
| | Rarely | 152 | 174,27 | | |
| | Sometimes | 88 | 199,21 | 7,917 | ,095 |
| | Usually | 23 | 167,96 | | |
| | Always | 7 | 111,50 | | |
| I am afraid that others will not approve of me. | Never | 85 | 191,15 | | |
| | Rarely | 152 | 181,64 | | |
| | Sometimes | 88 | 168,25 | 5,805 | ,214 |
| | Usually | 23 | 140,43 | | |
| | Always | 7 | 185,29 | | |
| I am afraid that people will find fault with me. | Never | 85 | | | |
| | Rarely | 152 | 194,25 | | |
| | Sometimes | 88 | 172,23 | 9,073 | ,059 |
| | Usually | 23 | 184,64 | | |
| | Always | 7 | 127,61 | | |

Table 4.36 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| Other people's opinions of me do not bother me. | Never | 85 | 188,07 | | |
| | Rarely | 152 | 190,46 | 5,316 | ,256 |
| | Sometimes | 88 | 180,99 | | |
| | Usually | 23 | 162,68 | | |
| | Always | 7 | 159,48 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Never | 85 | 215,14 | | |
| | Rarely | 152 | 189,68 | | |
| | Sometimes | 88 | 179,08 | 2,436 | ,656 |
| | Usually | 23 | 168,38 | | |
| | Always | 7 | 164,17 | | |
| I am usually worried about what kind of impression I make. | Never | 85 | 179,14 | | |
| | Rarely | 152 | 179,85 | | |
| | Sometimes | 88 | 181,90 | 1,502 | ,826 |
| | Usually | 23 | 168,36 | | |
| | Always | 7 | 187,54 | | |
| If I know someone is judging me, it has little effect on me. | Never | 85 | 160,64 | | |
| | Rarely | 152 | 200,62 | **14,556** | **,006** |
| | Sometimes | 88 | 178,13 | | |
| | Usually | 23 | 152,85 | | |
| | Always | 7 | 166,28 | | |
| Sometimes I think I am too concerned with what other people think of me. | Never | 85 | 255,21 | | |
| | Rarely | 152 | 182,82 | 6,244 | 182 |
| | Sometimes | 88 | 166,24 | , | |
| | Usually | 23 | 142,39 | | |
| | Always | 7 | 167,64 | | |
| I often worry that I will say or do the wrong things | Never | 85 | 193,22 | | |
| | Rarely | 152 | 182,72 | 6,382 | ,172 |
| | Sometimes | 88 | 165,26 | | |
| | Usually | 23 | 147,15 | | |
| | Always | 7 | 152,21 | | |
| **TOTAL SCORE** | Never | 85 | 201,59 | | |
| | Rarely | 152 | 179,70 | **10,324** | **,035** |
| | Sometimes | 88 | 164,27 | | |
| | Usually | 23 | 134,30 | | |
| | Always | 7 | 170,86 | | |

Having examined the table, it has been found that chi-square values of undergraduate students with respect to Fear of Negative Evaluation by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "I am unconcerned even if I know people are forming an unfavorable impression of me", "If I know someone is judging me, it has little effect on me" and to "Total Score" are significant at $p<0.05$ level whereas chi-square values relating to all other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Fear of Negative Evaluation by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "I am unconcerned even if I know people are forming an unfavorable impression of me", "If I know someone is judging me, it has little effect on me" and to "Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what frequency of meeting and communicating with a native English speaker this difference originates, it has been observed that the higher the frequency of meeting and communicating with a native English speaker, the lesser the Fear of Negative Evaluation.

**4.2.42. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class**

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.37.

Table 4.37.

*Findings on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Frequency of Meeting and Communicating with a Native English Speaker besides the Regular Study in the Class*

|  | Frequency | n | Mean rank | Chisquare | P |
|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Never | 85 | 184,59 |  |  |
|  | Rarely | 152 | 173,91 | 1,448 | ,836 |
|  | Sometimes | 88 | 182,61 |  |  |
|  | Usually | 23 | 164,57 |  |  |
|  | Always | 7 | 172,93 |  |  |
| I try to relax when I am in my English class. | Never | 85 | 181,71 |  |  |
|  | Rarely | 152 | 175,57 | 4,812 | ,307 |
|  | Sometimes | 88 | 184,42 |  |  |
|  | Usually | 23 | 147,89 |  |  |
|  | Always | 7 | 204,07 |  |  |
| I imagine myself giving a great performance in my English class. | Never | 85 | 168,75 |  |  |
|  | Rarely | 152 | 173,31 | 6,564 | ,161 |
|  | Sometimes | 88 | 183,58 |  |  |
|  | Usually | 23 | 213,43 |  |  |
|  | Always | 7 | 205,57 |  |  |
| I tell myself that others must also be anxious in the English class. | Never | 85 | 176,87 |  |  |
|  | Rarely | 152 | 178,87 | ,386 | ,984 |
|  | Sometimes | 88 | 174,82 |  |  |
|  | Usually | 23 | 184,43 |  |  |
|  | Always | 7 | 191,71 |  |  |
| I stop paying attention when I am feeling nervous in my English class. | Never | 85 | 184,41 |  |  |
|  | Rarely | 152 | 189,81 |  |  |
|  | Sometimes | 88 | 158,60 | 7,834 | ,098 |
|  | Usually | 23 | 160,61 |  |  |
|  | Always | 7 | 144,79 |  |  |
| I never care to prepare for my English class. | Never | 85 | 175,33 |  |  |
|  | Rarely | 152 | 174,61 | **11,076** | **,026** |
|  | Sometimes | 88 | 174,81 |  |  |
|  | Usually | 23 | 226,41 |  |  |
|  | Always | 7 | 165,07 |  |  |

Table 4.37 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Never | 85 | 175,44 | | |
| | Rarely | 152 | 175,49 | 2,160 | ,706 |
| | Sometimes | 88 | 189,06 | | |
| | Usually | 23 | 166,02 | | |
| | Always | 7 | 164,00 | | |
| I tell myself that I am OK when I feel anxious in my English class. | Never | 85 | 164,41 | | |
| | Rarely | 152 | 177,45 | 3,461 | ,484 |
| | Sometimes | 88 | 189,03 | | |
| | Usually | 23 | 185,24 | | |
| | Always | 7 | 192,64 | | |
| I never tell myself that difficult problems for me are also difficult for others. | Never | 85 | 167,50 | | |
| | Rarely | 152 | 183,08 | 8,889 | ,064 |
| | Sometimes | 88 | 175,90 | | |
| | Usually | 23 | 163,13 | | |
| | Always | 7 | 270,43 | | |
| I don't want to participate in the English class. | Never | 85 | 189,89 | | |
| | Rarely | 152 | 181,53 | 6,837 | ,145 |
| | Sometimes | 88 | 163,06 | | |
| | Usually | 23 | 171,50 | | |
| | Always | 7 | 166,14 | | |
| I ask students around me if they understand the English class. | Never | 85 | 180,19 | | |
| | Rarely | 152 | 169,49 | 2,467 | ,651 |
| | Sometimes | 88 | 186,42 | | |
| | Usually | 23 | 189,33 | | |
| | Always | 7 | 193,07 | | |
| I study hard the day before I have my English class. | Never | 85 | 194,30 | | |
| | Rarely | 152 | 181,37 | | |
| | Sometimes | 88 | 160,69 | 6,808 | ,146 |
| | Usually | 23 | 158,17 | | |
| | Always | 7 | 189,71 | | |
| I take a deep breath when I feel anxious in the English class. | Never | 85 | 181,74 | | |
| | Rarely | 152 | 180,64 | 1,682 | ,794 |
| | Sometimes | 88 | 175,44 | | |
| | Usually | 23 | 165,61 | | |
| | Always | 7 | 148,07 | | |

Table 4.37 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I try not to think of people around me in the English class. | Never | 85 | 168,61 | | |
| | Rarely | 152 | 177,79 | 2,363 | ,669 |
| | Sometimes | 88 | 187,91 | | |
| | Usually | 23 | 184,28 | | |
| | Always | 7 | 151,43 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Never | 85 | 204,36 | | |
| | Rarely | 152 | 173,74 | **11,169** | **,025** |
| | Sometimes | 88 | 159,26 | | |
| | Usually | 23 | 180,63 | | |
| | Always | 7 | 177,29 | | |
| **Dimension of self-preparation for the classes** | Never | 85 | 189,19 | | |
| | Rarely | 152 | 176,32 | 1,917 | ,751 |
| | Sometimes | 88 | 169,13 | | |
| | Usually | 23 | 183,17 | | |
| | Always | 7 | 173,00 | | |
| **Dimension of self-relaxation** | Never | 85 | 179,47 | | |
| | Rarely | 152 | 173,85 | 3,700 | ,448 |
| | Sometimes | 88 | 191,59 | | |
| | Usually | 23 | 155,54 | | |
| | Always | 7 | 153,21 | | |
| **Dimension of positive thinking** | Never | 85 | 163,95 | | |
| | Rarely | 152 | 174,23 | 5,641 | ,228 |
| | Sometimes | 88 | 188,25 | | |
| | Usually | 23 | 206,41 | | |
| | Always | 7 | 208,36 | | |
| **Dimension of evaluating classmates** | Never | 85 | 167,37 | | |
| | Rarely | 152 | 176,87 | 4,229 | ,376 |
| | Sometimes | 88 | 185,80 | | |
| | Usually | 23 | 175,89 | | |
| | Always | 7 | 240,50 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | Never | 85 | 204,01 | | |
| | Rarely | 152 | 185,77 | **17,212** | **,002** |
| | Sometimes | 88 | 145,53 | | |
| | Usually | 23 | 165,63 | | |
| | Always | 7 | 142,43 | | |

Table 4.37 *(continued)*

| TOTAL SCORE | | | | |
|---|---|---|---|---|
| Never | 85 | 181,15 | | |
| Rarely | 152 | 177,00 | ,302 | ,990 |
| Sometimes | 88 | 176,05 | | |
| Usually | 23 | 175,67 | | |
| Always | 7 | 193,57 | | |

Having examined the table, it has been found that chi-square values of undergraduate students with respect to Anxiety Coping Strategies by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "I never care to prepare for my English class" and "I avoid getting involved in a situation which can make me feel anxious in the English class" and to the dimensions "inattention to the class", "abstaining from attending the classes" are significant at $p<0.05$ level whereas chi-square values relating to all other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Anxiety Coping Strategies by the frequency of meeting and communicating with a native English speaker besides the regular study in the class, specifically relating to the statements "I never care to prepare for my English class" and "I avoid getting involved in a situation which can make me feel anxious in the English class" and to the dimensions "inattention to the class", "abstaining from attending the classes".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what frequency of meeting and communicating with a native English speaker this difference originates, it has been observed that the higher the frequency of meeting and communicating with a native English speaker, more positively the Anxiety Coping Strategies develop.

It has separately been surveyed whether there are differences between undergraduate students with respect to their self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by the level of motivation in learning English speaking skills.

**4.2.43. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Level of Motivation in Learning English Speaking Skills**

To understand whether there are differences between undergraduate students with respect to self-ratings for the current level of study by the level of motivation in learning English speaking skills, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.38.

Table 4.38.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Level of Motivation in Learning English Speaking Skills*

|  | **Frequency** | **n** | Mean Rank | Chisquare | p |
|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Very low | 5 | 101,90 | | |
|  | Low | 20 | 102,28 | | |
|  | Neither low nor high | 125 | 149,29 | 63,629 | ,000 |
|  | High | 137 | 183,15 | | |
|  | Very high | 68 | 248,26 | | |
| For my current level of study in English, I think my English fluency … | Very low | 5 | 78,90 | | |
|  | Low | 20 | 119,03 | | |
|  | Neither low nor high | 125 | 142,90 | 55,078 | ,000 |
|  | High | 137 | 195,38 | | |
|  | Very high | 68 | 232,14 | | |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Very low | 5 | 121,50 | | |
|  | Low | 20 | 115,48 | | |
|  | Neither low nor high | 125 | 167,00 | 20,423 | ,000 |
|  | High | 137 | 183,01 | | |
|  | Very high | 68 | 210,68 | | |
| For my current level of study in English, my overall speaking ability in spoken English is … | Very low | 5 | 57,80 | | |
|  | Low | 20 | 107,33 | | |
|  | Neither low nor high | 125 | 152,37 | 49,965 | ,000 |
|  | High | 137 | 190,16 | | |
|  | Very high | 68 | 230,24 | | |
| **TOTAL SCORE** | Very low | 5 | 65,40 | 75,744 | ,000 |

Table 4.38 *(continued)*

| | | |
|---|---|---|
| Low | 20 | 86,80 |
| Neither low nor high | 125 | 141,10 |
| High | 137 | 193,28 |
| Very high | 68 | 250,14 |

Having examined the table, the chi-square values of undergraduate students - with respect to their self-ratings for the current level of study by the level of motivation in learning English speaking skills - specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and to "Total score" have been found significant at $p < 0.05$ level.

These findings demonstrate that there are differences between the answers of undergraduate students - with respect to their self-ratings for the current level of study by the level of motivation in learning English speaking skills - specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and to "Total score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, more positively the self-ratings for the current level of study develop.

**4.2.44. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Level of Motivation in Learning English Speaking Skills**

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by the level of motivation in learning English speaking skills, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.39.

Table 4.39.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Level of Motivation in Learning English Speaking Skills*

|  | **Frequency** | **n** | Mean rank | Chi-square | p |
|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Very low | 5 | 257,10 | | |
| | Low | 20 | 238,50 | | |
| | Neither low nor high | 125 | 205,27 | **39,268** | **,000** |
| | High | 137 | 165,31 | | |
| | Very high | 68 | 129,82 | | |
| I would feel less nervous about speaking English in front of others when I know them. | Very low | 5 | 221,60 | | |
| | Low | 20 | 194,70 | | |
| | Neither low nor high | 125 | 184,76 | 8,070 | ,089 |
| | High | 137 | 181,49 | | |
| | Very high | 68 | 150,43 | | |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Very low | 5 | 129,10 | | |
| | Low | 20 | 214,55 | **18,785** | **,001** |
| | Neither low nor high | 125 | 191,79 | | |
| | High | 137 | 181,28 | | |
| | Very high | 68 | 138,90 | | |

Table 4.39 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | Very low | 5 | 254,70 | | |
| | Low | 20 | 244,98 | **16,554** | **,002** |
| | Neither low nor high | 125 | 185,08 | | |
| | High | 137 | 168,73 | | |
| | Very high | 68 | 158,32 | | |
| I start to panic when I know I will be graded in English class. | Very low | 5 | 267,90 | | |
| | Low | 20 | 202,73 | | |
| | Neither low nor high | 125 | 193,07 | **13,733** | **,008** |
| | High | 137 | 169,43 | | |
| | Very high | 68 | 153,68 | | |
| I fear giving a wrong answer while answering questions in English class. | Very low | 5 | 283,30 | | |
| | Low | 20 | 174,33 | | |
| | Neither low nor high | 125 | 198,10 | **21,406** | **,000** |
| | High | 137 | 175,78 | | |
| | Very high | 68 | 138,87 | | |
| I enjoy English class when I know that we are going to discuss in English. | Very low | 5 | 256,30 | | |
| | Low | 20 | 199,13 | | |
| | Neither low nor high | 125 | 202,05 | **23,548** | **,000** |
| | High | 137 | 169,66 | | |
| | Very high | 68 | 138,63 | | |
| I feel shy when I speak in English on the stage in front of the class. | Very low | 5 | 248,40 | | |
| | Low | 20 | 220,95 | **24,156** | **,000** |
| | Neither low nor high | 125 | 196,12 | | |
| | High | 137 | 174,92 | | |
| | Very high | 68 | 133,08 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class. | Very low | 5 | 228,90 | | |
| | Low | 20 | 156,82 | **12,746** | **,013** |
| | Neither low nor high | 125 | 196,58 | | |
| | High | 137 | 177,22 | | |
| | Very high | 68 | 147,91 | | |

Table 4.39 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am so nervous that I tremble when I am going to attend the English oral tests. | Very low | 5 | 270,40 | | |
| | Low | 20 | 187,73 | **20,979** | **,000** |
| | Neither low nor high | 125 | 204,26 | | |
| | High | 137 | 160,52 | | |
| | Very high | 68 | 155,29 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | Very low | 5 | 184,70 | | |
| | Low | 20 | 201,18 | **9,422** | **,051** |
| | Neither low nor high | 125 | 191,49 | | |
| | High | 137 | 176,53 | | |
| | Very high | 68 | 148,85 | | |
| I worry about the oral test in English class. | Very low | 5 | 267,00 | | |
| | Low | 20 | 222,73 | | |
| | Neither low nor high | 125 | 198,05 | **27,147** | **,000** |
| | High | 137 | 171,92 | | |
| | Very high | 68 | 133,70 | | |
| I would feel better about speaking in English if the class were smaller. | Very low | 5 | 226,20 | | |
| | Low | 20 | 190,58 | | |
| | Neither low nor high | 125 | 163,68 | 5,160 | ,271 |
| | High | 137 | 182,12 | | |
| | Very high | 68 | 188,78 | | |
| I feel relaxed in English class when I preview very well. | Very low | 5 | 169,50 | | |
| | Low | 20 | 207,23 | **9,766** | **,045** |
| | Neither low nor high | 125 | 189,08 | | |
| | High | 137 | 177,31 | | |
| | Very high | 68 | 151,05 | | |

Table 4.39 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am more willing to speak in English class when I know the scheduled oral activities. | Very low | 5 | 226,60 | | |
| | Low | 20 | 228,75 | **26,116** | **,000** |
| | Neither low nor high | 125 | 198,69 | | |
| | High | 137 | 169,07 | | |
| | Very high | 68 | 139,46 | | |
| I stumble (slur or hesitate) when I answer questions in English. | Very low | 5 | 227,60 | | |
| | Low | 20 | 240,15 | **38,226** | **,000** |
| | Neither low nor high | 125 | 208,15 | | |
| | High | 137 | 161,95 | | |
| | Very high | 68 | 132,99 | | |
| I like going to class when I know that oral tasks are going to be performed. | Very low | 5 | 212,20 | | |
| | Low | 20 | 208,40 | **15,285** | **,004** |
| | Neither low nor high | 125 | 197,09 | | |
| | High | 137 | 170,96 | | |
| | Very high | 68 | 145,65 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | Very low | 5 | 230,00 | | |
| | Low | 20 | 190,05 | **12,615** | **,013** |
| | Neither low nor high | 125 | 197,43 | | |
| | High | 137 | 170,69 | | |
| | Very high | 68 | 149,65 | | |
| I like to volunteer answers in English class. | Very low | 5 | 219,30 | | |
| | Low | 20 | 208,50 | | |
| | Neither low nor high | 125 | 208,27 | **29,102** | **,000** |
| | High | 137 | 164,87 | | |
| | Very high | 68 | 136,79 | | |
| I am more willing to get involved in class when the topics are interesting. | Very low | 5 | 213,20 | | |
| | Low | 20 | 238,03 | **28,311** | **,000** |
| | Neither low nor high | 125 | 196,30 | | |
| | High | 137 | 172,58 | | |
| | Very high | 68 | 135,04 | | |

Table 4.39 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I don't feel tense in oral tests if I get more practice speaking in class. | Very low | 5 | 178,00 | | |
| | Low | 20 | 207,33 | **13,600** | **,009** |
| | Neither low nor high | 125 | 180,30 | | |
| | High | 137 | 189,38 | | |
| | Very high | 68 | 142,22 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | Very low | 5 | 241,70 | | |
| | Low | 20 | 124,63 | **11,560** | **,021** |
| | Neither low nor high | 125 | 187,08 | | |
| | High | 137 | 183,97 | | |
| | Very high | 68 | 160,31 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | Very low | 5 | 188,70 | | |
| | Low | 20 | 133,78 | | |
| | Neither low nor high | 125 | 191,10 | **7,191** | **,126** |
| | High | 137 | 178,08 | | |
| | Very high | 68 | 165,97 | | |
| Going to English conversation class makes me more nervous than going to other classes. | Very low | 5 | 153,10 | | |
| | Low | 20 | 196,05 | | |
| | Neither low nor high | 125 | 198,38 | **18,640** | **,001** |
| | High | 137 | 178,77 | | |
| | Very high | 68 | 135,50 | | |
| **TOTAL SCORE** | Very low | 5 | 273,40 | | |
| | Low | 20 | 225,35 | | |
| | Neither low nor high | 125 | 210,05 | **46,754** | **,000** |
| | High | 137 | 169,22 | | |
| | Very high | 68 | 115,84 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to English speaking anxieties by the level of motivation in learning English speaking skills - specifically relating to the statements "I would feel anxious while speaking English in class", "I feel very relaxed in English class when I have studied the scheduled learning contents", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class",

"I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I feel relaxed in English class when I preview very well", "I am more willing to speak in English class when I know the scheduled oral activities", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I don't feel tense in oral tests if I get more practice speaking in class", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", " I feel pressure when my teacher corrects my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and to "Total Score" are significant at p<0.05 level whereas chi-square values relating to other two statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in learning English speaking skills, specifically relating to the statements "I would feel anxious while speaking English in class", "I feel very relaxed in English class when I have studied the scheduled learning contents", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I feel

relaxed in English class when I preview very well", "I am more willing to speak in English class when I know the scheduled oral activities", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I don't feel tense in oral tests if I get more practice speaking in class", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", " I feel pressure when my teacher corrects my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and "to Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, more positively the self-ratings for the current level of study develop.

### 4.2.45. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Level of Motivation in Learning English Speaking Skills

To understand whether there are differences between undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in learning English speaking skills, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.40.

Table 4.40.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Level of Motivation in Learning English Speaking Skills*

|  | **Frequency** | n | Mean rank | Chisquare | P |
|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Very low | 5 | 202,40 | | |
| | Low | 20 | 143,75 | **9,677** | **046** |
| | Neither low nor high | 125 | 197,20 | | |
| | High | 137 | 173,11 | | |
| | Very high | 68 | 160,83 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Very low | 5 | 205,90 | | |
| | Low | 20 | 177,18 | 2,742 | ,602 |
| | Neither low nor high | 125 | 188,34 | | |
| | High | 137 | 171,65 | | |
| | Very high | 68 | 169,99 | | |
| I am frequently afraid of other people noting my shortcomings. | Very low | 5 | 292,00 | | |
| | Low | 20 | 164,63 | **11,249** | **,024** |
| | Neither low nor high | 125 | 191,56 | | |
| | High | 137 | 169,89 | | |
| | Very high | 68 | 164,97 | | |
| I rarely worry about what kind of impression I am making on someone. | Very low | 5 | 189,40 | | |
| | Low | 20 | 143,70 | 8,808 | ,066 |
| | Neither low nor high | 125 | 163,01 | | |
| | High | 137 | 193,81 | | |
| | Very high | 68 | 182,96 | | |
| I am afraid that others will not approve of me. | Very low | 5 | 264,40 | | |
| | Low | 20 | 157,75 | **14,185** | **,007** |
| | Neither low nor high | 125 | 197,33 | | |
| | High | 137 | 173,07 | | |
| | Very high | 68 | 152,00 | | |
| I am afraid that people will find fault with me. | Very low | 5 | 295,80 | | |
| | Low | 20 | 168,68 | **13,776** | **,008** |
| | Neither low nor high | 125 | 194,51 | | |
| | High | 137 | 168,42 | | |
| | Very high | 68 | 161,02 | | |

Table 4.40 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| Other people's opinions of me do not bother me. | Very low | 5 | 216,90 | | |
| | Low | 20 | 191,28 | 7,589 | ,108 |
| | Neither low nor high | 125 | 193,63 | | |
| | High | 137 | 169,81 | | |
| | Very high | 68 | 159,01 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Very low | 5 | 265,00 | | |
| | Low | 20 | 151,35 | 9,128 | ,058 |
| | Neither low nor high | 125 | 192,21 | | |
| | High | 137 | 170,47 | | |
| | Very high | 68 | 168,50 | | |
| I am usually worried about what kind of impression I make. | Very low | 5 | 247,70 | | |
| | Low | 20 | 164,13 | 3,539 | ,472 |
| | Neither low nor high | 125 | 180,25 | | |
| | High | 137 | 180,07 | | |
| | Very high | 68 | 168,66 | | |
| If I know someone is judging me, it has little effect on me. | Very low | 5 | 196,90 | | |
| | Low | 20 | 152,90 | 2,632 | ,621 |
| | Neither low nor high | 125 | 185,66 | | |
| | High | 137 | 172,69 | | |
| | Very high | 68 | 180,62 | | |
| Sometimes I think I am too concerned with what other people think of me. | Very low | 5 | 314,10 | | |
| | Low | 20 | 162,13 | **18,949** | **,001** |
| | Neither low nor high | 125 | 196,21 | | |
| | High | 137 | 171,40 | | |
| | Very high | 68 | 152,48 | | |
| I often worry that I will say or do the wrong things. | Very low | 5 | 280,80 | | |
| | Low | 20 | 178,48 | **18,900** | **,001** |
| | Neither low nor high | 125 | 196,39 | | |
| | High | 137 | 175,80 | | |
| | Very high | 68 | 140,92 | | |
| **TOTAL SCORE** | Very low | 5 | 302,60 | | |
| | Low | 20 | 154,18 | **18,041** | **,001** |
| | Neither low nor high | 125 | 197,76 | | |
| | High | 137 | 171,94 | | |
| | Very high | 68 | 151,73 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in learning English speaking skills - specifically relating to the statements "I worry about what people will think of me even when I know it doesn't make any difference", "I am frequently afraid of other people noting my shortcomings", "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "Sometimes I think I am too concerned with what other people think of me" and "I often worry that I will say or do the wrong things", and to "Total Score" are significant at $p<0.05$ level whereas chi-square values relating to all other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in learning English speaking skills - specifically relating to the statements "I worry about what people will think of me even when I know it doesn't make any difference", "I am frequently afraid of other people noting my shortcomings", "I am afraid that others will not approve of me", "I am afraid that people will find fault with me", "Sometimes I think I am too concerned with what other people think of me" and "I often worry that I will say or do the wrong things", and to "Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, the lesser the Fear of Negative Evaluation.

**4.2.46. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Level of Motivation in Learning English Speaking Skills**

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in learning English speaking skills, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.41.

Table 4.41.

*Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Level of Motivation in Learning English Speaking Skills*

| | Frequency | n | Mean rank | Chi-square | P |
|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Very low | 5 | 170,90 | | |
| | Low | 20 | 196,13 | | |
| | Neither low nor high | 125 | 167,62 | 4,733 | ,316 |
| | High | 137 | 176,57 | | |
| | Very high | 68 | 195,17 | | |
| I try to relax when I am in my English class. | Very low | 5 | 151,00 | | |
| | Low | 20 | 189,50 | | |
| | Neither low nor high | 125 | 168,52 | | |
| | High | 137 | 179,72 | 4,408 | ,354 |
| | Very high | 68 | 190,57 | | |
| I imagine myself giving a great performance in my English class. | Very low | 5 | 160,80 | | |
| | Low | 20 | 168,85 | | |
| | Neither low nor high | 125 | 166,68 | | |
| | High | 137 | 182,59 | 5,304 | ,258 |
| | Very high | 68 | 193,51 | | |
| I tell myself that others must also be anxious in the English class. | Very low | 5 | 218,80 | | |
| | Low | 20 | 140,20 | | |
| | Neither low nor high | 125 | 180,72 | | |
| | High | 137 | 179,21 | | |
| | Very high | 68 | 178,68 | 4,337 | ,362 |
| I stop paying attention when I am feeling nervous in my English class. | Very low | 5 | 259,00 | | |
| | Low | 20 | 180,38 | | |
| | Neither low nor high | 125 | 189,40 | | |
| | High | 137 | 175,41 | 9,095 | ,059 |
| | Very high | 68 | 155,61 | | |
| I never care to prepare for my English class. | Very low | 5 | 141,00 | | |
| | Low | 20 | 159,70 | | |
| | Neither low nor high | 125 | 180,82 | | |
| | High | 137 | 176,79 | | |
| | Very high | 68 | 183,37 | 3,170 | ,530 |

Table 4.41 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Very low | 5 | 185,40 | | |
| | Low | 20 | 152,25 | | |
| | Neither low nor high | 125 | 188,99 | | |
| | High | 137 | 180,23 | 6,441 | ,169 |
| | Very high | 68 | 160,34 | | |
| I tell myself that I am OK when I feel anxious in my English class. | Very low | 5 | 135,70 | | |
| | Low | 20 | 140,03 | | |
| | Neither low nor high | 125 | 172,36 | | |
| | High | 137 | 184,19 | 6,778 | ,148 |
| | Very high | 68 | 190,18 | | |
| I never tell myself that difficult problems for me are also difficult for others. | Very low | 5 | 190,20 | | |
| | Low | 20 | 205,80 | | |
| | Neither low nor high | 125 | 179,54 | | |
| | High | 137 | 175,58 | 2,338 | ,674 |
| | Very high | 68 | 170,97 | | |
| I don't want to participate in the English class. | Very low | 5 | 217,80 | | |
| | Low | 20 | 203,70 | | |
| | Neither low nor high | 125 | 190,68 | | |
| | High | 137 | 174,31 | **17,388** | **,002** |
| | Very high | 68 | 151,65 | | |
| I ask students around me if they understand the English class. | Very low | 5 | 116,50 | | |
| | Low | 20 | 204,58 | | |
| | Neither low nor high | 125 | 192,43 | 9,230 | ,056 |
| | High | 137 | 165,04 | | |
| | Very high | 68 | 174,28 | | |
| I study hard the day before I have my English class. | Very low | 5 | 208,60 | | |
| | Low | 20 | 238,38 | | |
| | Neither low nor high | 125 | 172,92 | **10,650** | **,031** |
| | High | 137 | 169,18 | | |
| | Very high | 68 | 185,12 | | |
| I take a deep breath when I feel anxious in the English class. | Very low | 5 | 166,60 | | |
| | Low | 20 | 169,70 | | |
| | Neither low nor high | 125 | 176,90 | ,378 | ,984 |
| | High | 137 | 179,99 | | |
| | Very high | 68 | 179,30 | | |

Table 4.41 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I try not to think of people around me in the English class. | Very low | 5 | 169,40 | | |
| | Low | 20 | 137,95 | | |
| | Neither low nor high | 125 | 174,56 | 4,750 | ,314 |
| | High | 137 | 181,81 | | |
| | Very high | 68 | 189,06 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Very low | 5 | 223,30 | | |
| | Low | 20 | 184,95 | **9,688** | **,046** |
| | Neither low nor high | 125 | 195,27 | | |
| | High | 137 | 167,21 | | |
| | Very high | 68 | 162,62 | | |
| **Dimension of self-preparation for the classes** | Very low | 5 | 178,30 | | |
| | Low | 20 | 223,10 | 8,574 | ,073 |
| | Neither low nor high | 125 | 169,72 | | |
| | High | 137 | 169,47 | | |
| | Very high | 68 | 197,12 | | |
| **Dimension of self-relaxation** | Very low | 5 | 147,70 | | |
| | Low | 20 | 166,08 | 1,253 | ,869 |
| | Neither low nor high | 125 | 178,45 | | |
| | High | 137 | 182,67 | | |
| | Very high | 68 | 173,49 | | |
| **Dimension of positive thinking** | Very low | 5 | 149,60 | | |
| | Low | 20 | 146,95 | 7,035 | ,134 |
| | Neither low nor high | 125 | 167,18 | | |
| | High | 137 | 184,32 | | |
| | Very high | 68 | 196,37 | | |
| **Dimension of evaluating classmates** | Very low | 5 | 183,10 | | |
| | Low | 20 | 165,80 | | |
| | Neither low nor high | 125 | 186,74 | 1,971 | ,741 |
| | High | 137 | 170,84 | | |
| | Very high | 68 | 179,57 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | Very low | 5 | 294,50 | | |
| | Low | 20 | 196,43 | | |
| | Neither low nor high | 125 | 201,36 | **24,936** | **,000** |
| | High | 137 | 168,05 | | |
| | Very high | 68 | 141,12 | | |

Table 4.41 *(continued)*

| TOTAL SCORE | | | | | |
|---|---|---|---|---|---|
| | Very low | 5 | 199,00 | | |
| | Low | 20 | 173,20 | 2,184 | ,702 |
| | Neither low nor high | 125 | 187,16 | | |
| | High | 137 | 169,61 | | |
| | Very high | 68 | 177,93 | | |

Having examined the table, it has been found that chi-square values of undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in learning English speaking skills, specifically relating to the statements "I don't want to participate in the English class", "I study hard the day before I have my English class", " I avoid getting involved in a situation which can make me feel anxious in the English class", and to the dimensions "inattention to the class", "abstaining from attending the classes" are significant at p<0.05 level whereas all chi-square values relating to other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in learning English speaking skills, specifically relating to the statements "I don't want to participate in the English class", "I study hard the day before I have my English class", " I avoid getting involved in a situation which can make me feel anxious in the English class", and to the dimensions "inattention to the class", "abstaining from attending the classes".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, more positively the Anxiety Coping Strategies develop.

**4.2.47. Findings and Discussion on Differences in Self-Ratings for the Current Level of Study, English Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by the Level of Motivation in Conversations during Small Group Interviews**

It has separately been surveyed whether there are differences between undergraduate students with respect to their self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by the level of motivation in conversations during small group interviews.

**4.2.48. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Level of Motivation in Conversations during Small Group Interviews**

To understand whether there are differences between undergraduate students with respect to self-ratings for the current level of study by the level of motivation in conversations during small group interviews, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.42.

Table 4.42.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Level of Motivation in Conversations during Small Group Interviews*

| | **Frequency** | **n** | Mean Rank | Chi-square | p |
|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Very low | 19 | 119,76 | 30,011 | |
| | Low | 53 | 145,77 | | |
| | Neither low nor high | 128 | 167,48 | | ,000 |
| | High | 124 | 197,77 | | |
| | Very high | 31 | 233,15 | | |
| For my current level of study in English, I think my English fluency … | Very low | 19 | 122,39 | | |
| | Low | 53 | 126,72 | | |
| | Neither low nor high | 128 | 154,49 | 66,591 | ,000 |
| | High | 124 | 212,37 | | |
| | Very high | 31 | 259,37 | | |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Very low | 19 | 112,42 | | |
| | Low | 53 | 157,03 | | |
| | Neither low nor high | 128 | 183,58 | 13,940 | ,007 |
| | High | 124 | 188,27 | | |
| | Very high | 31 | 189,92 | | |
| For my current level of study in English, my overall speaking ability in spoken English is … | Very low | 19 | 103,50 | | |
| | Low | 53 | 143,34 | | |
| | Neither low nor high | 128 | 165,53 | 38,991 | ,000 |
| | High | 124 | 203,85 | | |
| | Very high | 31 | 231,03 | | |
| **TOTAL SCORE** | Very low | 19 | 94,16 | | |
| | Low | 53 | 127,76 | | |
| | Neither low nor high | 128 | 164,03 | 54,998 | ,000 |
| | High | 124 | 208,70 | | |
| | Very high | 31 | 250,16 | | |

Having examined the table, it has been found that chi-square values of undergraduate students with respect to their self-ratings for the current level of study by the level of motivation in conversations during small group interviews, specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and to "Total score" are significant at p<0.05 level whereas t values relating to the other statement is insignificant at p>0.05 level.

These findings demonstrate that there are differences between the answers of undergraduate students with respect to their self-ratings for the current level of study by the level of motivation in conversations during small group interviews, specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and to "Total score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, more positively the self-ratings for the current level of study develop.

### 4.2.49. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Level of Motivation in Conversations during Small Group Interviews

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by the level of motivation in conversations during small group interviews, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.43.

Table 4.43.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Level of Motivation in Conversations during Small Group Interviews*

|  | Frequency | n | Mean rank | Chi-square | p |
|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Very low | 19 | 218,16 | | |
| | Low | 53 | 228,58 | | |
| | Neither low nor high | 128 | 195,87 | **53,321** | **,000** |
| | High | 124 | 153,31 | | |
| | Very high | 31 | 91,92 | | |
| I would feel less nervous about speaking English in front of others when I know them. | Very low | 19 | 156,34 | | |
| | Low | 53 | 199,26 | | |
| | Neither low nor high | 128 | 182,60 | 5,114 | ,276 |
| | High | 124 | 170,40 | | |
| | Very high | 31 | 166,32 | | |
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Very low | 19 | 173,87 | | |
| | Low | 53 | 211,63 | **20,859** | **,000** |
| | Neither low nor high | 128 | 183,84 | | |
| | High | 124 | 173,75 | | |
| | Very high | 31 | 115,90 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | Very low | 19 | 176,71 | | |
| | Low | 53 | 205,33 | | |
| | Neither low nor high | 128 | 181,40 | 8,754 | ,068 |
| | High | 124 | 172,10 | | |
| | Very high | 31 | 141,61 | | |
| I start to panic when I know I will be graded in English class. | Very low | 19 | 191,45 | | |
| | Low | 53 | 184,86 | | |
| | Neither low nor high | 128 | 193,69 | **12,346** | **,015** |
| | High | 124 | 168,67 | | |
| | Very high | 31 | 130,55 | | |
| I fear giving a wrong answer while answering questions in English class. | Very low | 19 | 171,68 | | |
| | Low | 53 | 208,61 | | |
| | Neither low nor high | 128 | 194,25 | **17,776** | **,001** |
| | High | 124 | 158,52 | | |
| | Very high | 31 | 140,35 | | |

Table 4.43 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I fear giving a wrong answer while answering questions in English class. | Very low | 19 | 228,66 | | |
| | Low | 53 | 222,69 | | |
| | Neither low nor high | 128 | 189,68 | **38,498** | **,000** |
| | High | 124 | 155,71 | | |
| | Very high | 31 | 111,48 | | |
| I feel shy when I speak in English on the stage in front of the class. | Very low | 19 | 189,92 | **19,522** | **,001** |
| | Low | 53 | 194,18 | | |
| | Neither low nor high | 128 | 199,78 | | |
| | High | 124 | 158,83 | | |
| | Very high | 31 | 129,77 | | |
| I feel shy when I speak in English on the stage in front of the class. | Very low | 19 | 175,61 | | |
| | Low | 53 | 184,45 | 6,076 | ,194 |
| | Neither low nor high | 128 | 179,47 | | |
| | High | 124 | 184,40 | | |
| | Very high | 31 | 136,76 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests. | Very low | 19 | 223,68 | | |
| | Low | 53 | 209,08 | | |
| | Neither low nor high | 128 | 194,75 | **32,138** | **,000** |
| | High | 124 | 157,05 | | |
| | Very high | 31 | 111,50 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time. | Very low | 19 | 234,53 | | |
| | Low | 53 | 201,83 | | |
| | Neither low nor high | 128 | 187,51 | **22,786** | **,000** |
| | High | 124 | 162,91 | | |
| | Very high | 31 | 123,71 | | |
| I worry about the oral test in English class. | Very low | 19 | 208,13 | | |
| | Low | 53 | 210,02 | | |
| | Neither low nor high | 128 | 200,20 | | |
| | High | 124 | 154,79 | **36,653** | **,000** |
| | Very high | 31 | 105,97 | | |
| I would feel better about speaking in English if the class were smaller. | Very low | 19 | 186,84 | | |
| | Low | 53 | 173,67 | | |
| | Neither low nor high | 128 | 175,20 | 2,727 | ,605 |
| | High | 124 | 174,73 | | |
| | Very high | 31 | 204,61 | | |

Table 4.43 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I feel relaxed in English class when I preview very well. | Very low | 19 | 199,45 | | |
| | Low | 53 | 208,82 | | |
| | Neither low nor high | 128 | 179,30 | **11,357** | **,023** |
| | High | 124 | 166,58 | | |
| | Very high | 31 | 152,50 | | |
| I am more willing to speak in English class when I know the scheduled oral activities. | Very low | 19 | 185,11 | | |
| | Low | 53 | 210,58 | | |
| | Neither low nor high | 128 | 188,09 | | |
| | High | 124 | 156,87 | **15,392** | **,004** |
| | Very high | 31 | 160,81 | | |
| I stumble (slur or hesitate) when I answer questions in English. | Very low | 19 | 238,97 | | |
| | Low | 53 | 216,13 | | |
| | Neither low nor high | 128 | 185,21 | 37,263 | **,000** |
| | High | 124 | 164,48 | | |
| | Very high | 31 | 99,77 | | |
| I like going to class when I know that oral tasks are going to be performed. | Very low | 19 | 165,11 | | |
| | Low | 53 | 198,23 | | |
| | Neither low nor high | 128 | 193,32 | 13,549 | **,009** |
| | High | 124 | 166,49 | | |
| | Very high | 31 | 134,10 | | |
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | Very low | 19 | 190,79 | | |
| | Low | 53 | 189,78 | | |
| | Neither low nor high | 128 | 193,13 | 10,364 | **,035** |
| | High | 124 | 164,43 | | |
| | Very high | 31 | 141,82 | | |
| I like to volunteer answers in English class. | Very low | 19 | 213,18 | | |
| | Low | 53 | 213,36 | | |
| | Neither low nor high | 128 | 182,14 | **18,200** | **,001** |
| | High | 124 | 164,22 | | |
| | Very high | 31 | 133,98 | | |
| I am more willing to get involved in class when the topics are interesting. | Very low | 19 | 204,00 | | |
| | Low | 53 | 210,29 | | |
| | Neither low nor high | 128 | 186,38 | **19,415** | **,001** |
| | High | 124 | 163,17 | | |
| | Very high | 31 | 131,58 | | |

Table 4.43 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I don't feel tense in oral tests if I get more practice speaking in class. | Very low | 19 | 200,63 | | |
| | Low | 53 | 210,28 | | |
| | Neither low nor high | 128 | 177,59 | **15,249** | **,004** |
| | High | 124 | 172,98 | | |
| | Very high | 31 | 130,68 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | Very low | 19 | 159,21 | | |
| | Low | 53 | 158,81 | | |
| | Neither low nor high | 128 | 190,59 | 6,160 | ,188 |
| | High | 124 | 181,18 | | |
| | Very high | 31 | 157,65 | | |
| I feel pressure when my teacher corrects my oral mistakes in class. | Very low | 19 | 136,82 | | |
| | Low | 53 | 187,39 | | |
| | Neither low nor high | 128 | 186,17 | 6,164 | ,187 |
| | High | 124 | 177,43 | | |
| | Very high | 31 | 155,74 | | |
| Going to English conversation class makes me more nervous than going to other classes. | Very low | 19 | 193,89 | | |
| | Low | 53 | 201,40 | | |
| | Neither low nor high | 128 | 202,99 | **33,539** | **,000** |
| | High | 124 | 158,27 | | |
| | Very high | 31 | 103,98 | | |
| **TOTAL SCORE** | Very low | 19 | 199,92 | | |
| | Low | 53 | 227,76 | | |
| | Neither low nor high | 128 | 199,19 | **47,182** | **,000** |
| | High | 124 | 152,45 | | |
| | Very high | 31 | 94,19 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to English speaking anxieties by the level of motivation in conversations during small group interviews - specifically relating to the statements "I would feel anxious while speaking English in class", "I feel very relaxed in English class when I have studied the scheduled learning contents", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of

the class", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I feel relaxed in English class when I preview very well", "I am more willing to speak in English class when I know the scheduled oral activities", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I don't feel tense in oral tests if I get more practice speaking in class", "Going to English conversation class makes me more nervous than going to other classes", and to "Total Score" are significant at p<0.05 level whereas chi-square values relating to all other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between undergraduate students with respect to English speaking anxieties by the level of motivation in conversations during small group interviews - specifically relating to the statements "I would feel anxious while speaking English in class", "I feel very relaxed in English class when I have studied the scheduled learning contents", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I feel relaxed in English class when I preview very well", "I am more willing to speak in English class when I know the scheduled oral activities", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I don't feel tense in

oral tests if I get more practice speaking in class", "Going to English conversation class makes me more nervous than going to other classes", and to "Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that undergraduate students with "a little bit" and "moderate" motivation level demonstrate more positive self-ratings for the current level of study compared to undergraduate students with "too high" motivation level.

### 4.2.50. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Level of Motivation in Conversations during Small Group Interviews

To understand whether there are differences between undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in conversations during small group interviews, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.44.

Table 4.44.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Level of Motivation in Conversations during Small Group Interviews*

|  | Frequency | n | Mean rank | Chisquare | P |
|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Very low | 19 | 169,39 | | |
| | Low | 53 | 201,32 | | |
| | Neither low nor high | 128 | 188,89 | 8,664 | ,070 |
| | High | 124 | 163,46 | | |
| | Very high | 31 | 156,61 | | |
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Very low | 19 | 172,24 | | |
| | Low | 53 | 192,43 | | |
| | Neither low nor high | 128 | 178,08 | 2,628 | ,622 |
| | High | 124 | 178,01 | | |
| | Very high | 31 | 156,48 | | |

Table 4.44 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am frequently afraid of other people noting my shortcomings. | Very low | 19 | 136,66 | | |
| | Low | 53 | 204,63 | | |
| | Neither low nor high | 128 | 182,30 | **10,815** | **,029** |
| | High | 124 | 176,94 | | |
| | Very high | 31 | 144,31 | | |
| I am frequently afraid of other people noting my shortcomings. | Very low | 19 | 173,16 | | |
| | Low | 53 | 186,42 | | |
| | Neither low nor high | 128 | 177,68 | ,650 | ,957 |
| | High | 124 | 177,62 | | |
| | Very high | 31 | 169,44 | | |
| I am afraid that others will not approve of me. | Very low | 19 | 151,53 | | |
| | Low | 53 | 189,98 | | |
| | Neither low nor high | 128 | 194,75 | **9,608** | **,048** |
| | High | 124 | 166,32 | | |
| | Very high | 31 | 151,29 | | |
| I am afraid that people will find fault with me. | Very low | 19 | 154,63 | | |
| | Low | 53 | 191,22 | | |
| | Neither low nor high | 128 | 185,30 | 3,963 | ,411 |
| | High | 124 | 172,83 | | |
| | Very high | 31 | 160,27 | | |
| Other people's opinions of me do not bother me. | Very low | 19 | 141,92 | | |
| | Low | 53 | 221,14 | | |
| | Neither low nor high | 128 | 170,40 | **13,803** | **,008** |
| | High | 124 | 176,39 | | |
| | Very high | 31 | 164,19 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Very low | 19 | 169,11 | | |
| | Low | 53 | 196,58 | | |
| | Neither low nor high | 128 | 175,91 | 2,455 | ,653 |
| | High | 124 | 176,35 | | |
| | Very high | 31 | 166,90 | | |

Table 4.44 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am usually worried about what kind of impression I make. | Very low | 19 | 176,84 | | |
| | Low | 53 | 178,65 | | |
| | Neither low nor high | 128 | 180,38 | ,624 | ,960 |
| | High | 124 | 173,17 | | |
| | Very high | 31 | 187,08 | | |
| If I know someone is judging me, it has little effect on me. | Very low | 19 | 161,79 | | |
| | Low | 53 | 198,37 | | |
| | Neither low nor high | 128 | 188,34 | 8,255 | ,083 |
| | High | 124 | 169,01 | | |
| | Very high | 31 | 146,37 | | |
| Sometimes I think I am too concerned with what other people think of me. | Very low | 19 | 151,16 | | |
| | Low | 53 | 199,26 | | |
| | Neither low nor high | 128 | 186,92 | 7,191 | ,126 |
| | High | 124 | 169,21 | | |
| | Very high | 31 | 156,42 | | |
| I often worry that I will say or do the wrong things. | Very low | 19 | 167,68 | | |
| | Low | 53 | 219,85 | | |
| | Neither low nor high | 128 | 187,18 | **17,188** | **,002** |
| | High | 124 | 158,34 | | |
| | Very high | 31 | 153,52 | | |
| **TOTAL SCORE** | Very low | 19 | 144,55 | | |
| | Low | 53 | 212,31 | | |
| | Neither low nor high | 128 | 188,48 | **13,896** | **,008** |
| | High | 124 | 165,15 | | |
| | Very high | 31 | 147,97 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in conversations during small group interviews - specifically relating to the statements "I am frequently afraid of other people noting my shortcomings", "I am afraid that others will not approve of me", and "I often worry that I will say or do the

wrong things", and to "Total Score" are significant at p<0.05 level whereas chi-square values relating to all other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in conversations during small group interviews - specifically relating to the statements "I am frequently afraid of other people noting my shortcomings", "I am afraid that others will not approve of me", and "I often worry that I will say or do the wrong things", and to "Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, the lesser the Fear of Negative Evaluation.

### 4.2.51. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Level of Motivation in Conversations during Small Group Interviews

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in conversations during small group interviews, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.45.

Table 4.45.

*Findings on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Level of Motivation in Conversations during Small Group Interviews*

| | **Frequency** | **n** | Mean rank | Chi-square | P |
|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Very low | 19 | 144,16 | | |
| | Low | 53 | 156,82 | | |
| | Neither low nor high | 128 | 186,18 | 7,377 | ,117 |
| | High | 124 | 179,55 | | |
| | Very high | 31 | 194,97 | | |
| I try to relax when I am in my English class. | Very low | 19 | 167,21 | | |
| | Low | 53 | 161,96 | | |
| | Neither low nor high | 128 | 184,56 | 6,695 | ,153 |
| | High | 124 | 173,44 | | |
| | Very high | 31 | 203,16 | | |
| I imagine myself giving a great performance in my English class. | Very low | 19 | 193,79 | | |
| | Low | 53 | 168,15 | | |
| | Neither low nor high | 128 | 177,38 | 6,007 | ,199 |
| | High | 124 | 172,65 | | |
| | Very high | 31 | 209,13 | | |
| I tell myself that others must also be anxious in the English class. | Very low | 19 | 172,21 | | |
| | Low | 53 | 174,83 | | |
| | Neither low nor high | 128 | 173,00 | 3,190 | ,527 |
| | High | 124 | 189,34 | | |
| | Very high | 31 | 162,26 | | |
| I stop paying attention when I am feeling nervous in my English class. | Very low | 19 | 243,66 | | |
| | Low | 53 | 209,27 | | |
| | Neither low nor high | 128 | 174,13 | **19,788** | **,001** |
| | High | 124 | 166,47 | | |
| | Very high | 31 | 146,39 | | |
| I never care to prepare for my English class. | Very low | 19 | 191,18 | | |
| | Low | 53 | 173,49 | | |
| | Neither low nor high | 128 | 178,86 | 2,166 | ,705 |
| | High | 124 | 180,54 | | |
| | Very high | 31 | 163,94 | | |

Table 4.45 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Very low | 19 | 190,32 | | |
| | Low | 53 | 196,92 | | |
| | Neither low nor high | 128 | 171,85 | 3,577 | ,466 |
| | High | 124 | 174,77 | | |
| | Very high | 31 | 176,45 | | |
| I tell myself that I am OK when I feel anxious in my English class. | Very low | 19 | 121,50 | | |
| | Low | 53 | 150,09 | | |
| | Neither low nor high | 128 | 184,99 | **14,944** | **,005** |
| | High | 124 | 188,76 | | |
| | Very high | 31 | 188,44 | | |
| I never tell myself that difficult problems for me are also difficult for others. | Very low | 19 | 175,82 | | |
| | Low | 53 | 196,33 | | |
| | Neither low nor high | 128 | 175,61 | 2,407 | ,661 |
| | High | 124 | 174,43 | | |
| | Very high | 31 | 172,13 | | |
| I don't want to participate in the English class. | Very low | 19 | 181,66 | | |
| | Low | 53 | 202,15 | | |
| | Neither low nor high | 128 | 179,80 | 9,297 | ,054 |
| | High | 124 | 166,83 | | |
| | Very high | 31 | 171,68 | | |
| I ask students around me if they understand the English class. | Very low | 19 | 157,97 | | |
| | Low | 53 | 183,90 | | |
| | Neither low nor high | 128 | 181,56 | 3,217 | ,522 |
| | High | 124 | 180,72 | | |
| | Very high | 31 | 154,63 | | |
| I study hard the day before I have my English class. | Very low | 19 | 171,39 | | |
| | Low | 53 | 167,91 | | |
| | Neither low nor high | 128 | 183,77 | 2,462 | ,651 |
| | High | 124 | 173,21 | | |
| | Very high | 31 | 194,66 | | |
| I take a deep breath when I feel anxious in the English class. | Very low | 19 | 140,16 | | |
| | Low | 53 | 179,39 | | |
| | Neither low nor high | 128 | 178,15 | 4,797 | ,309 |
| | High | 124 | 178,89 | | |
| | Very high | 31 | 194,65 | | |

Table 4.45 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I try not to think of people around me in the English class. | Very low | 19 | 156,87 | | |
| | Low | 53 | 165,42 | | |
| | Neither low nor high | 128 | 192,95 | 6,588 | ,159 |
| | High | 124 | 176,81 | | |
| | Very high | 31 | 155,48 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Very low | 19 | 197,47 | | |
| | Low | 53 | 196,55 | | |
| | Neither low nor high | 128 | 188,66 | **11,634** | **,020** |
| | High | 124 | 164,30 | | |
| | Very high | 31 | 145,13 | | |
| **Dimension of self-preparation for the classes** | Very low | 19 | 162,37 | | |
| | Low | 53 | 154,28 | | |
| | Neither low nor high | 128 | 186,45 | 5,426 | ,246 |
| | High | 124 | 177,42 | | |
| | Very high | 31 | 195,56 | | |
| **Dimension of self-relaxation** | Very low | 19 | 150,61 | | |
| | Low | 53 | 186,40 | | |
| | Neither low nor high | 128 | 178,64 | 3,048 | ,550 |
| | High | 124 | 173,80 | | |
| | Very high | 31 | 194,60 | | |
| **Dimension of positive thinking** | Very low | 19 | 141,00 | | |
| | Low | 53 | 149,43 | | |
| | Neither low nor high | 128 | 184,74 | **10,967** | **,027** |
| | High | 124 | 181,57 | | |
| | Very high | 31 | 207,40 | | |
| **Dimension of evaluating classmates** | Very low | 19 | 158,87 | | |
| | Low | 53 | 179,94 | | |
| | Neither low nor high | 128 | 185,19 | 4,965 | ,291 |
| | High | 124 | 181,08 | | |
| | Very high | 31 | 144,37 | | |
| **Dimension of classes to the classes and abstaining from attending the classes** | Very low | 19 | 235,79 | | |
| | Low | 53 | 222,15 | | |
| | Neither low nor high | 128 | 182,43 | 28,933 | ,000 |
| | High | 124 | 157,26 | | |
| | Very high | 31 | 131,79 | | |
| **TOTAL SCORE** | Very low | 19 | 155,53 | | |
| | Low | 53 | 183,43 | | |
| | Neither low nor high | 128 | 189,98 | 4,062 | ,398 |
| | High | 124 | 169,72 | | |
| | Very high | 31 | 166,13 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in conversations during small group interviews - specifically relating to the statements "I stop paying attention when I am feeling nervous in my English class", "I tell myself that I am OK when I feel anxious in my English class" and "I avoid getting involved in a situation which can make me feel anxious in the English class"; and to dimensions "Positive thinking", "Inattention to the class", "Abstaining from attending the classes" are significant at $p<0.05$ level whereas all chi-square values relating to other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in conversations during small group interviews - specifically relating to the statements "I stop paying attention when I am feeling nervous in my English class", "I tell myself that I am OK when I feel anxious in my English class" and "I avoid getting involved in a situation which can make me feel anxious in the English class"; and to dimensions "Positive thinking", "Inattention to the class", "Abstaining from participating in the class".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, more positively the Anxiety Coping Strategies develop.

**4.2.52. Findings and Discussion on Differences in Self-Ratings for the Current Level of Study, Foreign Language Speaking Anxieties, Fears of Negative Evaluation, and Anxiety Coping Strategies by the Level of Motivation in Conversations during Collective Class Discussions**

It has separately been surveyed whether there are differences between undergraduate students with respect to their self-ratings for the current level of study, English speaking anxieties, fears of negative evaluation, and anxiety coping strategies by the level of motivation in conversations during collective class discussions.

**4.2.53. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Level of Motivation in Conversations during Collective Class Discussions**

To understand whether there are differences between undergraduate students with respect to self-ratings for the current level of study by the level of motivation in conversations during collective class discussions, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.46.

Table 4.46.

*Findings on Differences between Undergraduate Students with Respect to Their Self-Ratings for the Current Level of Study by the Level of Motivation in Conversations during Collective Class Discussions*

|  | Frequency | n | Mean Rank | Chi-square | p |
|---|---|---|---|---|---|
| For my current level of study in English, I think my English pronunciation is … | Very low | 33 | 117,67 | | |
| | Low | 78 | 145,74 | | |
| | Neither low nor high | 157 | 184,14 | 42,271 | ,000 |
| | High | 74 | 209,99 | | |
| | Very high | 13 | 268,46 | | |
| For my current level of study in English, I think my English fluency … | Very low | 33 | 119,09 | | |
| | Low | 78 | 128,75 | | |
| | Neither low nor high | 157 | 181,20 | 71,327 | ,000 |
| | High | 74 | 229,91 | | |
| | Very high | 13 | 288,96 | | |
| For my current level of study in English, my grammatical accuracy in spoken English is … | Very low | 33 | 112,02 | | |
| | Low | 78 | 166,81 | | |
| | Neither low nor high | 157 | 188,54 | 21,480 | ,000 |
| | High | 74 | 192,24 | | |
| | Very high | 13 | 204,35 | | |

Table 4.46 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| For my current level of study in English, my overall speaking ability in spoken English is … | Very low | 33 | 121,71 | | |
| | Low | 78 | 144,39 | 43,051 | |
| | Neither low nor high | 157 | 181,37 | | ,000 |
| | High | 74 | 216,65 | | |
| | Very high | 13 | 261,88 | | |
| **TOTAL SCORE** | Very low | 33 | 99,52 | | |
| | Low | 78 | 130,57 | | |
| | Neither low nor high | 157 | 186,55 | 68,085 | ,000 |
| | High | 74 | 226,47 | | |
| | Very high | 13 | 282,62 | | |

Having examined the table, the chi-square values of undergraduate students - with respect to their self-ratings for the current level of study by the level of motivation in conversations during collective class discussions- specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and to "Total score" have been found significant at $p<0.05$ level.

These findings demonstrate that there are differences between the answers of undergraduate students with respect to their self-ratings for the current level of study by the level of motivation in conversations during collective class discussions, specifically relating to the statements "For my current level of study in English, I think my English pronunciation is ...", "For my current level of study in English, I think my English fluency is...", "For my current level of study in English, I think my grammatical accuracy in spoken English is…", "For my current level of study in English, I think my overall speaking ability in English is…" and to "Total score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has

been observed that the higher the motivation level, more positively the self-ratings for the current level of study develop.

**4.2.54. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Level of Motivation in Conversations during Collective Class Discussions**

To understand whether there are differences between undergraduate students with respect to English speaking anxieties by the level of motivation in conversations during collective class discussions, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.47.

Table 4.47.

*Findings on Differences between Undergraduate Students with Respect to Their Foreign Language Speaking Anxieties by the Level of Motivation in Conversations during Collective Class Discussions*

|  | Frequency | n | Mean rank | Chi-square | P |
|---|---|---|---|---|---|
| I would feel anxious while speaking English in class. | Very low | 33 | 242,62 | | |
|  | Low | 78 | 224,28 | | |
|  | Neither low nor high | 157 | 181,09 | 81,452 | ,000 |
|  | High | 74 | 114,31 | | |
|  | Very high | 13 | 61,58 | | |
| I would feel less nervous about speaking English in front of others when I know them. | Very low | 33 | 157,18 | | |
|  | Low | 78 | 201,71 | | |
|  | Neither low nor high | 157 | 173,83 | 8,249 | ,083 |
|  | High | 74 | 177,07 | | |
|  | Very high | 13 | 144,23 | | |

Table 4.47 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I feel very relaxed in English class when I have studied the scheduled learning contents. | Very low | 33 | 190,17 | | |
| | Low | 78 | 192,06 | | |
| | Neither low nor high | 157 | 188,91 | 21,678 | ,000 |
| | High | 74 | 149,64 | | |
| | Very high | 13 | 92,42 | | |
| I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | Very low | 33 | 208,67 | | |
| | Low | 78 | 211,62 | | |
| | Neither low nor high | 157 | 180,68 | | |
| | High | 74 | 134,44 | 31,803 | ,000 |
| | Very high | 13 | 113,96 | | |
| I start to panic when I know I will be graded in English class. | Very low | 33 | 202,94 | | |
| | Low | 78 | 198,04 | | |
| | Neither low nor high | 157 | 179,37 | 14,706 | ,005 |
| | High | 74 | 152,76 | | |
| | Very high | 13 | 121,62 | | |
| I fear giving a wrong answer while answering questions in English class. | Very low | 33 | 203,24 | | |
| | Low | 78 | 201,75 | | |
| | Neither low nor high | 157 | 188,97 | 34,463 | ,000 |
| | High | 74 | 135,43 | | |
| | Very high | 13 | 81,27 | | |
| I enjoy English class when I know that we are going to discuss in English. | Very low | 33 | 259,09 | | |
| | Low | 78 | 197,59 | | |
| | Neither low nor high | 157 | 182,65 | 57,959 | ,000 |
| | High | 74 | 128,81 | | |
| | Very high | 13 | 78,42 | | |

Table 4.47 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I feel shy when I speak in English on the stage in front of the class | Very low | 33 | 209,23 | | |
| | Low | 78 | 203,49 | | |
| | Neither low nor high | 157 | 181,54 | 23,744 | ,000 |
| | High | 74 | 140,25 | | |
| | Very high | 13 | 117,96 | | |
| When it comes to being corrected by my teacher, I am afraid of taking English class | Very low | 33 | 197,30 | | |
| | Low | 78 | 198,71 | 14,092 | ,007 |
| | Neither low nor high | 157 | 180,35 | | |
| | High | 74 | 153,26 | | |
| | Very high | 13 | 117,12 | | |
| I am so nervous that I tremble when I am going to attend the English oral tests | Very low | 33 | 220,42 | | |
| | Low | 78 | 197,95 | | |
| | Neither low nor high | 157 | 188,64 | 35,974 | ,000 |
| | High | 74 | 126,84 | | |
| | Very high | 13 | 113,35 | | |
| I get frustrated when I am asked to discuss with classmates in English in a short period of time | Very low | 33 | 241,85 | | |
| | Low | 78 | 193,35 | | |
| | Neither low nor high | 157 | 177,09 | | |
| | High | 74 | 152,86 | 33,864 | ,000 |
| | Very high | 13 | 77,96 | | |
| I worry about the oral test in English class | Very low | 33 | 238,68 | | |
| | Low | 78 | 214,17 | | |
| | Neither low nor high | 157 | 183,53 | 63,588 | ,000 |
| | High | 74 | 120,07 | | |
| | Very high | 13 | 69,88 | | |

Table 4.47 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I would feel better about speaking in English if the class were smaller | Very low | 33 | 168,30 | | |
| | Low | 78 | 164,54 | | |
| | Neither low nor high | 157 | 180,11 | 3,335 | ,503 |
| | High | 74 | 192,14 | | |
| | Very high | 13 | 177,38 | | |
| I feel relaxed in English class when I preview very well | Very low | 33 | 209,44 | | |
| | Low | 78 | 187,31 | 13,812 | ,008 |
| | Neither low nor high | 157 | 182,80 | | |
| | High | 74 | 150,03 | | |
| | Very high | 13 | 143,54 | | |
| I am more willing to speak in English class when I know the scheduled oral activities | Very low | 33 | 222,09 | | |
| | Low | 78 | 179,06 | | |
| | Neither low nor high | 157 | 189,05 | 24,810 | ,000 |
| | High | 74 | 145,05 | | |
| | Very high | 13 | 113,81 | | |
| I stumble (slur or hesitate) when I answer questions in English | Very low | 33 | 229,95 | | |
| | Low | 78 | 206,45 | | |
| | Neither low nor high | 157 | 181,10 | 43,083 | ,000 |
| | High | 74 | 136,82 | | |
| | Very high | 13 | 72,46 | | |
| I like going to class when I know that oral tasks are going to be performed | Very low | 33 | 210,18 | | |
| | Low | 78 | 195,18 | 35,518 | ,000 |
| | Neither low nor high | 157 | 190,04 | | |
| | High | 74 | 138,88 | | |
| | Very high | 13 | 70,46 | | |

Table 4.47 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others | Very low | 33 | 198,70 | | |
| | Low | 78 | 203,18 | | |
| | Neither low nor high | 157 | 187,27 | 31,306 | ,000 |
| | High | 74 | 139,95 | | |
| | Very high | 13 | 79,00 | | |
| I like to volunteer answers in English class | Very low | 33 | 248,23 | | |
| | Low | 78 | 218,51 | | |
| | Neither low nor high | 157 | 179,08 | 76,391 | ,000 |
| | High | 74 | 125,77 | | |
| | Very high | 13 | 40,96 | | |
| I am more willing to get involved in class when the topics are interesting | Very low | 33 | 224,56 | | |
| | Low | 78 | 188,35 | | |
| | Neither low nor high | 157 | 182,34 | 27,228 | ,000 |
| | High | 74 | 153,47 | | |
| | Very high | 13 | 84,88 | | |
| I don't feel tense in oral tests if I get more practice speaking in class | Very low | 33 | 218,52 | | |
| | Low | 78 | 200,65 | 19,160 | ,000 |
| | Neither low nor high | 157 | 172,70 | | |
| | High | 74 | 157,38 | | |
| | Very high | 13 | 120,65 | | |
| I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class | Very low | 33 | 145,58 | | |
| | Low | 78 | 190,21 | | |
| | Neither low nor high | 157 | 191,46 | 13,247 | ,010 |
| | High | 74 | 159,48 | | |
| | Very high | 13 | 129,85 | | |

Table 4.47 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I feel pressure when my teacher corrects my oral mistakes in class | Very low | 33 | 165,64 | | |
| | Low | 78 | 187,74 | | |
| | Neither low nor high | 157 | 184,80 | 4,533 | ,339 |
| | High | 74 | 163,63 | | |
| | Very high | 13 | 150,62 | | |
| Going to English conversation class makes me more nervous than going to other classes | Very low | 33 | 227,48 | | |
| | Low | 78 | 206,60 | | |
| | Neither low nor high | 157 | 188,95 | 54,962 | ,000 |
| | High | 74 | 120,51 | | |
| | Very high | 13 | 75,77 | | |
| **TOPLAM PUAN** | Very low | 33 | 239,33 | | |
| | Low | 78 | 220,67 | | |
| | Neither low nor high | 157 | 187,75 | 83,454 | ,000 |
| | High | 74 | 109,20 | | |
| | Very high | 13 | 40,19 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to English speaking anxieties by the level of motivation in conversations during collective class discussions- specifically relating to the statements "I would feel anxious while speaking English in class", "I feel very relaxed in English class when I have studied the scheduled learning contents", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am

asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I feel relaxed in English class when I preview very well", "I am more willing to speak in English class when I know the scheduled oral activities", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I like to volunteer answers in English class", "I am more willing to get involved in class when the topics are interesting", "I don't feel tense in oral tests if I get more practice speaking in class", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and to "Total Score" are significant at p<0.05 level whereas chi-square values relating to the other three statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to English speaking anxieties by the level of motivation in conversations during collective class discussions- specifically relating to the statements "I would feel anxious while speaking English in class", "I feel very relaxed in English class when I have studied the scheduled learning contents", "I am anxious in class when I am the only person answering the question advanced by my teacher in English class", "I start to panic when I know I will be graded in English class", "I fear giving a wrong answer while answering questions in English class", "I enjoy English class when I know that we are going to discuss in English", "I feel shy when I speak in English on the stage in front of the class", "When it comes to being corrected by my teacher, I am afraid of taking English class", "I am so nervous that I tremble when I am going to attend the English oral tests", "I get frustrated when I am asked to discuss with classmates in English in a short period of time", "I worry about the oral test in English class", "I feel relaxed in English class when I preview very well", "I am more willing to speak in English class when I know the scheduled oral activities", "I stumble (slur or hesitate) when I answer questions in English", "I like going to class when I know that oral tasks are going to be performed", "I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others", "I like to volunteer answers in English class", "I am more willing to get

involved in class when the topics are interesting", "I don't feel tense in oral tests if I get more practice speaking in class", "I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class", "Going to English conversation class makes me more nervous than going to other classes", and to "Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, the lesser the fears of English speaking.

**4.2.55. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Level of Motivation in Conversations during Collective Class Discussions**

To understand whether there are differences between undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in conversations during collective class discussions, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.48.

Table 4.48.

*Findings on Differences between Undergraduate Students with Respect to Their Fears of Negative Evaluation by the Level of Motivation in Conversations during Collective Class Discussions*

|  | **Frequency** | **n** | Mean rank | Chi-square | P |
|---|---|---|---|---|---|
| I worry about what people will think of me even when I know it doesn't make any difference. | Very low | 33 | 181,70 |  |  |
|  | Low | 78 | 208,32 |  |  |
|  | Neither low nor high | 157 | 180,94 | **17,990** | **,001** |
|  | High | 74 | 147,21 |  |  |
|  | Very high | 13 | 126,46 |  |  |

Table 4.48 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I am unconcerned even if I know people are forming an unfavorable impression of me. | Very low | 33 | 203,20 | | |
| | Low | 78 | 191,28 | | |
| | Neither low nor high | 157 | 172,07 | 5,092 | ,278 |
| | High | 74 | 167,70 | | |
| | Very high | 13 | 164,58 | | |
| I am frequently afraid of other people noting my shortcomings. | Very low | 33 | 177,89 | | |
| | Low | 78 | 189,03 | | |
| | Neither low nor high | 157 | 182,86 | **10,856** | **,028** |
| | High | 74 | 170,81 | | |
| | Very high | 13 | 94,27 | | |
| I rarely worry about what kind of impression I am making on someone. | Very low | 33 | 159,70 | | |
| | Low | 78 | 172,71 | | |
| | Neither low nor high | 157 | 178,69 | 2,325 | ,676 |
| | High | 74 | 189,43 | | |
| | Very high | 13 | 182,73 | | |
| I am afraid that others will not approve of me. | Very low | 33 | 163,94 | | |
| | Low | 78 | 186,46 | 5,737 | ,220 |
| | Neither low nor high | 157 | 185,91 | | |
| | High | 74 | 166,30 | | |
| | Very high | 13 | 134,00 | | |
| I am afraid that people will find fault with me. | Very low | 33 | 183,73 | | |
| | Low | 78 | 174,59 | 4,650 | ,325 |
| | Neither low nor high | 157 | 186,10 | | |
| | High | 74 | 170,24 | | |
| | Very high | 13 | 130,27 | | |

Table 4.48 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| Other people's opinions of me do not bother me. | Very low | 33 | 192,80 | | |
| | Low | 78 | 186,15 | 2,763 | ,598 |
| | Neither low nor high | 157 | 175,70 | | |
| | High | 74 | 173,10 | | |
| | Very high | 13 | 147,12 | | |
| When I am talking to someone, I worry about what they may be thinking about me. | Very low | 33 | 187,55 | | |
| | Low | 78 | 198,82 | **10,972** | **,027** |
| | Neither low nor high | 157 | 180,66 | | |
| | High | 74 | 146,93 | | |
| | Very high | 13 | 173,54 | | |
| I am usually worried about what kind of impression I make. | Very low | 33 | 182,38 | | |
| | Low | 78 | 185,71 | | |
| | Neither low nor high | 157 | 184,81 | 5,290 | ,259 |
| | High | 74 | 154,96 | | |
| | Very high | 13 | 169,58 | | |
| If I know someone is judging me, it has little effect on me. | Very low | 33 | 179,67 | | |
| | Low | 78 | 189,90 | | |
| | Neither low nor high | 157 | 179,84 | 3,123 | ,538 |
| | High | 74 | 164,51 | | |
| | Very high | 13 | 156,96 | | |
| Sometimes I think I am too concerned with what other people think of me. | Very low | 33 | 180,32 | | |
| | Low | 78 | 196,94 | | |
| | Neither low nor high | 157 | 184,36 | **11,649** | **,020** |
| | High | 74 | 152,43 | | |
| | Very high | 13 | 127,23 | | |

Table 4.48 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I often worry that I will say or do the wrong things. | Very low | 33 | 182,97 | | |
| | Low | 78 | 215,38 | | |
| | Neither low nor high | 157 | 183,15 | **29,629** | **,000** |
| | High | 74 | 137,57 | | |
| | Very high | 13 | 109,04 | | |
| **TOTAL SCORE** | Very low | 33 | 181,33 | | |
| | Low | 78 | 200,92 | | |
| | Neither low nor high | 157 | 184,41 | **14,485** | **,006** |
| | High | 74 | 148,54 | | |
| | Very high | 13 | 122,31 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in conversations during collective class discussions- specifically relating to the statements "I worry about what people will think of me even when I know it doesn't make any difference", "I am frequently afraid of other people noting my shortcomings", "When I am talking to someone, I worry about what they may be thinking about me", "Sometimes I think I am too concerned with what other people think of me" and "I often worry that I will say or do the wrong things", and to "Total Score" are significant at p<0.05 level whereas chi-square values relating to all other statements are insignificant at p>0.05 level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Fear of Negative Evaluation by the level of motivation in conversations during collective class discussions- specifically relating to the statements "I worry about what people will think of me even when I know it doesn't make any difference", "I am frequently afraid of other people noting my shortcomings", "When I am talking to someone, I worry about what they may be thinking about me", "I am afraid that people will find fault with me", "Sometimes I think I am too concerned

with what other people think of me" and "I often worry that I will say or do the wrong things", and to "Total Score".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, the lesser the Fear of Negative Evaluation.

**4.2.56. Findings and Discussion on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Level of Motivation in Conversations during Collective Class Discussions**

To understand whether there are differences between undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in conversations during collective class discussions, the Kruskal-Wallis analysis has been applied and findings are presented in Table 4.49.

Table 4.49.

*Findings on Differences between Undergraduate Students with Respect to Their Anxiety Coping Strategies by the Level of Motivation in Conversations during Collective Class Discussions*

|  | **Frequency** | **n** | Mean rank | Chi-square | P |
|---|---|---|---|---|---|
| I try to make a habit of studying English every day. | Very low | 33 | 144,68 | | |
| | Low | 78 | 177,89 | | |
| | Neither low nor high | 157 | 176,70 | 7,915 | ,095 |
| | High | 74 | 188,30 | | |
| | Very high | 13 | 220,23 | | |

Table 4.49 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I try to relax when I am in my English class. | Very low | 33 | 152,39 | | |
| | Low | 78 | 170,47 | **9,553** | **,049** |
| | Neither low nor high | 157 | 176,38 | | |
| | High | 74 | 194,96 | | |
| | Very high | 13 | 211,27 | | |
| I imagine myself giving a great performance in my English class. | Very low | 33 | 164,64 | | |
| | Low | 78 | 167,31 | 6,276 | ,179 |
| | Neither low nor high | 157 | 179,92 | | |
| | High | 74 | 182,97 | | |
| | Very high | 13 | 224,62 | | |
| I tell myself that others must also be anxious in the English class. | Very low | 33 | 171,03 | | |
| | Low | 78 | 168,36 | 7,485 | ,112 |
| | Neither low nor high | 157 | 187,13 | | |
| | High | 74 | 181,95 | | |
| | Very high | 13 | 120,77 | | |
| I stop paying attention when I am feeling nervous in my English class. | Very low | 33 | 204,97 | | |
| | Low | 78 | 191,37 | **10,732** | **,030** |
| | Neither low nor high | 157 | 179,83 | | |
| | High | 74 | 155,40 | | |
| | Very high | 13 | 135,88 | | |
| I never care to prepare for my English class. | Very low | 33 | 180,11 | | |
| | Low | 78 | 177,94 | 1,237 | ,872 |
| | Neither low nor high | 157 | 179,74 | | |
| | High | 74 | 177,16 | | |
| | Very high | 13 | 156,81 | | |

Table 4.49 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | Very low | 33 | 181,76 | | |
| | Low | 78 | 199,76 | 8,761 | ,067 |
| | Neither low nor high | 157 | 169,32 | | |
| | High | 74 | 178,61 | | |
| | Very high | 13 | 139,31 | | |
| I tell myself that I am OK when I feel anxious in my English class. | Very low | 33 | 133,38 | | |
| | Low | 78 | 172,63 | **10,222** | **,037** |
| | Neither low nor high | 157 | 184,36 | | |
| | High | 74 | 190,57 | | |
| | Very high | 13 | 175,04 | | |
| I never tell myself that difficult problems for me are also difficult for others. | Very low | 33 | 187,59 | | |
| | Low | 78 | 196,31 | 7,021 | ,135 |
| | Neither low nor high | 157 | 170,12 | | |
| | High | 74 | 165,78 | | |
| | Very high | 13 | 208,46 | | |
| I don't want to participate in the English class. | Very low | 33 | 200,11 | | |
| | Low | 78 | 201,81 | **18,339** | **,001** |
| | Neither low nor high | 157 | 171,40 | | |
| | High | 74 | 161,14 | | |
| | Very high | 13 | 154,77 | | |
| I ask students around me if they understand the English class. | Very low | 33 | 178,27 | | |
| | Low | 78 | 183,14 | ,512 | 972 |
| | Neither low nor high | 157 | 178,25 | , | |
| | High | 74 | 173,51 | | |
| | Very high | 13 | 169,08 | | |

Table 4.49 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| I study hard the day before I have my English class. | Very low | 33 | 174,70 | | |
| | Low | 78 | 165,82 | 7,430 | |
| | Neither low nor high | 157 | 186,48 | | ,115 |
| | High | 74 | 165,64 | | |
| | Very high | 13 | 227,38 | | |
| I take a deep breath when I feel anxious in the English class. | Very low | 33 | 146,41 | | |
| | Low | 78 | 175,29 | | |
| | Neither low nor high | 157 | 184,32 | 6,560 | ,161 |
| | High | 74 | 176,82 | | |
| | Very high | 13 | 204,81 | | |
| I try not to think of people around me in the English class. | Very low | 33 | 190,23 | | |
| | Low | 78 | 164,42 | 6,454 | ,168 |
| | Neither low nor high | 157 | 190,07 | | |
| | High | 74 | 162,99 | | |
| | Very high | 13 | 168,15 | | |
| I avoid getting involved in a situation which can make me feel anxious in the English class. | Very low | 33 | 221,45 | | |
| | Low | 78 | 182,19 | **14,875** | **,005** |
| | Neither low nor high | 157 | 179,39 | | |
| | High | 74 | 160,71 | | |
| | Very high | 13 | 124,23 | | |
| **Dimension of self-preparation for the classes** | Very low | 33 | 156,89 | | |
| | Low | 78 | 169,22 | 6,424 | ,170 |
| | Neither low nor high | 157 | 182,37 | | |
| | High | 74 | 177,74 | | |
| | Very high | 13 | 232,96 | | |

Table 4.49 *(continued)*

| | | | | | |
|---|---|---|---|---|---|
| **Dimension of self-relaxation** | Very low | 33 | 146,14 | | |
| | Low | 78 | 190,84 | 5,574 | ,233 |
| | Neither low nor high | 157 | 174,44 | | |
| | High | 74 | 184,93 | | |
| | Very high | 13 | 185,42 | | |
| **Dimension of positive thinking** | Very low | 33 | 132,32 | | |
| | Low | 78 | 170,81 | **10,028** | **,040** |
| | Neither low nor high | 157 | 185,14 | | |
| | High | 74 | 186,27 | | |
| | Very high | 13 | 203,77 | | |
| **Dimension of evaluating classmates** | Very low | 33 | 192,08 | | |
| | Low | 78 | 174,19 | 3,346 | ,502 |
| | Neither low nor high | 157 | 184,62 | | |
| | High | 74 | 166,33 | | |
| | Very high | 13 | 151,58 | | |
| **Dimension of inattention to the classes and abstaining from attending the classes** | Very low | 33 | 229,08 | | |
| | Low | 78 | 200,79 | **27,903** | **,000** |
| | Neither low nor high | 157 | 177,07 | | |
| | High | 74 | 147,03 | | |
| | Very high | 13 | 99,15 | | |
| **TOTAL SCORE** | Very low | 33 | 163,08 | | |
| | Low | 78 | 182,90 | 3,067 | ,547 |
| | Neither low nor high | 157 | 185,62 | | |
| | High | 74 | 165,04 | | |
| | Very high | 13 | 168,23 | | |

Having examined the table, it has been found that the chi-square values of undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in conversations during collective class discussions- specifically relating to the statements "I try to relax when I am in my English class", "I stop paying attention when I am feeling nervous in my English class", "I tell myself that I am OK when I feel anxious in my English class", "I don't want to participate in the English class" and "I avoid getting involved in a situation which can make me feel anxious in the English class"; and to the dimensions "Positive thinking", "Inattention to the class", "Abstaining from attending the classes" are significant at $p<0.05$ level whereas all chi-square values relating to other statements are insignificant at $p>0.05$ level.

These findings demonstrate that there are differences between the opinions of undergraduate students with respect to Anxiety Coping Strategies by the level of motivation in conversations during collective class discussions- specifically relating to the statements "I try to relax when I am in my English class", "I stop paying attention when I am feeling nervous in my English class", "I tell myself that I am OK when I feel anxious in my English class", "I don't want to participate in the English class" and "I avoid getting involved in a situation which can make me feel anxious in the English class"; and to dimensions "Positive thinking", "Inattention to the class", "Abstaining from attending the classes".

As a result of the LSD Post Hoc test applied to understand from which undergraduate students with what level of motivation this difference originates, it has been observed that the higher the motivation level, more positively the Anxiety Coping Strategies level.

## 4.3. Analysis of the Qualitative Data

In this section, the findings of the qualitative research will be presented and discussed comprehensively. The discussions and findings will be considered in the light of the literature review section of the study. The qualitative research of this study is an essential part which aims to describe the foreign language speaking experiences of the participants with regard to their perceptions of and attitudes toward foreign language speaking anxiety. The qualitative data of this research were collected in order to support

the quantitative data and to find out if there were some points which cannot be measured by the questionnaires. The qualitative data, as explained in *Methodology*, were collected through interviews and report-writing section with 34 voluntary participants from both the day-time and the evening classes of English Language Teaching Department of Kâzım Karabekir Faculty of Education, Atatürk University in the autumn semester of the 2010-2011 Academic Year. In the interviews and report-writing section, it was aimed to investigate Turkish undergraduate EFL learners' perceptions of and attitudes toward foreign language speaking anxiety, to determine the potential sources of foreign language speaking anxiety, and to point out its debilitating effects on oral performances of foreign language learners.

The interview section of the qualitative research of the study was carried out with the help of 21 participants: 11 female students and 10 male students. The participants of the interviews were invited to the researcher's office whenever they felt themselves ready for the interviews and they were allowed to attend the interviews alone or with their friends. The time allotted for each participant of the interviews was determined by the length of the responses given to the questions of the interview. The average time span for the responses of a participant was found to be around 20 minutes. All the interviews were performed in English language with the consent of the participants. After the tape-recording section of the interviews with the participants, the interviews were transcribed verbatim once they were collected. To assure the accuracy, these transcriptions were returned to the participants for the confirmation by each participant.

The report-writing section of the qualitative research of the study was performed by the participation of 13 students: 9 female participants and 4 male participants. In the report-writing sections, nine questions that were the same questions as in the interviews were addressed to the participants in English. The participants of report-writing sections were given a paper on which there were nine questions and they were allowed to return the papers whenever they wanted.

Later, the statements both in the transcriptions of the interviews and written reports of the participants were grouped into meaningful units. The findings related to

the nine general themes will be explained below with some necessary extracts from the interviews with and written reports of the participants.

### 4.3.1. Students' Thoughts and Feelings Related to The Difficulty Level of Speaking English as a Foreign Language in a Language Classroom.

The interviewees and the participants of the report-writing sections were asked to tell their thoughts and feelings about the difficulty level of speaking English as a foreign language in a language classroom. It was also inquired in what ways they thought speaking English as a foreign language was an easy task or a difficult one.

46 % of the subjects who participated in the qualitative section of the research reported that learning how to speak English as a foreign language was an easy task. The respondents gave some reasons for regarding learning how to speak English as a foreign language as an easy task. Some of the factors that facilitated learning how to speak English as a foreign language were as follows: being eager to speak English in a language classroom, working regularly on speaking English, practicing speaking English more often, language classroom as the most comfortable and suitable language learning environment, the positive, warm and encouraging attitudes of the teachers towards foreign language learners' oral performances, and continuous speaking activities performed in the classroom.

The following extract from the transcription of the responses of an interviewee exemplifies the views of the students supporting these factors. In this extract, Sultan-I Yegah (pseudonym) states:

> *"...I think it is an easy task learning how to speak a foreign language in a language classroom as language classroom is the most suitable place for this. Because you feel relax there according to me, as you are for that namely for speaking. It is your business. One is there for speak..."*

On the other hand, 38 % of the subjects who participated in the qualitative section of the research reported that learning how to speak English as a foreign language was a difficult task. The respondents gave some reasons for regarding learning how to speak English as a foreign language as a difficult task. Some of the factors that hindered

learning how to speak English as a foreign language were as follows: being unable to learn a foreign language in a formal instructional setting at all levels and being unable to go further certain levels of proficiency in English, the dominance of grammar classes over speaking classes, being unable to communicate with native speakers of English in the classroom setting, learning just basic rules of speaking English and being unable to learn the daily use of English, not having the chance of speaking English in real contexts, foreign language classes' being insufficient for learning how to speak a foreign language comprehensively and in a native-like manner.

The following extract from the written report of a participant exemplifies the views of the students supporting these factors. In this extract, Nazlı states:

*"I think, it is difficult in some way. That is, if the instruction in the class does not mainly depend on speaking and does not aim to develop students' speaking skills, learning how to speak Foreign Language is a rather difficult task for EFL students."*

### 4.3.2. Students' Thoughts and Feelings Related to The Potential Sources of Foreign Language Speaking Anxiety.

The interviewees and the participants of the report-writing sections were asked to tell whether they got anxious, frustrated, and/or frightened while speaking English as a foreign language in the classroom or not. Their thoughts and feelings about the potential sources of speaking English as a foreign language in a language classroom were also inquired in the study.

85 % of the subjects who participated in the qualitative section of the research reported that they got anxious while speaking English as a foreign language in the classroom. The respondents gave some reasons for getting anxious while speaking English as a foreign language in the classroom. Some of the factors that increased their foreign language speaking anxiety were as follows: trying to find proper, relevant, and suitable words for the topic of the speaking activity in the classroom, being unable to remember the correct words needed to express the ideas and feelings due to foreign language speaking anxiety, fear of making oral mistakes related to fluency, pronunciation, and grammatical accuracy in the classroom, limited time for thinking of

what to say during speaking activities, fear of negative evaluation, and being unfamiliar with the topic.

The following extract from the transcription of the responses of an interviewee exemplifies the views of the students supporting these factors. In this extract, Nazlı states:

*"Honestly, I usually get worried while speaking English in the classroom. Since I feel anxious before or during speaking, I cannot tell exactly what I want to say. This can probably result from my psychological barriers, but the most probably, it results from my fear of making mistakes in the classroom."*

However, 15 % of the subjects who participated in the qualitative section of the research reported that they did not get anxious while speaking English as a foreign language in the classroom. The respondents gave some reasons for feeling relaxed while speaking English as a foreign language. Some of the factors that facilitated their speaking English as a foreign language were as follows: being aware of the fact that making oral mistakes in foreign language classrooms was the natural part of foreign language learning process, tolerating and gentle attitude of the teachers towards the students' oral mistakes, and having sufficient knowledge about the speaking activity/topic.

The following extract from the written report of a participant exemplifies the views of the students supporting these factors. In this extract, Deniz states:

*"No, I don't get worried or anxious while speaking English. Because, I believe in my teachers and my friends. It is very normal making mistakes while speaking English. My teachers and my friends all of us are reasonably tolerant. Knowing that fact, we don't get frightened."*

### 4.3.3. Students' Thoughts and Feelings Related to The Different Areas (Grammatical Accuracy, Fluency, Pronunciation) of Foreign Language Speaking in Which They Feel Strong or Weak.

The interviewees and the participants of the report-writing sections were asked to tell their thoughts and feelings about the different areas (grammatical accuracy, fluency, and pronunciation) of foreign language speaking at which they felt themselves strong or weak.

54 % of the subjects who participated in the qualitative section of the research reported that they were weak at fluency in speaking English as a foreign language. The respondents gave some reasons for being weak in fluency while speaking English. Some of the factors for being weak in fluency in speaking English a foreign language were as follows: not having chance to practice English with the native speakers of English, limited number of speaking activities in the language classroom, the curriculums of primary and secondary schools in which speaking classes were not included, not having sufficient speaking courses at undergraduate degree to develop speaking skills of foreign language learners.

The following extract from the transcription of the responses of an interviewee exemplifies the views of the students supporting these factors. In this extract, Nazlı states:

*"As an ELT student, I feel myself weak in fluency of speaking English. What is more, I am generally good at grammar, I'm not so good at speaking English fluently. I think so. Because, we ELT students cannot speak English as a native speaker can and we do not have sufficient speaking courses to develop our speaking skills."*

23 % of the subjects who participated in the qualitative section of the research reported that they were weak at pronunciation in speaking English as a foreign language. The respondents gave some reasons for being weak at pronunciation while speaking English in the classroom. Some of the factors for being weak at pronunciation in speaking English a foreign language were as follows: not having chance to learn the phonetics and phonology of English language at secondary and/or high school, being

unable to communicate with the native speakers of English, the curriculums of primary and secondary schools in which pronunciation, phonetics, and phonology classes were not included.

The following extract from the transcription of the responses of an interviewee exemplifies the views of the students supporting these factors. In this extract, Sultan-I Yegah states:

> *"I feel myself weak in pronunciation because I have never interested in it. I never need it for example in high school our English teacher also couldn't say pronunciation. I'm strong in Grammar as it can be studied by oneself from books. Fluency is normal."*

On the other hand, most of the subjects who participated in the qualitative section of the research reported that they were good at grammatical accuracy while speaking English in the classroom. They respondents gave some reasons for being good at grammar while speaking English in the classroom. Some of the factors for being good at grammar in speaking English a foreign language were as follows: having the chance of learning grammar in detail at previous schools such as secondary school and high school, the dominance of grammar-translation method over communicative approach in Turkish educational system, having a grammar-based approach at undergraduate degree.

The following extract from the transcription of the responses of an interviewee exemplifies the views of the students supporting their success in grammar. In this extract, Mustafa states:

> *"I think my grammar knowledge is strong enough, but my pronunciation and fluency is weak. Because, my speaking activity is limited."*

### 4.3.4. Students' Thoughts and Feelings Related to the Self-Comparison to the Other Classmates in Terms of Speaking a Foreign Language.

The interviewees and the participants of the report-writing sections were asked to tell whether they compared themselves with the other classmates in terms of speaking English as a foreign language. Their thoughts and feelings about the self-comparison to

the other classmates in terms of speaking English as a foreign language were also inquired.

62 % of the subjects who participated in the qualitative section of the research reported that they compared themselves with the other classmates in terms of speaking English as a foreign language. The respondents gave some reasons for comparing themselves with the others in terms of oral performances. Some of the factors that caused self-comparison to the other classmates in terms of speaking English were as follows: creating a kind of competitive classroom atmosphere, self-determination of the current level of English in terms of fluency and grammatical accuracy in speaking English as a foreign language.

The following extract from the written report of a participant exemplifies the views of the students who compared themselves to the other classmates in terms of speaking. In this extract, Deniz states:

*"Yes, I did it. And I'm still doing it. Because this makes me right. The more my friends are studying, the more I feel confident. Therefore I realize my mistakes and shortages. It makes me good at something."*

However, 38 % of the subjects who participated in the qualitative section of the research reported that they did not compare themselves with the other classmates in terms of speaking English as a foreign language. They respondents gave some reasons for not comparing themselves with the others in terms of oral performances. The following extract from the responses of Tuba is a good example for that situation:

*"I seldomly compare myself with my classmates in speaking English because I think that most of my classmates speak English nearly at the same level."*

**4.3.5. Students' Thoughts and Feelings Related to Making Oral Mistakes While Speaking a Foreign Language and the Teachers' and/or Classmates' Attitudes towards Their Mistakes in Speaking a Foreign Language.**

The interviewees and the participants of the report-writing sections were asked to tell whether they were afraid of making oral mistakes in speaking classes or not. Their thoughts and feelings about making oral mistakes while speaking English as a foreign language and the teachers' and/or the classmates' attitudes towards their oral mistakes in speaking English were also inquired.

62 % of the subjects who participated in the qualitative section of the research reported that they were afraid of making oral mistakes while speaking English as a foreign language in the classroom. The respondents gave some reasons for being afraid of making such mistakes. Some of the factors that caused fear of making mistakes in terms of speaking English were as follows: the teachers' and the other classmates' negative and debilitating attitudes towards the oral mistakes of the foreign language learners, fear of negative evaluation, fear of speaking English in front of the teachers and the other classmates.

The following extract from the written report of a participant exemplifies the views of the students who were afraid of making mistakes in terms of speaking. In this extract, Pınar states:

*"Yes, I'm afraid of making mistakes sometimes. While speaking English, because I can be misunderstood. Some teachers and classmates very strict about mistakes. Teachers scolds students who make mistakes when I make a mistake, some of my friends laugh at me and teasing me so I do not want to speak."*

On the other hand, 38 % of the subjects who participated in the qualitative section of the research reported that they were not afraid of making oral mistakes. The respondents gave some reasons for not being afraid of making oral mistakes in the classroom. They thought that making oral mistakes in a foreign language classroom was a natural part of language learning process. They also mentioned that making oral mistakes while speaking was an indispensible reality of language learning.

The following extract from the responses of Tuba is a good example for that situation:

*"I'm not afraid of making oral mistakes too much but I feel anxious. My teacher or classmates see natural making mistakes. Even though I make mistake, They listen to me without interrupting."*

### 4.3.6. Students' Thoughts and Feelings Related to the Most Anxiety-Provoking Factor in Speaking a Foreign Language.

The interviewees and the participants of the report-writing sections were asked to tell their thoughts and feelings about the most anxiety-provoking factors in speaking English as a foreign language. The subjects who participated in the qualitative section of the research reported the most anxiety-provoking factors were as follows: choosing the correct words during speaking English as a foreign language, oral tests, speaking about the unfamiliar things, being misunderstood, speaking in front of the other classmates and the public, making mistakes related to pronunciation in English, forgetting the words that were necessary for speaking English, being disapproved by the teacher and the other classmates, formal and instructional classroom atmosphere, fear of being misunderstood by the people in the classroom, being unfamiliar with the speaking topic, the teachers' negative and debilitating attitudes towards their students.

The following extract from the written report of a participant exemplifies the views of the students about the most anxiety-provoking factors in speaking English as a foreign language.

*"To forget a word I need while speaking or writing. I'm trying, trying to remember but I am not able to get it. Really, it makes me most nervous. Because of this, sometimes, I don't want to speak."*

### 4.3.7. Students' Thoughts and Feelings Related to the Best Ways of Reducing the Level of Anxiety in Speaking a Foreign Language.

The interviewees and the participants of the report-writing sections were asked to tell the best ways of reducing the level of anxiety in speaking a foreign language.

The subjects who participated in the qualitative section of the research reported that they had their own ways to reduce the level of foreign language speaking anxiety. These ways were as follows: watching movies, documentaries, TV series in English, listening to music in English by following the lyrics of the songs, reading English literary works, making much more speaking practice in English, feeling comfortable in the classroom, trying to relax before the speaking activities in the classroom, sharing ideas with the classmates, communicating with native speakers, getting prepared before the classes, being self-confident in terms of speaking English, being ready and eager to participate in speaking activities, telling anecdotes, being exposed to listening and speaking English in every occasion.

The following extract from the written report of a participant exemplifies the views of the students about the best ways of reducing the level of anxiety in speaking a foreign language. Muammer states:

> *"Watching movies in English take a place in reducing it. Besides that, practice has utmost importance on that subject."*

**4.3.8. Students' Thoughts and Feelings Related to the Oral Exams in a Language Classroom.**

The interviewees and the participants of the report-writing sections were asked to tell how they felt in oral exams in the classroom. Their thoughts and feelings about the oral exams were also inquired.

77 % of the subjects who participated in the qualitative section of the research reported that they were afraid of oral exams and they got anxious during the oral exams. The respondents gave some reasons for being afraid of oral exams. Some of the factors that caused fear of oral exams were as follows: fear of making mistakes, fear of being graded by the teacher, the teachers' and the other classmates' negative and debilitating attitudes towards the oral mistakes of the foreign language learners during their turns in oral exams, fear of negative evaluation, fear of speaking English in front of the teachers and the other classmates.

The following extract from the transcription of the responses of an interviewee exemplifies the views of the students supporting their thoughts and feeling about the oral exams. In this extract, Fatma states:

> *"Even if I'm ready in oral exams, I feel anxious. I don't know the reason so closely, but perhaps, it is due to my character. I have a stressful personality. I can't be comfortable. However I think, nobody can say that, "I am so comfortable" because if you are speaking a language as your foreign language, not second language, you feel anxious even if you say "I am comfortable or what the others think about my speaking is not important for me or I ignore them. Therefore like everybody, I feel anxious in oral exams."*

However, 23 % of the subjects who participated in the qualitative section of the research reported that they were not afraid of oral exams and they did not get anxious during the oral exams due to the fact that they felt themselves ready for the oral exams; they knew the content, scope, and time limit of the oral exams.

The following extract from the transcription of the responses of an interviewee exemplifies the views of the students supporting their thoughts and feeling about the oral exams. In this extract, Deniz states:

> *"It changes according to my state of my mind, my emotional state. But generally I am relaxed without anxiety or frustration. I'm thinking it is my character. And now I'm realizing that according to character, it changes."*

## 4.4. Conclusion

In this chapter, the data obtained from the scales, interviews, and written reports were explored, analyzed and evaluated. The results of them were described and, when necessary, correlated to each other. It was investigated whether the qualitative and quantitative data were consistent with each other. In the qualitative data section, it was also tried to determine if there were findings different from those of the quantitative data. The qualitative and quantitative data were found to be, to a great extent, consistent with each other.

In *Conclusion,* the general results of the study will be presented. Some pedagogical implications will be made. And, in line with these implications, some suggestions which are believed to be useful in reducing foreign language speaking anxiety will be provided. The limitations of the study will be given. And, finally, some assumptions related to the research which might be conducted in the future will be conveyed.

**CHAPTER FIVE**

## 5. CONCLUSIONS

### 5.1. Overview of Chapter

This chapter provides an overview of the study. Conclusions are presented in terms of the findings, followed by the limitations. The chapter restates the main research topic and justifies the methodology used to explore it. The chapter also summarizes the main findings before discussing the significant issues and recommendations emerging from this qualitative and quantitative study. Finally, strengths and limitations and directions for future research are presented.

### 5.2. Introduction

The aim of this study is to investigate the level and sources of foreign language speaking anxiety of Turkish pre-service EFL teachers, and the relationship between foreign language speaking anxiety, self-rating of the current level of study, fear of negative evaluation, anxiety coping strategies, and FL speaking proficiency. The data of the study were collected through four different instruments at Atatürk University, Kâzım Karabekir Faculty of Education, Department of English Language Teaching in 2010-2011 Academic Year. The study also aims to analyze Turkish pre-service EFL teachers' anxiety patterns in speaking courses from the perspective of FLSA; the relationship of these pre-service ELF teachers' anxiety patterns with their perceived speaking competence and the variances in these anxiety patterns according to the subject variables of genders, ages, years of studying English and various experiences related to foreign language speaking anxiety. The study was performed through quantitative and qualitative research procedures. By the analyses of the data which were collected both through questionnaires, interviews and written reports, the answers to the four research questions of this study were tried to be found. The research questions which were tried to be answered were:

1.    What is the relationship between foreign language speaking anxiety and foreign language oral performance?

2.    To what extent do the learner variables affect the level of foreign language speaking anxiety of Turkish undergraduate EFL students studying English Language?

3.    What is the relationship between foreign language speaking anxiety and fear of negative evaluation?

4.    What are the anxiety coping strategies used by Turkish undergraduate EFL students studying English Language?

In this chapter, the answers to these research questions will be evaluated under the headings of *Findings and Discussion*, *Pedagogical Implications*, *Strengths and Limitations of the Study and Further Research.*

## 5.3. Findings and Discussion

The main concern of this study was to explore the foreign language speaking anxiety profiles of Turkish pre-service EFL teachers mainly according to the anxiety model proposed by FLSA. To learn different levels and types of anxiety of the participants, a foreign language speaking anxiety scale was used. Huang's (2005) foreign language speaking anxiety scale (FLSAS) is the main model of the study to be used to construct the pilot version. This instrument was the main data collection tool of the study as the basic purpose of this study was to determine whether Turkish pre-service EFL teachers experience foreign language speaking anxiety or not, to present their foreign language speaking anxiety levels, to point out the possible sources of FLSA and finally to analyze FLSA according to the results obtained from the other instruments and subject variables.

The results of the four instruments, interviews, and written reports showed that participants had a moderate level of foreign language speaking anxiety. The results of this study are in parallel with the results of other studies conducted with Turkish pre-service EFL teachers on foreign language anxiety (Aydın, 2001; Yaylı, 2012). In her study, Aydın (2001) investigated the possible sources of foreign language classroom anxiety in speaking and writing classes and found that Turkish EFL learners

experienced foreign language anxiety at a moderate level because of three main reasons; their personal concerns, the teachers' manner in the classroom, and the teaching procedures in speaking and writing classes. Yaylı (2012) documented in the literature that anxiety reaction negatively influenced students' foreign language output in a foreign language classroom because of their previous experiences and found that students had moderate level of foreign language anxiety.

The results of Bekleyen's (2009) study conflicted with the results of Aydın's (2001) study and Yaylı's (2012) study. Bekleyen (2009) pointed out in her study that foreign language teacher candidates had high foreign language listening anxiety (FLLA) because of the low priority placed on listening in their previous foreign language education and their failure to recognize the spoken form of a known word, segments of sentences or weak forms of words. The results of Bekleyen's (2009) study are found to be in accordance with the results of Huang's (2004) study which was aimed to investigate the level of foreign language speaking anxiety in a Taiwanese context. Huang (2004) found a higher level of speaking anxiety among Taiwanese learners of English, not a moderate level of FLSA. The basic difference between the levels of foreign language speaking anxiety might be attributed to the cultural characteristics of Turkish and Taiwanese EFL contexts. To exemplify the situation, it may be mentioned that foreign language learners in Huang's (2004) context had more fear of negative evaluation when compared to foreign language learners in Turkish context.

In the study, the level of foreign language speaking anxiety was analyzed in the light of Turkish pre-service EFL teachers' genders. It was found that gender is a prominent learner variable which affects foreign language learners' anxiety levels in either positive or negative way. Female participants of the study were found to be more anxious than male participants. This particular result of the study is in accordance with Huang's (2004) study on students' learning difficulties in a second language speaking classroom. Huang (2004) attributed gender-related difference in FLSA levels to cultural characteristics of Taiwanese society and pointed out that this difference was caused by female students' fear of negative evaluation, shyness, self-evaluation of foreign language speaking and the fear of oral tests. In paralel with the results of Huang's (2004) study, the present study also found that female students are more anxious than male students in terms of foreign language speaking due to the fact that they are more critical of their own

speaking skills, they highly tend to compare their speaking skill to those of others. Aydın (2001) stated that high anxious learners feared from being less competent than the other students in the classroom. The negative self-assessment of speaking ability of foreign language learners may be the possible source of foreign language speaking anxiety. These findings show that female language learners tend to have desire to be more successful in foreign language classes. Female language learners' desire can be more clearly investigated when their learning styles, motivations, and attitudes are considered. Their desire to be more successful in foreign language classes than male students makes them more ambitious over the others and this may result in more foreign language anxiety.

Similarly, Wilson (2006) found that female participants were much more anxious than males in terms of their foreign language oral performances. Although the findings regarding the perceptions and attitudes of female learners towards foreign language anxiety indicated that female learners are more anxious than male ones, further research is required to get more valid and more conclusive evidence for suggesting that there is a correlation between gender and foreign language speaking anxiety.

**5.3.1. The Relationship between Foreign Language Learners' Proficiency Levels in English as a Foreign Language and Their Foreign Language Speaking Anxiety in a Turkish EFL Context.**

With regards to the relationship between foreign language learners' proficiency levels in a FL and their foreign language speaking anxiety in a Turkish EFL context, the results of the study pointed out that Turkish pre-service EFL teachers' proficiency levels did not play a crucial role on the participants' foreign language speaking anxiety levels. Foreign language proficiency levels of the participants had neither facilitating effect nor debilitating effect on their foreign language speaking anxiety levels.

Dalkılıç (2001) investigated the role of anxiety on students' success in second language learning, the relationship between foreign language anxiety and foreign language proficiency, and found that the level of FL proficiency had positive influence on foreign language anxiety and mentioned that the higher foreign language proficiency was, the less foreign language anxiety level was. A similar study was performed by Liu (2006) on anxiety that Chinese EFL students experience at different proficiency levels.

Liu (2006) found that high level of foreign language proficiency decreased the level of foreign language anxiety. Liu's (2006) study revealed that participants with high level of foreign language proficiency had the lowest level of foreign language anxiety while participants with low level of foreign language anxiety had the highest level of foreign language anxiety. However, in the study of Saito and Samimy (1996) which was based on the role of speaking anxiety among college learners of Japanese across different proficiency levels, it was revealed that advancel level students were the most anxious, the intermediate level students were the least anxious, and the beginning level students were moderately anxious in their attempts to speak Japanese. According to Saito and Samimy (1996), the main reason of that situation was that speaking skill in Japanese was considered less important that the other skills such as reading and writing skills in the advanced level. This fact had a debilitating effect on participants' opportunities to speak Japanese. In the present study, advanced level participants also felt moderate level of foreign language speaking anxiety due to the fact that they also had limited opportunity to practice their English speaking skill in authentic environments outside the classroom environment. In the study, it was observed that the development and proficiency of foreign language learners' speaking skill were potentially related to sufficient amount of input and practice. The results of the present study showed that general foreign language proficiency is different from oral proficiency. Although most of the studies indicated a negative correlation between foreign language anxiety and the level of foreign language proficiency, the present study indicated that the development of foreign language speaking anxiety was quite different from that of foreign language anxiety. To sum up, foreign language learners' overall proficiency (reading, writing, listening, etc.) does not really help them to overcome their foreign language speaking anxiety.

### 5.3.2. The Sources of Foreign Language Speaking Anxiety in a Turkish EFL Context.

With regard to the potential sources of foreign language speaking anxiety among Turkish pre-service EFL teachers, the study revealed seven main factors that caused them to feel anxious in speaking English as a foreign language, particularly in instructional settings. First of all, the study found that oral tests were anxiety-provoking

in speaking classes for participants with moderate and high level foreign language speaking anxiety. Horwitz et al. (1986) proposed that oral tests in speaking classes were anxiety-provoking due to three components of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. Huang's (2004) study which was conducted in a Taiwanese context also revealed similar results. The participants' of Huang's (2004) study reported forein language speaking anxiety in oral tests.

Second, participants' negative self-assessment of their foreign language speaking skill was found to be one of the main sources of personal anxiety for both moderately and highly anxious participants who felt anxious due to the fact that they thought that they were not successful in speaking classes. Those moderately and highly anxious participants' perceived inadequacies were found to be caused by this negative self assessment of their foreign language speaking skill. On the other hand, participants with low level of foreign language speaking anxiety reported that they assessed their speaking ability positively and they found themselves successful in foreign language speaking classes, which decreased their foreign language speaking anxiety to a great extent. To sum up, foreign language learners may be thought to be naturally programmed to assess their abilities in speaking a foreign language. This kind of assessment is considered to affect their emotional states. Aydın (2001) proposed that while negative self-assessments hinder foreign language learning processes of the learners and cause foreign language speaking anxiety, positive self-assessments increase the level of self-esteem and self-confidence in terms of speaking a foreign language. This finding is parallel to those of other foreign language anxiety studies (McIntyre, Gardner & Clement, 1997; Price, 1991) which reported that anxious foreign language learners were not satisfied with their foreign language abilities.

Third, self-comparison to others was found to be another major factor which caused foreign language speaking anxiety among moderately and highly anxious foreign language learners. Aydın (2001) mentioned that moderately anxious foreign language learners compared themselves with their classmates in terms of being competent on and fluent in speaking a foreign language and grades obtained in oral tests. She also mentioned that although foreign language learners with low level of foreign language anxiety were quite confident about their foreign language speaking

ability, they compared themselves with their classmates in terms of their performances in speaking classes but they were not affected from such a comparison negatively like the others did. The study of Gregersen & Horwitz (2002) also revealed foreign language learners' self comparison of their speaking abilities to the others as a source of foreign language anxiety.

Fourth, fear of negative evaluation was identified as another basic source of anxiety in foreign language speaking classes, as well. In the present study, moderately and highly anxious participants were found to experience fear of negative evaluation, fear of making mistakes, and fear of giving wrong impressions to others while speaking a foreign language in speaking classes. On the other hand, participants with low level of foreign language speaking anxiety did not report fear of negative evaluation. In her study, Aydın (2001) reported that foreign language learners' divided attention between the task at hand and their reactions to it caused them to suffer from foreign language speaking anxiety and affected their oral performance in speaking classes. Kitano's (2001) and Price's (1991) studies also revealed similar results.

The fifth essential source of anxiety of a foreign language learner in speaking classes was found to be learner beliefs about foreign language learning and foreign language speaking anxiety. According to Horwitz (1988), learner beliefs were main factors influencing foreign language learners' effectiveness in the classroom. Learner beliefs about making mistakes while speaking a foreign language in front of the teacher in the classroom and how these spoken mistakes were treated by the teacher were found to be effective on their emotional states. Aydın (2001) proposed that foreign language learners were inclined to perform oral tasks in speaking classes with an excellent accent. Because of their perfectionist viewpoint, they expressed their fear of making mistakes while speaking a foreign language and they wanted to be corrected by the teacher in order to improve their speaking skills. Although they knew that making oral mistakes is inevitable while speaking a foreign language, they believed that their oral mistakes should be corrected by the teacher immediately or they should not do any oral mistakes while speaking a foreign language. This situation made them suffer from foreign language speaking anxiety.

The sixth main source of foreign language speaking anxiety of a foreign language learner was found to be the lack of vocabulary knowledge in English. Moderately and highly anxious participants of the study reported their inability to speak a foreign language spontaneously and fluently due to the fact that they could not translate what came into their minds into the target language immediately because of the difficulty to retrieve some vocabulary items and their lack of vocabulary knowledge. A similar result was found in Aydın's (2001) study. Her study revealed that foreign language learners believed that they could participate more and express themselves better by learning new vocabulary in the target language. Carter & Nunan (2002) reported that unlike writing and reading, speaking has an instantaneous nature which entails automaticity on the part of foreign language learners. Because of the automaticity that learners experience while speaking a foreign language in speaking classes, they may not continue speaking the target language and cut of oral communication may occur and that causes foreign language speaking anxiety.

Foreign language teachers' manners towards language learners' errors in speaking a foreign language and towards the students in the classroom were found to be the seventh major source of foreign language speaking anxiety of foreign language learners. In the present study, the participants mentioned that they needed their mistakes in spoken English to be corrected by their teachers. But the thing is that they also reported their fear of the harsh manner of the teachers' error correction and the teachers' interrupting their speech to correct the errors or to ask for clarification. Aydın (2001) proposed that teachers' harsh manner of error correction strategies were perceived as a kind of mild public humiliation by the foreign language learners, especially with moderately and highly anxious foreign language learners. The teachers' negative assessment of their students' oral performances in speaking courses had debilitating effects on learners' foreign language speaking performances and caused high level of foreign language speaking anxiety. Some of the participants in this study thought that their teachers evaluated their oral performances in an inaccurate way from time to time, which decreased the level of the participants' motivation and self-confidence and increased their anxiety level in speaking classes. They also reported their teachers' unfair and amiss comparison of their oral performances in speaking classes to those of others, inconsistent distribution of the grades in speaking tests. The teachers' negative

evaluation of their students' oral performances in language classrooms made the students have the feeling of incompetence, anxiety, and even withdrawal from the speaking classes. This kind of treatments caused them to get confused, forget everything, remain silent, avoid taking oral turns and even freeze while speaking a foreign language in front of the classroom. Some of the participants reported having difficulty in understanding what the teachers said and answering the teachers' questions. As the participants of the study reported in the interviews and written reports, such negative manners, demotivating attitudes and inaccurate assessments of the teachers forced foreign language learners to have the feeling of fear of speaking a foreign language in front of the teachers and other class members, made them aware of their inadequate speaking abilities and mistakes in pronunciation. In the study, it was found that foreign language learners' fear of speaking in front of the teachers and other classmates were associated with fear of negative evaluation; their inadequate speaking abilities were associated with self-assessment of speaking abilities; and their poor pronunciation was associated with linguistic difficulties.

Being unprepared for speaking classes, being unfamiliar with the speaking activities, not knowing the interlocutors, being frustrated about the teachers' methods in speaking classes were found to be minor sources of foreign language speaking anxiety of foreign language learners. Huang's study (2004) revealed that foreign language learners felt less anxious in speaking classes when they prepared for the lesson beforehand and knew their classmates. Bekleyen (2004) also mentioned that being prepared beforehand for speaking classes made foreign language learners more self-confident, motivated and willing in terms of participating oral discussions in the classroom and knowing the other classmates decreased the level of the fear of negative evaluation and foreign language speaking anxiety among moderately and highly anxious students. The present study also revealed that knowing the other classmates helped the students to feel secure about being negatively evaluated by their classmates.

## 5.4. Pedagogical Implications

One of the most important pedagogical implications of this research is that the level of foreign language speaking anxiety is as important as the level of foreign

language speaking proficiency in an EFL context. The relationship between foreign language speaking anxiety and foreign language speaking proficiency determines the level, quality and quantity of success of foreign language learners in their oral performances in speaking classes. Thus, foreign language instructors should be aware of the fact that foreign language learners may suffer from moderate or high level of foreign language speaking anxiety regardless of their proficiency level in an EFL context. In addition, foreign language instructors should be aware of the detrimental and debilitating effects of foreign language speaking anxiety on the students' foreign language learning processes and their oral performances in speaking classes. Considering these phenomena, some crucial recommendations should be proposed.

The present study revealed that foreign language learners' experiences related to their oral performances in speaking classes are as important as the content, quality and aim of the classes, foreign language instructors' teaching methods, the speaking tasks performed in the classroom, the teaching materials used for speaking activities in speaking classes. Therefore, foreign language instructors should consider the negative effects of foreign language speaking anxiety, provide the motivating, relaxing, and encouraging context for learning an EFL, and consider foreign language learners' linguistic and affective needs to have more productive foreign language learners. They should also keep in mind that language learners with high level of foreign language speaking anxiety are at disadvantage when compared to less anxious foreign language learners. It should be noted that foreign language speaking anxiety is thought to be one of the main responsible sources of language learners' poor oral performances in the classroom. Horwitz and Young (1991) point out that foreign language instructors should help their student to overcome their problems related to foreign language speaking anxiety they experience in speaking classes rather than attributing the students' poor and insufficient oral performances only to lack of ability, inadequate background, or poor motivation (Aydın, 2001). Foreign language teachers should not only recognize and address foreign language speaking anxiety, but also find beneficial solutions to have students cope with foreign language speaking anxiety.

Foreign language instructors should encourage their learners in a positive way in order to help them to participate in oral activities in the classroom by providing them with positive feedback and creating a comfortable classroom environment. The

instructors should perform a student-centered approach which is believed to decrease the level of anxiety in speaking classes among the language learners.

Ohata (2005b) conducted a study on foreign language teachers' self-perceptions and perspectives of foreign language anxiety. This interview study included six questions prepared for the foreign language teachers to determine and analyze the instructional methodology, techniques, measures, and procedures that the foreign language teachers used in order to reduce the level of foreign language anxiety of the students in instructional settings. In the light of the foreign language teachers' perspectives and viewpoints, the study of Ohata (2005b) revealed some certain suggestions for decreasing of the debilitating effects of foreign language anxiety. The suggestions were as follows:

Foreign language teachers should

1) use more open-ended questions rather that referential questions,

2) encourage group works in foreign language classrooms

3) set different expectations for different students (asking different questions to different students according to their proficiency level in English), and

4) use more recasting for error correction)

(Ohata, 2005b, p.147)

Foreign language teachers should also take the indications of foreign language speaking anxiety of the students into consideration, be more sensitive to the gender differences of the students, and deal with female students more comprehensively than male students due to the fact that female students were found to be more anxious than male students in EFL context.

Apprehensive behaviors of the anxious students should be considered, monitored and analyzed by foreign language teachers who can act as observers of their students' such behaviors. Foreign language teachers should help the students to overcome their apprehension. The students should be interviewed by the teachers in and/or outside the classroom personally and/or as groups to find out their opinions and feelings about, self-perceptions of, and attitudes toward foreign language speaking anxiety and their suggestions related to foreign language speaking anxiety may be assessed with great

care by the teachers.

The proficiency and frequency of oral performances of the students should be evaluated and graded fairly by giving more speaking (turn-taking and time) opportunities to silent students. Not only the talkative students, but also the silent ones should be encouraged and praised by the foreign language teacher. In this way, foreign language teacher may help the anxious students to gain more self-confidence in terms of speaking a foreign language in the classroom.

Foreign language teachers should emphasize that making mistake in oral performances is the natural and indispensible part of foreign language learning process in order to encourage the anxious and silent foreign language learners. Foreign language students should be made to feel free to take turns in speaking classes whenever they want to participate in oral activities. In order to create such classroom atmosphere, competitive oral activities and tasks should be avoided while voluntary participation of the students should be promoted. For some anxious and silent language learners, knowing the correct answer of the question and knowing the classmates may be the only criteria to take turns in speaking classes. Thus, foreign language teachers should encourage pair and/or group work activities in speaking classes to let the students feel free to know each other.

The present study revealed that oral exams were one of the major sources of foreign language speaking anxiety. In order to help foreign language learners feel relaxed and comfortable, foreign language teachers should create authentic, actual, and functional oral communication setting in the classroom in which the anxiety-provoking effects of formal oral exam procedures are absorbed. The teachers should provide each student with oral and written feedback with the view of preparing the students for better oral performances.

Foreign language learners should be clearly informed and supervised by the teacher in terms of the following classes' speaking activities. The topics, length, audience, function, and vocabulary of the speaking activities should be introduced beforehand. In this way, foreign language learners may feel more motivated to get ready and prepared for the speaking classes, and less anxious about participating in the speaking activities.

To sum up, some of the major sources of foreign language speaking anxiety were found to be linguistic difficulties (pronunciation, vocabulary, grammatical accuracy in spoken English, etc.), oral exams, fear of speaking in front of other classmates, and inadequate speaking abilities in the study which were associated basically with fear of negative evaluation. In order to avoid fear of negative evaluation, foreign language teachers should create a comfortable classroom atmosphere in which making mistakes while speaking a foreign language is considered quite normal and a part of language learning process.

## 5.5. Strengths and limitations of the study

The comprehensive data that was gathered through different data collection instruments was one of the most significant strengths of this study. The comprehensive data of the study was collected though four scales, a background questionnaire, interviews, and report-writing section. The instruments, the background questionnaire, the interviews, and the report-writing section allowed an in-depth and multi-faceted analysis of foreign language learners' self-perceptions of and attitudes toward foreign language speaking anxiety in addition to their thoughts, feelings, and experiences related to foreign language speaking anxiety.

One of the most important limitations of the study was the limited number of students (355 ELT Department students) from Kâzım Karabekir Faculty of Education, Department of English Language Teaching participated in the study due to time constraints. If more students had participated from different universities' English Language Teaching Departments, a broader perspective on the levels and sources of foreign language speaking anxiety, the effects of foreign language speaking anxiety on the students' foreign language oral performances, and the relationship between foreign language speaking anxiety and foreign language proficiency could have been obtained.

Another limitation of the study was that only the participants from the Department of English Language Teaching, Kâzım Karabekir Faculty of Education, Atatürk University were invited to the interviews and report-writing section due to time constraints. If a larger number of students from different ELT departments of different universities had been involved in the interviews and report-writing section, a much

more detailed analysis of foreign language speaking anxiety from different perspectives could have been obtained.

With regards to the interviews, another limitation emerged from the limited time allotted to each student, which resulted in only a limited amount of information about the sources of speaking anxiety.

The use of the questionnaires in the study caused some additional limitations. According to Dörnyei (2007), questionnaires are useful to collect comprehensive data if they are carefully performed with a large number of students in a limited time in a well-established design. However, Dörnyei (2007) notes that items in the questionnaires do not fully provide the respondents with a larger perspective. Item statements in the questionnaires and instruments are designed in the shortest and simplest way due to practicality purposes and this enables researchers to add more details. Because of that reason, quantitative assessment processes of the studies should be supported by qualitative assessment processes such as interviews and report-writing section which include open-ended questions.

## 5.6. Further Research

One of the most important suggestions of the study for further research is that this study can be replicated with a larger number of foreign language learners from the ELT departments of different universities in order to get a more detailed and comprehensive analysis of the sources and effects of foreign language speaking anxiety.

This study investigated the sources of foreign language speaking anxiety and its effects on foreign language oral performances from the perspective of foreign language learners. Therefore, another study can be conducted to investigate both foreign language teachers' and foreign language learners' perspectives on the sources of foreign language speaking anxiety and its effects on foreign language oral performances by using both quantitative and qualitative methods in a comparative way.

In the study, it has been mentioned that foreign language learners' overall proficiency in English is not a reflection of their foreign language speaking proficiency. Another study can be conducted on the relationship between foreign language speaking

anxiety and foreign language proficiency in an experimental way.

The relationship between foreign language speaking anxiety and foreign language speaking proficiency level is different from foreign language anxiety and foreign language proficiency level. Therefore, a wide-range of study can be conducted in order to investigate the relationship between foreign language speaking anxiety and foreign language anxiety.

This cross-sectional study was conducted in a limited period of time with a certain proficiency level of foreign language learners (Turkish undergraduate EFL students). A longitudinal study can be conducted with different proficiency levels of foreign language learners to investigate how the sources, effects, and patterns of foreign language speaking anxiety change over time.

## 5.7. Conclusion

By this study, it was revealed that the level of foreign language speaking anxiety of the participants was at moderate level and the level of foreign language speaking anxiety of the participants differs with regard to the gender of the participants. The study revealed that female foreign language learners were more anxious than male foreign language learners. The study also revealed that foreign language proficiency levels of the students were not associated with the foreign language speaking anxiety levels of the students. It was found in the study that fear of negative evaluation, oral (speaking) tests, self-comparison to others, and self-assessment of speaking skills were major sources of foreign language speaking anxiety. The self-reports of the students in the interviews and report-writing section indicated that certain linguistic difficulties (lack of vocabulary, pronunciation, grammatical accuracy in spoken English, etc.), the teachers' attitudes and manner, being unprepared for the speaking classes and being uninformed about the topic, scope and aim of the speaking activities in the following speaking courses, insufficient and/or inappropriate instructional methods used by the teachers in speaking classes, the irrelevant course materials used in the speaking classes were additional sources of foreign language speaking anxiety in this EFL context. The findings of the study provided some pedagogical implications which were aimed to reduce foreign language speaking anxiety of the students.

# REFERENCE

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's constructs of foreign language anxiety: The case of students of Japanese. *Modern Language Journal, 78,* 155-168.

Allermand, C. & Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal,* 78, 155-168.

Aydın, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal, Teaching Articles*, 30 (1), 421-444

Aydın, S. (2009). Test anxiety among foreign language learners: A review of literature. *Journal of Language and Linguistic Studies,* 5 (1).

Aydın, S. (2006). How can teachers reduce test anxiety of L2 learners. *Humanising Language Teaching*, 9 (4).

Baker, S. C. & MacIntyre, P. D. (2003). The role of gender and immersion in communication and second language orientations. *Language Learning, 53*, 65-96.

Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research in second language acquisition* (pp. 67–102). Rowley, MA: Newbury House.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*, 122-147.

Bekleyen, N. (2009). Helping teachers become better English students; causes, effects, and coping strategies for foreign language listening anxiety. *Elsevier System, 37,* 664-675.

Brandl, K. (1987). *Eclecticism in teaching communicative competence*. Unpublished master's thesis, University of Texas, Austin.

Caroll, B. & West, R. (1989). *ESU framework performance scales for English language examinations*. London: Longman.

Caroll, J., & Sapon, S. (1959). *Modern Language Aptitude Test (MLAT), Manual.* San Antonio, TX: Psychological Corp.

Campbell, C. M., & Ortiz, J. (1991). Helping students overcome foreign language anxiety: A foreign language anxiety workshop. In E. K. Horwitz & D.J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*, 153-168. *Englewood Cliffs,* NJ: Prentice Hall.

Caroll, J. (1981). Twenty-five years of research on foreign language aptitude. In K. Diller (Ed.), *Individual differences and universals in language learning aptitude.* Rowley, MA: Newbury House.

Carter, R., & Nunan, D. (2002). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

Clément, R. (1986). Second language proficiency and acculturation: An investigation of the effects of language status and individual characteristics. *Journal of Language and Social Psychology, 5,* 271-290.

Clément, R. & Kruidenier, B. G. (1985). Aptitude, attitude and motivation in second language proficiency: A test of Clément's model. *Journal of Language and Social Psychology, 4,*21-37.

Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign langauge classroom. *Language Learning, 44,* 417-448.

Clement, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of Francophones learning English. *Canadian Journal of Behavioral Science, 9,* 123-133.

Clément, R., Gardner, R. C., & Smythe, P. C. (1980). Social and individual factors in second language acquisition. Canadian Journal of Behavioural Science, 12, 293-302.

Corcoran, K., & Fischer, J. (2000). *Measures for clinical practice: a sourcebook. Vol. 2. Adults* (3$^{rd}$ ed.). New York: The Free Press.

Cresswell, John W., *Qualitative Inquiry and Research Design: Choosing among Five Traditions,* London: Sage Publications, 1998.

Dalkılıç, N. (2001). *An investigation into the role of anxiety on students' success in second language learning.* Unpublished doctoral dissertation, Çukurova University.

Daly, J. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications,* 3–13. Englewood Cliffs, NJ: Prentice–Hall.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press: USA.

Ely, C. M. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. *Language Learning, 36,* 1-25.

Freud, S. (1905/1953). *Three essays on sexuality.* Standard Edition. London: Hogarth Press.

Friend, R., & Gilbert, J. (1973). Threat and fear of negative evaluation as determinants of locus of social comparison. *Journal of personality,* 41 (3), 328-340.

Ganschow, L., & Sparks, R. (1996). Anxiety about foreign language learning among high school women. *Modern Language Journal, 80,* 199-212.

Ganschow, L., Sparks, R. L., Anderson, R., Javorsky, J., Skinner, S., & Patton, J. (1994). Differences in language performance among high-, average-, and low-anxious college foreign language learners. *Modern Language Journal, 78,* 41-55.

Gardner, R. C., Smythe, P. C., & Clement, R. (1979). Intensive second language study in a bicultural milieu: An investigation of attitudes, motivation, and language proficiency. *Language Learning, 29*, 305-320.

Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation.* London: Edward Arnold.

Gardner, R. C., Smythe, P. C. & Lalonde, (1984). *The nature and replicability of factors in second language acquisition* (Research Bulletin No. 605). London: University of Western Ontario.

Gardner, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second language attrition: The role of motivation and use. *Journal of Language and Social Psychology, 6,* 29-47.

Gardner, R., & Lambert, W. (1972). *Attitudes and motivation in second language learning.* Rowley, MA: Newbury House.

Gardner, R.C. & MacIntyre, P. D., (1993b). A student's contribution to second language learning: Part II, Affective Factors. *Language Teaching, 26,* 1-11.

Giles, H. & Barnes, J. (1982). The intergroup theory of second language acquisition. *Journal of Multilingual and Multicultural Development, 3,* 17-40.

Gregersen, T. & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal, 86,* 562-570.

Gregersen, T. (1999/2000). Improving the interaction of communicatively anxious students using cooperative earning. *Lenguas Modernas, 26-27,* 119-133.

Guiora, A., Beit-Hallahmi, B., Brannon, R., & Scovel, T. (1972). The effects of experimentally induced changes in ego states on pronunciation ability in a second language: An exploratory study. *Comprehension Psychiatry, 13,* 421-428.

Horwitz, E. K. (1983). Foreign language classroom anxiety scale. Unpublished manuscript. Austin: University of Texas.

Horwitz, E. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly, 20*, 159-162.

Horwitz, E. (1991). *"Preliminary Evidence For The Reliability And Validity Of A Foreign Language Anxiety Scale,"* In *Language Anxiety: From Theory And Research To Classroom Implications.* Elaine K. Horwitz and Dolly J. Young (Ed). Prentice Hall: Englewood Cliffs

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal, 72*, 283–294.

Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics, 21*, 112-126.

Horwitz, E. K., (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *Tesol Quarterly, 20,* 559-562.

Horwitz, E. K., (1987). Surveying student beliefs about language learning. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning,* 119-129. Englewood Cliffs, NY: Prentice Hall.

Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *Modern Language Journal, 70,* 125-132.

Horwitz, E. K., Horwitz, M. B., and Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal, 70,* 125-132.

Horwitz, E. K. (1987). Surveying student beliefs about language learning. In A. L. Wenden & J. Rubin (Eds.), *Learner strategies in language learning*, 119-29. London: Prentice-Hall.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal, 72,* 283-294.

Horwitz, E. K. (2000). Horwitz comments: It ain't over 'till it's over: On foreign language anxiety, first language deficits, and the confounding of variables. *The Modern Language Journal, 84*, 256-259.

Kim, Y. S. (1999). Re-examination of the construct of the foreign language anxiety and recommendation for the construction of an alternative measure of foreign language anxiety. Unpublished manuscript. Indiana University at Bloomington.

Koch, A. S., & Terrell, T. D. (1991). Affective reactions of foreign language students to natural approach activities and teaching techniques. In E. K. Horwitz & D. J. Young, (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 109–126). Englewood Cliffs, NJ: Prentice Hall.

Izard, C. E. (1991). *The psychology of emotions.* New York: Plenum Press.

Koch, A. A. and Terrel, T. D. (1991). Affective reactions of foreign language students to Natural Approach activities and teaching techniques. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications,* 109-126. Upper Saddle River, NJ: Prentice Hall.

Kondo, D. S. and Ling, Y. Y. (2004). Strategies For Coping With Language Anxiety: The Case Of Students Of English In Japan. *ELT Journal,* 58 (3), 258-265.

Krashen, S. (1981). *Second language acquisition and second language learning.* Oxford.

Krashen, S. K. (1982). *Principles and practices in second language acquisition.* New York: Pergamon Press.

Krashen, S. D. (1987). Applications of psycholinguistic research to the classroom. In Long & Richards (eds.), *Methodolgy in TESOL: A book of readings*, 33-34. New York: Newbury House.

Krashen, S., Long, M., & Scarcella, R. (Eds.) (1982). *Child-adult differences in second language acquisition.*

Lambert, W. (1967). The social psychology of bilingualism. *The Journal of Social Issues, 23,* 91-109.

Lambert, W. (1974). A Canadian experiment in the development of bilingual competence. *Canadian Modern Language Review, 31,* 108-16.

Lambert, W. E., Gardner, R. C., Barik, H.C., & Tunstall, K. (1963). Attitudinal and cognitive aspects of intensive study of a second language. *Journal of Abnormal and Social Psychology, 60,*44-51. *Learning, 32,* 133-143.

Leary, M. R. (1983a). A brief version of the Fear of Negative Evaluation Scale. Personality and Social Psychology Bulletin, 9, 371–375.

Leary, M. R. (1983). Social anxiousness: the construct and its measurement. Journal of Personality Assessment, 47, 66–75.

Lewis, M. (2000). Self-Conscious emotions: Embarrassment, pride, shame, and guilt. In M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions: Second edition.* New York: The Guilford Press.

Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System, 34(3)*, 301-316.

Llinas, M. M., & Garau, J. M. (2009). Effects of language anxiety on three proficiency-level courses of Spanish as a foreign language. *Foreign Language Annals, 42*(1), 94-111.

MacIntyre, P. D. (1995a). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, *79*, 90–99.

MacIntyre, P.D. (1995b). On seeing the forests and trees: A rejoinder to Sparks and Granschow. *The Modern Language Journal. 79,* 245-248.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning, 39,* 251-275.

MacIntyre, P. D., & Gardner, R. C. (1991a). Investigating language class anxiety using the focused essay technique. *Modern Language Journal, 75,* 296-304.

MacIntyre, P. D., & Gardner, R. C. (1991b). Language anxiety: Its relation to other anxieties and to processing in native and second languages. *Language Learning*, *41*(4), 513–534.

MacIntyre, P. D., & Gardner, R. C. (1991b). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning, 41,* 85-117.

Maclntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning, 39,* 251-275.

Maclntyre, P. D., & Gardner, R. C. (1991c). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning, 41,* 513-534.

Maclntyre, P. D., & Gardner, R. C. (1994a). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition, 16,* 1-17.

MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 24-45). Boston: McGraw-Hill College

Maclntyre, P. D., & Gardner, R. C. (1994b). The subtle effects of induced anxiety on cognitive processing in the second language. *Language Learning, 44,* 283-305.

Madsen, H. S. (1982). Determining the debilitative impact of test anxiety. *Language Learning, 32,* 133-143.

Madsen, H. S., Brown, B. L., & Jones, R. L. (1991). Evaluating student attitudes toward second-language tests. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*, 65-86. Englewood Cliffs, NJ: Prentice Hall.

McCroskey, J. C. (1970). Measures of communication-bound anxiety. Speech *Monographs, 37,* 269-277.

Miller, R. S. (1996). *Embarrassment: Poise and peril in everyday life. sment: Poise and peril in everyday life.* New York: The Guilford Press.

Oh, M-JT. (1996). *Beliefs about language learning and foreign language anxiety: A study of American university students learning Japanese.* Unpublished Doctoral Dissertation, the University of Texas at Austin.

Onwuegbuzie, Anthony., Bailey, P., Christine, E. and Daley. (1999). Factors Associated With Foreign Language Anxiety. *Applied Socio Linguistics, 20* (2), 218-239.

Penfield, W., & Roberts, L. (1959). *Speech and brain mechanisms.* New York: Atheneum Press.

Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *Modern Language Journal, 76,* 14-26.

Pimsleur, P. (1966). *Pimsleur language aptitude battery (PLAB).* New York: Harcourt Brace Jovanovich.

Price, M. L. (1986). *Interviews with highly anxious language learners.* Paper presented at the National ACTFL Conference, Dallas, Texas.

Price, M. L. (1991). The subjective experience of foreign language learning anxiety: Interviews with anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications,* 166–172. Englewood Cliffs, NJ: Prentice Hall, 1991.

Proulx, P. (1991). Anxiety in language learning: Recognition and prevention. *Canadian Journal of Native Education, 18*, 53-64.

Rodriguez, M. (1995). Foreign language classroom anxiety and stıdents' success in EFL classes. *Revista Venezolala de Linguistica Aplicada. 1,* 23-32.

Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals, 29* (2), 239-251.

Samimy, K. K. & Rardin, J. P. (1994). Adult language learners' affective reactions to community language learning: A descriptive study. *Foreign Language Annals, 27,* 379-390.

Scarcella, R. C. & Oxford R. L. 1992. *The Typstry of the Language Learning "The Individual in the Communicative Classroom".* Boston: Heinle & Heinle Publishers.

Schumann, J. H. (1978). The acculturation model for second language acquisition. In Gingras, R. C. (Ed.), *Second language acquisition and foreign language teaching,* 26-50. Arlington, VA: Center for Applied Linguistics.

Schwarzer, R. (1986). *Self related cognition in anxiety and motivation.* Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, *28*, 129–142.

Smith, R. E., & Saranson, I. G. Social anxiety and the evaluation of negative interpersonal feedback. *Journal of Consulting and Clinical Psycholohy,* 1975, *43,* 429.

Sparks, R. S. & Ganschow, L. (1995). A strong inference approach to casual factors in foreign language learning: A response to MacIntyre. *The Modern Language Journal. 79,* 235-244.

Spielberger, C. D. (1972). Conceptual and methodological issues in anxiety research. In C. D. Spielberger (Ed.), *Anxiety: Current trend in theory and research (Vol. 2).* New York: Academic Press.

Steinberg, F. (1982). *The relationship between anxiety and oral performance in a foreign language.* Unpublished master's thesis, University of Texas at Austin, Austin, Texas.

Tittle, M. (1997). The effects of foreign and second language students' irrational beliefs and anxiety on classroom achievement. (Accession No. ED411674). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Clearinghouse N. FL024788).

Tobias, S. (1979). Anxiety research in educational psychology. *Journal of Educational Psychology, 71*, 573–582.

Tobias, S. (1980). Anxiety and instruction. In I. G. Sarason (Ed.), *Test anxiety: Theory, research, and application.* Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Tobias, S. (1986). Anxiety and cognitive processing of instruction. In R. Schwarzer (Ed.), *Self–related cognition in anxiety and motivation* (pp. 35–54). Hillsdale, NJ: Erlbaum.

Tobias, S. (1986). Anxiety and cognitive processing of instruction. In R. Schwarzer (Ed.), *Self-related cognition in anxiety and motivation.* Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Tomkins, S. (1991). *Affect imagery consciousness, Vol. 3: The negative effects: Anger and fear.* New York: Springer.

Truitt, S. N. (1995). *Anxiety and beliefs about language learning: A study of Korean university students learning English.* Unpublished dissertation. University of Texas, Austin, TX.

Tucker, R., Hamayan, E., & Genesee, F. H. (1976). Affective, cognitive, and social factors in second language acquisition. *Canadian Modern Language Review, 32*, 115–128, 214-226.

Watson, D., & Friend, R. (1969). Measurement of social evaluative anxiety. *Journal of Consulting and Clinical Psychology,* 1969, *33*,448, 457.

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

Worde, R. V. (1998). *An investigation of students' foreign language anxiety.* (ERIC Document Reproduction Service).http://www.eric.ed.gov/ERICWebPortal

Yayli, D. (2012). University summer school students' foreign language anxiety levels. *Elsevier Procedia – Social and Behavioral Sciences Journal, 46,* 1401-1405.

Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals, 19,* 439-445.

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals, 23*(6), 539–553.

Young, D. J. (1991). Creating a low anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal, 75*, 426–439.

Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrel, and Rardin. *Foreign Langauge Annals, 25,* 157-172.

# APPENDICES

## APPENDIX A: Instruments Used in the Collection of the Quantitative Data

Dear Students,

This is a survey consisting of four different scales, respectively, aiming to find out your foreign language speaking anxiety levels, your self-perceptions of and attitudes toward foreign language speaking anxiety. It is not a test and there are no right or wrong answers. All your responses to these scales will be confidential and the information obtained will not be identified as to any student. The researcher will be the only person with access to individual surveys which will be anonymous at the student level. Participation in this research is completely voluntary.

Thank you for your participation.                         Advisor: Prof. Dr. Fehmi EFE

Lecturer Ahmet Serkan TANRIÖVER

1) Name and Surname:
2) Sex/Gender:   ☐ Male        ☐ Female
3) Age:
4) How many years did you take English at Primary & Secondary School?
   (       ) years
5) How many years did you take English at High School?
   (       ) years
6) How many semesters have you taken English at University?
   (       ) semesters
7) Years of studying English:   (       ) years
8) Year:   ☐ Prep. Class ☐ 1$^{st}$ Grade   ☐ 2$^{nd}$ Grade   ☐ 3$^{rd}$ Grade   ☐ 4$^{th}$ Grade
9) Do you have any experience travelling to or living in an English-speaking country?
   Yes / No:        If "Yes," (       ) years (       ) months
10) Have you ever attended a private learning academy or institute in order to improve your English conversation skills?
   Yes / No:        If "Yes," (       ) years (       ) months
11) How many times have you taken school courses taught by native English speakers?
   (       ) times
12) Are you taking an English conversation skills course this semester?
   Yes / No
13) Frequency of contact with native English speakers, outside of class instruction:
   Always        Generally        Sometimes        Rarely        Never
14) Please rate your English speaking ability:
   Poor        Fair        Intermediate        Advanced        Superior
15) Please rate the degree of your motivation for learning English speaking skills:
   Very weak        Weak        Neither weak nor strong        Strong        Very strong
16) Please rate your degree of motivation in small group discussions:
   Little        A little        Neither a little nor much        Much        Very much
17) Please rate your degree of participation in collective class discussion:
   Little        A little        Neither a little nor much        Much        Very much

### Self-Rating for the Current Level of Study (SR-CL) Scale

**Directions:** This survey aims to help better understand your language learning experiences based on your self-rating for the current level of study. For each statement, please indicate whether your SR-CL and SR-EPE scales' item choices are (1) poor, (2) relatively poor, (3) neither poor nor good, (4) good, or (5) very good by marking the appropriate box on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement. Your contribution to this research will be appreciated.

| Statements | Poor | Relatively Poor | Fairly Good | Good | Very Good |
|---|---|---|---|---|---|
| **1.** For my current level of study in English, I think my English pronunciation is… | [  ] | [  ] | [  ] | [  ] | [  ] |
| **2.** For my current level of study in English, I think my English fluency is… | [  ] | [  ] | [  ] | [  ] | [  ] |
| **3.** For my current level of study in English, I think my grammatical accuracy in spoken English is… | [  ] | [  ] | [  ] | [  ] | [  ] |
| **4.** For my current level of study in English, I think my overall speaking ability in English is… | [  ] | [  ] | [  ] | [  ] | [  ] |

Kitano, K., (2001). Anxiety in the College Japanese Language Classroom. *The Modern Language Journal, 85, iv,* 549-566

### A) Foreign Language Speaking Anxiety Scale

**Directions:** This survey aims to help better understand your foreign language speaking experiences. Statements 1-24 refer to how you feel about speaking English. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate box on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement. Your contribution to this research will be appreciated.

| Statements | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **1.** I would feel anxious while speaking English in class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **2.** I would feel less nervous about speaking English in front of others when I know them. | [  ] | [  ] | [  ] | [  ] | [  ] |

| | | | | | |
|---|---|---|---|---|---|
| **3.** I feel very relaxed in English class when I have studied the scheduled learning contents. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **4.** I am anxious in class when I am the only person answering the question advanced by my teacher in English class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **5.** I start to panic when I know I will be graded in English class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **6.** I fear giving a wrong answer while answering questions in English class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **7.** I enjoy English class when I know that we are going to discuss in English. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **8.** I feel shy when I speak in English on the stage in front of the class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **9.** When it comes to being corrected by my teacher, I am afraid of taking English class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **10.** I am so nervous that I tremble when I am going to attend the English oral tests. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **11.** I get frustrated when I am asked to discuss with classmates in English in a short period of time. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **12.** I worry about the oral test in English class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **13.** I would feel better about speaking in English if the class were smaller. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **14.** I feel relaxed in English class when I preview very well. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **15.** I am more willing to speak in English class when I know the scheduled oral activities. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **16.** I stumble (slur or hesitate) when I answer questions in English. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **17.** I like going to class when I know that oral tasks are going to be performed. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **18.** I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **19.** I like to volunteer answers in English class. | [  ] | [  ] | [  ] | [  ] | [  ] |
| **20.** I am more willing to get involved in class when | [  ] | [  ] | [  ] | [  ] | [  ] |

| | the topics are interesting. | | | | | |
|---|---|---|---|---|---|---|
| **21.** | I don't feel tense in oral tests if I get more practice speaking in class. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **22.** | I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **23.** | I feel pressure when my teacher corrects my oral mistakes in class. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **24.** | Going to English conversation class makes me more nervous than going to other classes. | [ ] | [ ] | [ ] | [ ] | [ ] |

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals, 23, 539-553*

## B) Fear of Negative Evaluation Scale

**Directions:** This survey aims to help better understand your language learning experiences based on your fear of negative evaluation. For each statement, please indicate whether you (1) strongly agree, (2) agree, (3) neither agree nor disagree, (4) disagree, or (5) strongly disagree by marking the appropriate box on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement. Your contribution to this research will be appreciated.

| Statements | Not at all Characteristic of Me | Slightly Characteristic of Me | Somewhat Characteristic of Me | Very Much Characteristic of Me | Extremely Characteristic of Me |
|---|---|---|---|---|---|
| **1.** I worry about what people will think of me even when I know it doesn't make any difference. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **2.** I am unconcerned even if I know people are forming an unfavorable impression of me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **3.** I am frequently afraid of other people noting my shortcomings. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **4.** I rarely worry about what kind of impression I am making on someone. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **5.** I am afraid that others will not approve | [ ] | [ ] | [ ] | [ ] | [ ] |

| of me. | | | | | |
|---|---|---|---|---|---|
| **6.** I am afraid that people will find fault with me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **7.** Other people's opinions of me do not bother me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **8.** When I am talking to someone, I worry about what they may be thinking about me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **9.** I am usually worried about what kind of impression I make. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **10.** If I know someone is judging me, it has little effect on me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **11.** Sometimes I think I am too concerned with what other people think of me. | [ ] | [ ] | [ ] | [ ] | [ ] |
| **12.** I often worry that I will say or do the wrong things. | [ ] | [ ] | [ ] | [ ] | [ ] |

Revised and shortened version of the FNE Scale (Watson & Friend, 1969) was developed by Leary (1983a)

Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychological, 33,* 448-451.

Leary, M. R., (1983a). A brief version of the Fear of Negative Evaluation Scale. *Personality and Social Psychological Bulletin, 9,* 371-375

### C) Anxiety Coping Strategies Scale

**Directions:** This survey aims to help better understand your language learning experiences based on your anxiety coping strategies. For each statement, please indicate whether you (1) agree, (2) uncertain, (3) disagree the items given below by marking the appropriate box on the line following each statement. Please give your first reaction to each statement and mark an answer for every statement. Your contribution to this research will be appreciated.

| Statements | Agree | Uncertain | Disagree |
|---|---|---|---|
| **1.** I try to make a habit of studying English everyday. | [ ] | [ ] | [ ] |
| **2.** I try to relax when I am in my English class. | [ ] | [ ] | [ ] |
| **3.** I imagine myself giving a great performance in my English class. | [ ] | [ ] | [ ] |
| **4.** I tell myself that others must also be anxious in the English class. | [ ] | [ ] | [ ] |
| **5.** I stop paying attention when I am feeling nervous in my English | [ ] | [ ] | [ ] |

| | | | |
|---|---|---|---|
| class. | | | |
| **6.** I never care to prepare for my English class. | [  ] | [  ] | [  ] |
| **7.** I don't think trying to feel relaxed helps me overcome my anxiety in my English class. | [  ] | [  ] | [  ] |
| **8.** I tell myself that I am OK when I feel anxious in my English class. | [  ] | [  ] | [  ] |
| **9.** I never tell myself that difficult problems for me are also difficult for others. | [  ] | [  ] | [  ] |
| **10.** I don't want to participate in the English class. | [  ] | [  ] | [  ] |
| **11.** I ask students around me if they understand the English class. | [  ] | [  ] | [  ] |
| **12.** I study hard the day before I have my English class. | [  ] | [  ] | [  ] |
| **13.** I take a deep breath when I feel anxious in the English class. | [  ] | [  ] | [  ] |
| **14.** I try not to think of people around me in the English class. | [  ] | [  ] | [  ] |
| **15.** I avoid getting involved in a situation which can make me feel anxious in the English class. | [  ] | [  ] | [  ] |

Kondo, D. S. and Ling, Y. Y. (2004). Strategies for Coping with Language Anxiety: The Case of Students of English in Japan. *ELT Journal, 58 (3),* 258-265

**APPENDIX B. Interviews Used in the Collection of the Qualitative Data**

**Part 1 – Opening**

Thank you very much for being voluntary to take part in this interview. I expect that we will talk for approximately 30 minutes about your self-perceptions of and attitudes toward foreign language speaking anxiety. Before we begin, I will review the *Informed Consent Form* and do not hesitate to ask your questions that you may have.

**Part 2 – Demographic and Background Information**

1) You can either select a pseudonym that has no direct relation to your name or use your original name which will be used throughout the study.
2) How old are you?
3) What is your grade?
4) Gender:

**Part 3 – The Interview**

1) Do you think learning how to speak a Foreign Language (English) in a language classroom is an easy or difficult task? In what ways do you think it is easy or difficult?
2) Do you get worried (frustrated, anxious, frightened) while speaking a foreign language (English)? If so, what makes you worried in speaking a foreign language (English)?
3) In which field of speaking a foreign language (English) do you feel yourself weak and/or strong: pronunciation, fluency, grammar, etc.? Why do you think so?
4) Do you ever compare yourself with your classmates in speaking a foreign language (English)? Why? / Why not?
5) Are you afraid of making oral mistakes while speaking a foreign language (English)? Why? / Why not? What are your teachers' and/or classmates' attitudes towards your mistakes in speaking a foreign language (English)?
6) What makes you most nervous in speaking a foreign language (English)?
7) What makes you least nervous in speaking a foreign language (English)?
8) What do you think about the best ways of reducing the level of your anxiety in speaking a foreign language (English)?
9) How do you feel in oral exams (conversation/speaking exams) in a language classroom? Why do you feel so?

**Part 4 – Closure**

Thank you very much for taking part in this study. I do appreciate your responses to my questions and insights into the sources, patterns, and effects of foreign language speaking anxiety.

**APPENDIX C. Informed Consent Form**

Title: "Turkish Undergraduate EFL Students' Self-Perceptions of and Attitudes toward Foreign Language Speaking Anxiety"

Advisor: Prof. Dr. Fehmi EFE
Atatürk University
Kâzım Karabekir Faculty of Education
English Language Teaching Department

Ph.D. Student: Ahmet Serkan TANRIÖVER
Atatürk University
Kâzım Karabekir Faculty of Education
English Language Teaching Department
Email: astanriover@atauni.edu.tr
Office Phone: 0 (442) 231 42 61

The following information is provided to help you decide whether you wish to participate in the interview to be carried out by the aim of collecting the data required for the doctoral dissertation study the title of which was given above. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University.

The purpose of this study is to explore views on the speaking classes, speaking activities, and oral exams; your self-perceptions of and attitudes toward foreign language speaking anxiety. Your responses to the interview questions will be audio recorded and subsequently transcribed into text format.

Do not hesitate to ask questions about the study before participating or during the interview. I would be happy to share the findings with you after the research is completed. Information resulting from this interview will be kept strictly confidential. You will be identified by your original name or your pseudonym.

There are no known risks and/or discomforts associated with this study.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

………………………..                                    ………………………..

Date                                                            Date

Participant' Signature                                    Researcher's Signature

**CURRICULUM VITAE**

He was born in İskenderun/HATAY, in 1981. He completed the primary, secondary and high school in this city. In 1999, he attended to the English Language and Literature Department of Faculty of Science and Letters, Atatürk University. He graduated from this department in 2003. In the same year, he started the MA program of Linguistics of the Institute of Social Sciences at Atatürk University and, at the same time, began to work as an English Teacher at a private primary and secondary school in Erzurum. In 2005, he was employed as an English lecturer at the School of Foreign Languages of Atatürk University. In 2007, he completed his MA dissertation titled "The Referential and Anaphoric Relations in Turkish and English Written Texts". In the same year, he started the doctorate program of ELT at the Institute of Social Sciences, Atatürk University. He has been an English lecturer at the ELT department of Kâzım Karabekir Faculty of Education since 2005.