**THE EFFECTS OF COOPERATIVE LEARNING AND TECHNOLOGY ON
ENGLISH LANGUAGE LEARNERS' SPEAKING ANXETY AND MOTIVATION
LEVEL: A CASE STUDY AT A TURKISH PRIVATE UNIVERSITY**

**A THESIS SUBMITTED TO
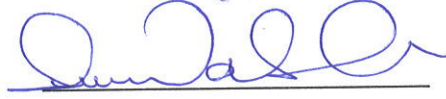GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
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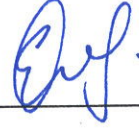IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

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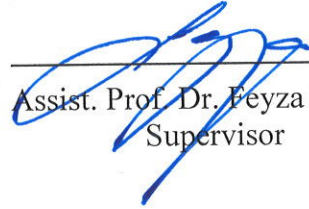Approval of the Graduate School of Educational Sciences

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ABSTRACT

THE EFFECTS OF COOPERATIVE LEARNING ON ENGLISH
LANGUAGE LEARNERS'SPEAKING ANXIETY AND
MOTIVATIONAL LEVEL

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Speaking in the foreign language is often considered as the most anxiety-producing experience by students. The main aim of this thesis is to identify the effects of cooperative learning and technology on students' anxiety level. In addition to this, the motivation level of learners and the effects of cooperative learning and technology on their motivation level were analysed. The sources of speaking anxiety, the relationship between anxiety and learners' motivational level were also investigated in this study.

To realize this aim, the research was conducted at a Preparatory School of a private university with the participation of 41 students at the pre-intermediate levels of proficiency. Two groups were assigned for this research: Experimental and control group. For 5 weeks, the experimental group did their speaking lesson through cooperative learning methods and technology. The control group, on the other hand, studied speaking through traditional methods. Data were collected through questionnaires and interviews. The translation of the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire by Horwitz, Horwitz & Cope, 1986 was given to the participants. Using the results of the analyses involved in the quantitative part, twelve participants who demonstrated high and low levels of anxiety were selected for

participation in the qualitative phase. Through the interviews, the sources of foreign language speaking anxiety and learners' motivational levels were determined.

At the end of the study, the questionnaire at the beginning of the research was applied to both groups as a post-test and the results were compared.

The analysis of the quantitative data revealed that the participants had a moderate level of foreign language speaking anxiety, testing procedures were major anxiety provoking factors; however, fear of negative evaluation and teachers 'attitudes were not anxiety provoking factors as it is expected and cooperative learning methods and technology have a direct effect on learners' speaking anxiety and motivational level. The interview results showed that there is a strong relationship between anxiety and motivation.

KEY WORDS: Foreign language speaking anxiety, cooperative learning, technology, motivation.

ÖZ

İŞBİRLİKÇİ ÖĞRENME YÖNTEMİ VE TEKNOLOJİNİN YABANCI DİL ÖĞRENEN ÖĞRENCİLERİN KONUŞMA KAYGILARI VE MOTİVASYON DÜZEYLERİ ÜZERİNE ETKİLERİ: ÖZEL ÜNİVERSİTEDE BİR DURUM ÇALIŞMASI

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Yabancı dilde konuşmak, genellikle öğrenciler tarafından en endişe üreten deneyim olarak nitelendirilir. Bu çalışmanın amacı; işbirlikçi öğrenme yöntemi ile teknolojinin yabancı dil öğrenen öğrencilerin konuşma kaygıları ve motivasyon düzeyleri üzerine etkilerini belirlemeyi amaçlamıştır. Buna ek olarak, öğrencilerin motivasyon seviyeleri, işbirlikçi yöntem ile teknolojinin bu motivasyon seviyelerine etkisi incelenmiştir. Öğrencilerin konuşma kaygılarının sebepleri ve kaygı ile motivasyon arasındaki ilişki ayrıca incelenmiştir.

Bu amacı gerçekleştirmek için, araştırma özel bir üniversitenin Yabancı Dil Hazırlık Okulu'nda orta altı seviyede öğrenim gören 41 öğrenci katılımı ile yapılmıştır. Bu araştırma için iki grup atanmıştır: Deney ve kontrol grubu. Altı hafta boyunca, deney grubu konuşma derslerini işbirlikçi öğrenme metodu ve teknoloji ile gerçekleştirmiştir. Diğer taraftan, kontrol grubu konuşma derslerini klasik yöntemlerle sürdürmüştür. Veri, anket ve görüşmeler yolu ile toplanmıştır. Horwitz, Horwitz ve Cope (1986) tarafından hazırlanan Yabancı Dil Sınıfı Kaygı Ölçütü'nün Türkçe çevirisi çalışmanın başında ve sonunda öğrencilere verilmiştir. Anketteki nicel veri analizi sonuçları kullanılarak, düşük ve yüksek kaygılı 12 öğrenci detaylı görüşmeler için seçilmiştir. Görüşmelerde öğrencilerin konuşma kaygılarının

sebepleri ve motivasyon düzeyleri saptanmıştır. Çalışmanın sonunda aynı test son-test olarak uygulanmış ve iki grubun elde ettiği veriler karşılaştırılmıştır.

Nicel veri analizinin sonuçları, katılımcıların orta derecede yabancı dil konuşma kaygısına sahip olduklarını, değerlendirme şekillerinin en büyük kaygı uyandıran faktör olduğu; fakat, beklenenin aksine olumsuz değerlendirme faktörü ve öğretmen davranışının kaygı uyandıran faktör olmadığı ve işbirlikçi yöntem ile teknolojinin öğrencilerin kaygı seviyeleri ve motivasyon düzeyleri üzerine doğrudan etkisi olduğunu göstermiştir. Öğrenci görüşmelerinde toplanan veri sonuçları ise; kaygı ve motivasyon arasında güçlü bir ilişki olduğunu göstermiştir.

ANAHTAR KELİMELER: Yabancı dil konuşma kaygısı, işbirlikçi öğrenim yöntemi, teknoloji, motivasyon.

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LIST OF ABBREVIATIONS

CALL : Computer Assisted Learning

EFL : Antiballistic Missile Treaty

ELT : English Language Teaching

ESL : English as a Second Language

FLCAS : Foreign Language Classroom Anxiety Scale

FLSA : Foreign Language Speaking Anxiety

FLA : Foreign Language Anxiety

SPSS : Statistic Package for Social Sciences

Chapter 1: Introduction

This chapter seeks to explain the background of the study with a brief summary of the foreign language speaking anxiety and motivation. It also examines the roles of cooperative learning and using technology in the context of foreign language speaking. It also presents the statement of the problem, the purpose and the significance of the study and definition of terms. Finally, it gives the limitations of the study.

> Becoming bilingual is a way of life. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language. (Brown, 1994, p.1)

As Brown (1994) explained it, the acquisition of a new language is totally an enchanting journey that includes affective and cognitive domains. The cognitive domain which is the mental side of human behavior involves intellectual development. On the other hand, the affective domain which is associated with the emotional side of human behavior includes values, attitudes and emotions such as empathy, self-esteem, extroversion, motivation and anxiety. Brown (1994) states the affective domain is the most effective aspect in language learning as it deals with the emotional area of human behavior. For this reason; it has a crucial role in learning a second language. Studies of the relationship between language learning and affective variables show the importance of the affective variables on foreign language learning process (Chastain 1975; Young 1990; Gardner & MacIntyre 1993; Schumann 1999).

In this foreign learning process anxiety is always considered as one of the most crucial affective domains that often influences students' oral production in the foreign language. This idea is advocated by MacIntyre and Gardner (1993) who defines the language anxiety as "the feeling of tension and apprehension specifically associated with second language context including speaking, listening and learning" (p.284).

Horwitz and Cope (1986) define anxiety in foreign language as "a distinct complex of self perceptions, feelings and behaviors related to classroom language learning process" (p. 127). As learning a language is "a profoundly unsettling psychological proposition,"

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one that "directly threatens an individual's self-concept and world view" (Guiora, 1983; as cited in Horwitz, Horwitz & Cope, 1986 p. 125) when students have high anxiety levels, it creates a mental block which prevents learners to acquire the language (Krashen, 1982) and they feel distressed and cannot concentrate on learning and as a result, they might fail in performing a task in classrooms. Over the past several years, a considerable amount of research has been carried out to determine the relationship between foreign language learning and affective variables and researchers have found that among these variables "anxiety" plays a crucial role in students' success or failure in the foreign language classroom (Ganschow, et al., 1994; Horwitz, 2001; Kitano, 2001; Oxford, 1999); however, many researchers propose that the harmful effects of anxiety are much more dominant than its useful effects as it obstructs the learning process (Ellis, 1996; Horwitz, 2001; Price, 1991; Yan & Horwitz, 2008; Young, 1991;). When students have high anxiety levels, they cannot concentrate on the learning process and it might lead to a fail in performing a task in classrooms.

Since foreign language anxiety is considered as a negative effect on language learning it needs to be reduced. At this point, motivation, which is another affective and fundamental domain that should be maintained throughout the learning process, becomes vital for acquiring the second language (Top, 2009). "The essential condition students need is motivation to learn: motivation to process the exposure they receive and motivation to use the target language as often as possible, in order to benefit from exposure and use" (Willis,1996 p.14). For language learning, Dörnyei (1998) reports that "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (p. 117). Krashen (1982), Scarcella & Oxford (1992) state that:

> Motivation is important to language learning because it helps to determine the extent of involvement in learning. High motivation spurs learners to interact with native speakers of target language which in turn increases the amount of input that learners receive. (as cited in Oxford, 1996, p.106)

Several studies have revealed that motivation is fundamental in language learning. Crookes and Schmidt (1991) reported that if students are motivated in language process, they become "productively engaged in learning tasks and maintain that engagement without the need for continual encouragement" (p.480). To gain this motivation

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cooperative learning has a vital role in language learning as it develops students' confidence and helps them to be motivated to participate in the learning process (Johnson & Johnson, 1989). Koch and Terrel (1991) point out that some oral activities are found as being stressful by students. Hence, cooperative learning has been suggested as one of the most effective ways of reducing the anxiety in classrooms (Johnson, Johnson, & Holubec, 1990; Oxford, 1997; Slavin, 1991). Most researches (Oxford & Ehrman, 1993; Kagan, 1994; Slavin, 1995) on cooperative learning indicated that it is a classroom procedure which can lower anxiety and improve learning outcomes. To reduce the level of anxiety and increase the motivation, the application of technology in language classrooms has been widespread. Some researchers advocated that CALL improves learners' speaking skills as they believe traditional classroom methods in which teachers are active and students stay passive in the classroom are not enough especially in language classrooms (Ehsani, & Knodt,1998; James, 1996). Hence, tasks and activities that involve the use of technology promote successful learning. Chávez (1990) has reported that technology in combination with tasks and activities can be used to promote a positive L2 learning environment.

Anxiety and motivation can be acknowledged as interpenetrated variables in foreign language speaking. It is acknowledged that it is almost impossible for a learner to produce language with a high level of anxiety since it hampers language learners' oral expression. For this reason, it has been the object of interest for many researchers over the past twenty years, hence a considerable amount of researches have been conducted on anxiety that students experience in their foreign or second language classrooms; however, due to the complex nature of language learning, Ehrman (1996) notes that it is difficult to describe language anxiety in one simple sentence since it arises from different kinds of sources and Horwitz and Young (1991b) mention that "exactly how anxiety impedes language learning has not yet been resolved" (p. 177).

In a close review of the literature on anxiety, some of the potential sources of foreign language speaking anxiety have been found. Besides, the influence of motivation and anxiety on the success of language learning has also been investigated (Batumlu & Erden, 2007; Dalkılıç, 2001; Liu, 2006; Woodrow, 2006). However, the previous researches pay less attention to the relationship between anxiety and motivation and the effects of cooperative learning on students' anxiety level. Hence; this can be considered as

the first study to undertake a longitudinal analysis of the effects of cooperative learning and using technology on students' both anxiety and motivational level.

The initial inspiration for this research stems from my own personal experiences that I had when I was a student. When I think about my own experience; the anxieties that I felt towards speaking, the challenges that I encountered with and the strategies that my teacher used to reduce this anxiety when I was a student, or the experiences with my students that I gained from motivated me to conduct this research.

Students' foreign language speaking anxiety and motivation level have been measured by both quantitative and qualitative methods. Horwitz et al. (1986) developed a questionnaire called the Foreign Language Classroom Anxiety Scale (FLCAS) which investigate the three sources of foreign language classroom anxiety. For the qualitative method, interviews are one of the most widespread methods that have been utilized to get some detailed data on the development of foreign language anxiety (Aydın, 2001). As this study deals with the effects of cooperative learning and using technology on students' foreign language speaking anxiety and motivation level, both qualitative and quantitative methods are used. In particular it will also investigate the level of foreign language speaking anxiety of B1 level students in English Preparatory program, and the relationship between foreign language speaking anxiety and motivational level of students.

1.1 Statement of the Problem

We live in an educational world where orality is seen as a necessary, positive personal characteristic (Daly, 1991). However, learners often feel stress or anxiety while speaking foreign language which limits their performance and decrease their motivation. Horwitz, Horwitz and Cope (1986) highlighted that students are very self-conscious and demotivated when they are required to engage in speaking activities that focus on their inadequacies, and these feelings often lead to "fear, or even panic" (p. 128). Without supportive classrooms students have a higher Affective Filter which hinders students' foreign language learning. To reduce this fear and anxiety and increase motivation, cooperative learning is considered as one of the most effective ways as it creates a supportive learning setting (Kagan, 1994). Krashen (1981) emphasizes that students in a low anxiety classroom will be more willing to participate in activities and increase the potential of language learning. In addition to cooperative learning, by using technology, it

may be helpful to eliminate the limitation that cooperative learning methods may create. For this reason; the central thesis of this paper is to find out the effects of cooperative learning and using technology on students' foreign language speaking anxiety and motivation level.

1.2 Purpose of the Study

"Speaking in the foreign language is often cited by students as their most anxiety-producing experience" (Young, 1990, p.539).

This anxiety may be experienced due to trying to find the most appropriate words to speak in the foreign language fluently and the correct grammar to convey the meaning. Many students are reluctant to use the target language in classrooms due to their anxiety and lack of motivation. However, although establishing a warm classroom atmosphere, where there isn't too much anxiety, speaking is always found challenging. Thus, the purpose of the study is to find out the effects of cooperative learning and using technology on English language learners' speaking anxiety and on their motivation level. The study also investigates the students' degree of speaking anxiety that they experience while speaking English.

1.3 Research Questions

This study addresses the following questions to find out the range of anxiety that is experienced by Turkish EFL students at a private university prep school and the effects of cooperative learning and technology on students' anxiety and motivation level:

1. What is the level of foreign language speaking anxiety of experimental and control group B1 level students in English Preparatory program at a private university?
2. According to students' views, how does foreign language speaking anxiety affect motivational level of students?
3. According to students' views, do cooperative learning activities have an effect on foreign language speaking anxiety and motivational level of students?
4. According to students' views, does using technology have an effect on foreign language speaking anxiety and motivational level of students?

5. According to students' views, what are the effects of using technology integrated cooperative learning activities on the sources of foreign language speaking anxiety?

1.4 Significance of the Study

One of the targets of teaching English at prep schools is to improve students' speaking skills, yet, majority of students find speaking challenging, boring and often have low motivation. For this reason; making students speak in the classroom atmosphere is always found to be the most challenging issues in classrooms. When students don't feel ready to produce, they are always afraid of making mistakes and this leads to anxiety. Anxiety, which is the dominant factor, is the main issue of this study. It's very crucial to analyze the anxiety level of Turkish EFL university students and investigate the relationship between EFL learning motivation and foreign language speaking anxiety among Turkish EFL university students. Besides, the study also investigates the effects of cooperative learning and using technology on foreign language learners' speaking anxiety and their motivation level. Cooperative learning and using technology collaboratively are two main aspects especially in speaking classes as they involve students actively in the lesson and develop their social interaction skills.

Prior studies in the anxiety literature generally focus on the sources of foreign language speaking anxiety in different contexts and the relationship between students' foreign language speaking anxiety and their performance. Moreover, few explore students' anxiety and motivation levels. Hence, this research intended to shed light on the effects of cooperative learning and using technology on students' level of anxiety and motivation.

1.5 Definition of Terms

Anxiety – Freud (1936) defined anxiety as "a specific unpleasant emotional state or condition that included feelings of apprehension, tension, worry, and physiological arousal, and equated fear with objective anxiety" (cited in Spielberger & Reheiser, 2004, p.71).
Foreign Language Anxiety – Foreign language learning anxiety is described as the apprehension experienced when a situation requires the use of foreign language with which the individual is not fully proficient (Gardner & MacIntyre, 1993, p.5).

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Foreign Language Speaking Anxiety – "Foreign language speaking anxiety is associated with the emotional reactions with which one speaks a foreign language under uneasy, fearful, nervous, or worrying situations in EFL classroom settings" (Huang, 2004, p.6)

Motivation – According to Gardner (1985) the term motivation is "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p.10).

Foreign Language Learning Motivation - It is the combination of efforts and desires to learn the foreign language to lead the satisfaction in the task of EFL learning (Gardner, 1985; as cited in Huang, 2004)

Cooperative Learning – Cooperation means working together to accomplish shared goals. Unlike individual learning, people engaged in cooperative learning and beneficial to themselves and to all other group members. In cooperative learning, there is a positive interdependence among students; students consider that they can accomplish their targets if the other students in the learning group also accomplish their targets (Deutsch, 1962; Johnson & Johnson, 1991).

CALL - The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course (Hardisty & Windeatt, 1989).

1.6 Conclusion

In this chapter, the background of the study, statement of the problem, research questions, significance of the study, and the definition of terms have been presented. The next chapter will review the literature related to the purpose of the study. In the third chapter, the methodology of the study including settings, participants, instruments, data collection and analysis procedures, and limitations and delimitations of the study is explained. In the fourth chapter, the results of the study are presented, and in the last chapter, discussion and conclusions are drawn from the data in the light of the literature.

Chapter 2: Literature Review

This chapter provides some literature related to the topic of the study. In the first section some definitions and types of anxiety will be presented. In the second section foreign language anxiety and its effect on language learning will be examined. And lastly, foreign language speaking anxiety and its effect on language learning will be discussed.

2.1 Affective Factors in Second Language Acquisition

Affective factors in language learning have been an object of research since the late 70s. Since they deal with emotions, they are considered to have a more effective and facilitative role on the process of learning. In these variables; motivation, self-esteem and anxiety play an important role in language learning (Dulay & Burt 1977; Krashen 1982). The higher the motivation, the lower the anxiety levels, the more likely students will be successful in language learning (Dulay & Burt 1977; Krashen 1982) whereas low motivation, low self-confidence, and high anxiety, had created a mental block, termed affective filter, (Krashen 1982; Dulay & Burt 1977) preventing any willingness or aptitude students might have towards the foreign language learning. As Oxford (1990) states "good language learners are often those who know how to concentrate their emotion and attitudes on learning" (p.140). Positive feelings towards the language make learners comfortable and have their filters set low, unlikely negative feelings and stressful environment make students uncomfortable and raises their affective filter. Among these affective variables, learner anxiety and motivation have become important as they can have a direct consequence on student achievement.

2.2 What is Anxiety?

"Depression, anxiety, and related "internalizing" problems of children and adolescents have been the focus of increased professional concern during the past two or three decades" (Merrel, 2008, p. 1). Thus, everybody feels anxious from time to time. "Students generally re- port to counselors that they 'know' a certain grammar point but "forget" it during a test or an oral exercise when many grammar points must be

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remembered and coordinated simultaneously" (Horwitz & Cope, 1986, p.9). A student can be anxious when taking a test; a teacher can feel the same when he or she is observed, so in a stressful environment, anxiety is considered as normal (Connolly, Simpson & Petty, 2006).

Although anxiety plays a significant role in our lives, defining what anxiety is still a controversial issue and defined in many ways. Even though language anxiety can be viewed as energizer to complete the target task; it also has negative effects which create mental block to achieve the goal.

According to Horwitz and Cope (1986) "it is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.125). It's similar to Bailey's study that was conducted in 1983. The point she emphasizes is that anxiety depends on the situation in which learners find themselves.

Brown (1974) defines anxiety as an affective domain that prevents learners from learning the language effectively. May (1977) describes anxiety as "an emotional response to threat to some value that the individual holds essential to his existence as a personality" (p.205). Zhang (2001) defines anxiety as the psychological tension that the learner goes through in performing a learning task. For instance, during the process of language learning if a student encounters with a difficult task, he or she may feel uncomfortable and this feeling can turn into panic and fear which can be associated with anxiety. Similarly, Gardner and MacIntyre (1993) explain language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient" (p.5). When a student believes that he or she does not have the necessary skills, he or she can feel stress and this stress can turn into an anxiety which prevents him or her from achieving the target goal. Scovel (1991) adds that anxiety is "a state of apprehension, a vague fear that is only indirectly associated with an object" (p.18).

When all these definitions are taken into consideration, it can be concluded that anxiety can have both positive and negative effects on students. In addition to its motivative function, it can also be obstructive which prevents learners from performing their tasks and achieving their goals as well.

2.3 Types of Anxiety

While describing anxiety two different terms are introduced by Albert and Haber (1960; as cited in Young, 1992). One of them is considered as a good type of anxiety and the other one is considered as bad type of anxiety. The good type of anxiety which improves learning and performance of the student is called "facilitating anxiety." According to Cambridge dictionary; facilitate means; "to make something possible or easier", and anxiety means "an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future."

When we look at the meaning of these two words, we can get the idea that the term facilitating is regarded as a positive reinforcement which helps the student to be motivated for language learning so that the student is willing to learn the new task. As Bailey suggests (1983) facilitative anxiety can be considered as one of the keys to success. She found out that although anxiety lessened her efficiency from time to time, at other times it fosters her demand of studying and she explained these beneficial effects as facilitative anxiety. It "motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approach behavior" (Scovel, 1991; as cited in Tanveer, 2007, p. 11). Similarly, according to an interview with Krashen that was conducted by Brown in 1994, it was demonstrated that facilitative anxiety has a positive effect on language learning. Being a little anxious motivates a person to accomplish the given task. Horwitz (1986) and MacIntyre (1995) believe that anxiety can be facilitating when the given task is simple. If the task is difficult or complicated, it can turn into a debilitating anxiety which has an adverse effect on learner's performance. Hence, depending on the task difficulty, an anxiety can be motivative or dreadful. Numerous studies have attempted to explain anxiety. For instance, Ehrman (1996) claims that anxiety can only be debilitating; it cannot be a motivator for a person. However, some researchers believe that enough anxiety is always better when performing a task. For example, Allwright and Bailey (1991) also state that when people believe their success and don't feel the anxiety, they can't fulfill the requirements of the task completely. For this reason, a little bit anxiety always helps people to produce better. However, they also emphasize that if a person has too much anxiety, this time this anxiety prevents them from fulfilling the requirements of the task and lower their

success. Similarly, Horwitz (1986) defends the idea that students who have high anxiety can't convey the complex messages in the foreign language.

Psychologists describe three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is defined as an individual's anxiety level nearly for every situation (Phillips, 1992). On the other hand, state anxiety is experienced for different situations and for a particular time. In other words; it is a temporary reaction for a specific situation. For instance, if a person becomes anxious regardless of any situation, it can be said that this person has a trait anxiety. On the other hand, for example; when a sports man feels anxious just before the competition it means that this person has a strait anxiety as it is triggered by a particular event. The third anxiety is situation-specific anxiety which is occurred at a particular type of situation (Zhang, 2008). Similar to trait anxiety, situation-specific anxiety is also stable, but differently it's not for every situation, it is triggered by a specific condition. For instance, a student may be anxious just before speaking exams, but he or she can be comfortable while taking the writing exam. We cannot say that this student has anxiety before taking the exams. Thus, each situation is experienced differently.

2.4 Foreign Language Anxiety

Foreign language learning is always considered as a complex process due to memorization of new words, learning new grammar rules, and studying pronunciation. When students feel that they are unsuccessful in this learning process, they may have an anxiety.

Foreign Language Anxiety or more detailed, Foreign Language Classroom Anxiety is one of the most remarkable factors that affect learner's second language acquisition. However, there are still different descriptions from different researchers. According to Horwitz and Cope (1986), foreign language anxiety associated with situation-specific anxiety and they define it as "a distinct complex of self perceptions, feelings and behaviors related to classroom language learning process" (p. 127). MacIntyre (1999) defines foreign language anxiety as "worry and negative emotional reaction aroused when learning or using a second language" (p.27). It is "the subjective feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (MacIntyre & Gardner, 1994, p. 284) The underlined reason could be fear of

making mistakes, early expectations from teacher and parents, not conveying complex messages or having lack of confidence. To illustrate, some learners may be anxious because of their peers and are afraid of making mistakes in front of them. For this reason, even they are willing to participate they remain silent. Sometimes in group works or small discussions while some students take the control, the others can be reticent. And this lack of confidence may hamper the optimal learning especially in speaking lessons.

Another conflict is early expectations from teachers and parents. According to Krashen, most learners prefer to stay silent when they are first exposed to the language. They frequently focus on listening and digest what they hear. It's a pre-production stage to improve their vocabulary gain the confidence to produce. If teachers or parents forget this stage and expect students to speak, this raises the affective filter and this may result in blocking the students' processing of input. However, the efficient second language acquisition can occur when the affective filter is low.

Another reason can be not conveying complex messages. Monitor Theory postulates the idea that human beings can acquire the language by understanding the message in the target language or as Krashen suggests by receiving comprehensible input. When students can't convey the messages in the target language they become demotivated and start to find language learning challenging. It's considered that the more learners become anxious, the less successful they become in the target language.

Horwitz and Cope (1986) describe three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. According to Horwitz (1986) communication apprehension is about communicating with people. They think that communicating with others in the classroom is an inevitable feature in foreign language classrooms. As successful language acquisition stems from communication and interaction, students have to share their ideas, express their opinions to be involved in the language. If a student is shy or not successful at building communication, it may be difficult to acquire the second language. Communication includes two components: listening and speaking. Young (1986) postulates most students are anxious when they start to speak especially if they are in front of their peers. And listening is found difficult by learners. As Mendelsohn (2000) defines listening as "the ability to understand the spoken language of native speakers" (p.22). When students can't convey the message of the task fully they become demotivated and feel anxious.

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Fear of negative evaluation refers to the "apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Horwitz & Cope, 1986, p. 128). Learners sometimes believe that others always have a negative feeling about them. This may be the cause of past experiences or individuals' own beliefs about themselves. This generally occurs when they feel that they lack the necessary grammar and vocabulary knowledge to be involved in the tasks. Those learners may lose their faiths, escape from classroom activities and become passive or get discouraged as they are afraid of making mistakes and evaluated by their peers negatively. Due to this fear of negative evaluation, they can be more anxious about learning.

Test anxiety stems from a fear of failure (Horwitz, 1986). Learners may feel anxious before taking the test even they study. This anxiety may result in failing in the exam. Chan and Wu (2000) emphasize that these negative feelings may occur due to the negative experiences that learners that students have had so far. If an individual's experience is negative, then the test anxiety will come out which can result in lower performance at tests. On the contrary, if an individual's experience is positive, then the level of test anxiety will be lower which can lead to higher performance at tests.

Some researchers have developed some instruments to measure the test anxiety. Mandler and Sarason (1952) can be regarded as the first researchers who examined the relationship of test anxiety to test scores. The results of the test that they have conducted indicate that there is a strong relationship between test anxiety and performance. There may be different causes of this anxiety. Davidson and Sarason (1960) rightly pointed out in their study that test anxiety is caused by parents who have high expectations from their children:

"When students feel their parents' pressure, they feel anxious during their test. Secondly, unfamiliar content increases test anxiety. In a study, Young (1991) has reported that students' anxiety level is getting higher if the test includes some content that has not been taught in class. Thirdly, complicated and unfamiliar test format increase anxiety. If students encounter a different question type, they become anxious. Fourthly, inadequate time allotment poses anxiety among students. According to Mollenkopf (1960) and Ohata (2005), if students feel that the allocated time will not be enough for them, they feel pressure. Finally, the teachers who are strict on assessment create anxiety (Horwitz & Young, 1991).

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2.5 The Effects of Foreign Language Anxiety on Foreign Language Learning

Foreign language learning is always seen as one of the most difficult and threatening experience among learners "because it can interfere with the acquisition, retention and production of the new language" (MacIntyre & Gardener, 1991, p. 86). Brown (2007) suggests anxiety as one of the most effective factors in language learning. Krashen also supports that anxiety is a contributing factor which increases the affective filter. He (1981) pointed that when language learners are anxious, input may not reach the brain, so the acquisition cannot be comprehended. For this reason, many researchers have examined the effects of foreign language anxiety on language learning. Foreign language anxiety has been strongly correlated to unwillingness to communicate in language class. (Jackson, Meihua, 2008). Thus, it is a problem that inhibits students' achievement in language classes (Keeves & Morgentstem, 1992). Most of the learners are afraid of becoming unsuccessful and this negative feeling augment the anxiety. For this reason, students prefer to keep silent in the class (Duxbuy & Tsai, 2010). MacIntyre and Gardner's (1989) research findings have shown that anxiety may affect language learning in a negative way.

Tobias (1979, 1986) is one of the researchers who studied the effects of foreign language anxiety on learning process and separated the learning process into three parts: input, processing, and output. He postulated the input stage as the learner's first experience and explained as: "At this stage, external stimuli are encountered and internal representations are made; attention, concentration, and encoding occur" (Tobias, 1979, 1986, p.286).

According to MacIntyre and Gardner (1989; 1994) when learners are confronted with a new thing for the first time, anxiety occurs and at this stage high level of anxiety makes learners to lose concentration and self-confidence. All these feelings create mental blocks that prevent learners from acquiring the language. Krashen (1985) considered input as the most important stage of language learning, and for this reason; he developed "Input Hypothesis," in which he reported that "speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input" (p.3). According to him, if the learner has a high affective filter, the ability of acquiring language is lower. The processing stage comprises grouping and storing input in which learners received in the

first stage. At this stage if the task is difficult, anxiety will have a negative effect on language process and lessen the efficiency. If they don't feel anxiety, they will receive the information easily. The third stage is output stage. It is the last stage in which students are required to use the information that they have learnt (Onwuegbuzie et al., 2000). Anxiety at this stage can lead to inappropriate use of grammar, vocabulary, and ineffective production. The success of the performance depends on the previous stages. If one stage isn't completed successfully, the problem may occur in the next stage. For instance, if a student feels anxiety, decrease in task performance is inevitable. At this stage, if a student feels anxious, the task performance cannot be fully comprehended.

Horwitz and Cope developed a 33 item questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS) to measure the language anxiety and many studies have been conducted on language anxiety. Most of these studies, which have been conducted so far, reveal that the relationship between foreign language anxiety and foreign language learning are mixed and confusing (Scovel, 1978).

When the results are lumped together, although in most cases the negative correlation between foreign language anxiety and foreign language learning is observed, some researchers have emphasized the benefits of anxiety on learning.

MacIntyre and Gardner (1989, 1991b) found in their studies; the performance in the second language was negatively correlated with language anxiety. Besides, another study that was conducted by Daniel Yu-ching Chan & Guo-cheng Wu, a significant negative correlation is again found between the score of FLCAS and students' final score. Similarly, Horwitz and Cope (1991) found negative correlation in their study of American foreign language students. In 2002 Hashimoto predisposes that 56 Japanese students' willingness to communicate is affected negatively due to anxiety. Likewise, Aida (1994) found that students who are anxious got lower grades in the exam. Phillips (1992) focuses on the effects of language anxiety on students' oral test performance and attitude and he also found the negative correlation. Saito and Samimy (1996) revealed that foreign language anxiety can have a negative impact on Japanese learners' performance. In a similar study, Burden (2004) also supports the negative correlation between foreign language anxiety and foreign language learning after finding out 289 Japanese students' suffering from anxiety in conversation classes. In another study which analyzed students from the United States

who were reading a text in Spanish, Sellers (2000) found that students who are highly anxious weren't able to focus on the task efficiently.

Opposing to these views, there are some researchers who considered foreign language anxiety as a consequence rather than a result. For instance, Sparks and Ganschow (1995) postulate that anxiety cannot lead to low achievement, but low achievement can lead to anxiety. Therefore, it can be said that anxiety can be a cause or an effect. Although there are numerous researches indicate that anxiety has adverse effects on language learning, there are still some researches that reveal anxiety has a debilitating effect on language learning and can motivate learners. However, it is clear that foreign language anxiety directly affects the foreign language learning.

2.6 Foreign Language Speaking Anxiety

- I always feel nervous when I speak English.
- I'm afraid of making mistakes.
- I understand, but I can't speak.
- When I start speaking I forget everything.

These statements are commonly used in countries where English is taught as a second language. Most of the students suffer from anxiety when they are asked to speak in the foreign language classroom include "distortion of sounds, inability to reproduce the intonation, and the rhythm of the language, "freezing up" when called on to perform, and forgetting words or phrases just learned or simply refusing to speak and remaining silent" (Young, 1991, p. 430). It is most likely seen that these statements and reactions can obstruct the learner's ability to speak since if the learner believes those statements, they will not be able to focus on the speaking process. As Jeremy Harmer (2007) suggests in his book "The Practice of English Language Teaching" if students and teachers do not use English in classrooms, it can be seen as student / teacher failure. If students do more oral activities, the use of English becomes more important for them. Although there is a dramatic increase in the number of students who speak English as a foreign language, there are still many learners who feel anxious when it comes to the production stage since "speaking in the foreign language is often cited by students as their most anxiety-

producing experience" (Young, 1990, p. 539). In spite of the fact that most of the learners are good at other skills such as writing, reading and grammar, when it comes to the speaking, they cannot be successful due to the reasons they provided above. Many learners express their anxiety by using these statements and they believe that this feeling prevents them from speaking the language fluently and makes them unsuccessful in speaking lessons. Kitano (2001) argues that "…speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers" (p. 550). According to Krashen's affective filter hypothesis; although most of the learners receive the comprehensible input, they cannot acquire a language successfully since it is a metaphorical barrier that prevents learners from acquiring language. A learner who is nervous or anxious may not achieve speaking. Another point Krashen (1992) emphasizes in an interview, which was conducted by Young, is forcing learners to break the silent period before they are ready and produce at an early stage. In the same interview, Omaggio Hadley (1986) expresses his idea about foreign language speaking anxiety as: "I think speaking probably makes people the most nervous because there's the most at stake: not only do you have to create your own utterances but most students feel they have to pronounce them properly" (p.15).

As a consequence of this, it can be said that they support the idea that in foreign language learning, speaking fosters anxiety and most of the learners suffer from foreign language speaking anxiety. Likewise, Horwitz et. al. (1991) gauge that learners feel the most anxiety when oral production is required. As speaking is defined as a productive skill (Carter & Nunan, 2002), it is clearly seen that it has a profound effects on anxiety. Campbell and Ortiz (1991) found language anxiety among university students as "alarming" which demotivates them to speak. There are many reasons that cause foreign language speaking anxiety such as classroom environment, pronunciation, fear of misunderstanding or making mistakes especially in classrooms where learners' performance is observed both by teachers and their peers (Horwitz et al., 1986).

There have been many studies conducted to investigate the effects of anxiety on learners' speaking performance. Most of the studies reveal that anxious students are not eager to participate in class activities when it is compared with the non-anxious students (Horwitz et al., 1986; MacIntyre & Gardner, 1991). In the study that Horwitz et al. (1986)

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conducted anxious learners are less willing to participate in communication. Their study (1986) also reveals that learners feel more anxiety in speaking.

In Colombia, Fandiño (2010) conducted an action research with 17 beginner EFL students. Findings showed that students felt more anxious when the task or exercise required a more spontaneous and authentic use of the foreign language.

Mayerly Ariza Beltran (2012) investigates how anxiety affects three students when communicating orally in classrooms and the results showed that anxiety effects on students' self-confidence. To illustrate, students expressed that they were concerned about "forgetting things" due to the anxiety of speaking in front of other people. Similar to this study, Price (1991) found out that speaking is considered as an anxious activity for the learners as they were afraid of making mistakes in front of their peers. MacIntyre (1995) has the similar belief that anxious learners may not focus on the given task as they are worried about making mistakes. Likewise, Xianping (2004) carried out a study to discover the effects of language anxiety on the oral performance in the classroom in a university of China. Results showed that anxiety may affect the quality of oral performance. In another study that was conducted by Woodrow (2006) it was indicated that the learners who have a high speaking anxiety couldn't manage to get good results in the oral exam. In a Turkish EFL context, Balemir (2009) and Dalkılıç (2001) conducted a study and the results agreed on the idea that there was a negative relationship between the anxiety level of the students and their success.

In conclusion, the studies that have been conducted so far show that like foreign language anxiety, foreign language speaking anxiety also affects the language learners' achievement and performance in a negative way.

2.7 Sources of Speaking Anxiety

Horwitz and Young (1991) identified three sources of foreign language speaking anxiety. These are: communication apprehension, fear of negative evaluation and test anxiety.

2.7.1 Communication apprehension. Horwitz et al. (1991) defined communication apprehension as "a type of shyness along with fear or anxiety about communicating with people" (p. 31) and this shyness is encountered when an individual is

needed to communicate with others, whether in listening or speaking (p.127). It is directly associated with either real or unreal individual beliefs. Mc Croskey and Baldwin (1984) emphasize that communication apprehension can be due to several reasons such as feeling lack of proficiency in the target language or having lack of practice. According to Aydın (2001), learners may have unrealistic ideas about language learning, and these ideas may have adverse effects on their achievement. When speakers have difficulty in expressing themselves, listeners cannot understand the message, and this can result in failure in communication (Bozatlı, 2003). Another reason is related to metacognitive awareness. When listeners have difficulty in understanding the input, this also causes them to avoid speaking due to the fear of misunderstanding. When learners think that they are the lack of necessary skills to create communication, their self-assessment will decrease and they will be more anxious. The reason is if they start to focus on their deficiencies, their confidence will be reduced and inevitably experience foreign language speaking anxiety. Those kind of learners do not voluntarily participate in classroom activities and answer any of the questions even they know the answer. Mejias, Applaum and Trotter (1991) point out that students who have high communication apprehension see language learning situation as threatening which inhibit learners from effective communication.

Other types of competence such as linguistic competence, discourse competence, socio-linguistic competence and strategic competence are involved in communication apprehension.

   2.7.1.1. Linguistic competence. Tanveer (2007) reports lack of adequate linguistic knowledge also causes speaking anxiety. The problems that learners encounter in their linguistic competence affect their communicative competence (Tanveer, 2007). If students become anxious about the problems, and feel uncomfortable making mistakes, anxiety will arise. Vocabulary can be considered as one of the most significant factor that leads to anxiety. Horwitz et. al (1986) addressed the importance of vocabulary and mentioned that due to the inadequate vocabulary or trying to find the appropriate vocabulary items while speaking can be challenging for students. Their focus on finding the right vocabulary rather than the speaking itself may create anxiety.

   Grammar is another linguistic difficulty that students may suffer during their oral production. In order to convey meaning, it is significant to have the knowledge of words

and sentences; and how these words and sentences are stressed in particular ways. However; thinking about the correct usage of grammar during speaking makes students feel uncomfortable.

2.7.1.2. Discourse Competence. Discourse competence is the knowledge of conveying messages as a coherent whole (Brown, 1994). It is considered as an ideal system of language knowledge, as discussed by Noam Chomsky as it refers to the ability to produce meaningful and connected sentences which create the coherence and cohesion in speaking. And to be able to connect sentences coherently and meaningfully, speakers should know the variety of discourse markers (Shumin, 1997).

2.7.1.3. Socio-linguistic Competence. Knowledge of language alone is not enough for effective use of the target language. Learners must know how to use the suitable structures in the social context in which it is used (Brown, 1994). Having the socio-linguistic competence enables learners to know what kinds of sentences or comments are suitable, how to ask questions and respond appropriately.

2.7.1.4. Strategic Competence. Strategic competence is the ability of learners to maintain communication despite some deficiencies that they may have (Brown, 1994). For instance, there may have some breakdowns that might hinder the effective communication, so the speaker should have some strategies such as requesting for clarification or repetition to have successful interaction. For this reason; it includes the knowledge of linguistic, sociolinguistic, and discourse rules to have a perfect communication (Berns 1990).

2.7.2 Test Anxiety. Test anxiety is one of the most affective factors that stem from a fear of failure (Horwitz et al. 1991). As the fears of exams create an intimidating atmosphere for students, it may trigger some negative results. Horwitz et al. (1986) define these negative effects of test anxiety that lessen students' oral performance as follows: "Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test is failure" (p. 128). For instance; if students believe that they are going to perform poorly in the exam, then they will have an emotional reaction consistent with that expectation. Tsiplakides and Keramida (2009) state that students who experience test anxiety cannot see the oral production as an opportunity for communication. For this reason, this fear of failure prevents students from producing the language.

2.7.3 Fear of Negative Evaluation. Horwitz (1991) defined fear of negative evaluation as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 31). In other words; it is "apprehension about others' evaluations, distress over their negative evaluation, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" (Watson & Frirnd, 1969, p.449). MacIntyre and Gardner (1991) advocate the idea that fear of negative evaluation is similar to communication apprehension. When students focus on their deficiencies and are unsure of them, fear of negative evaluation occurs. Therefore, language learning might be a stressful process and they start to be passive in the classroom and prefer not to participate in the classroom activities since they are afraid of making mistakes and being negatively evaluated due to these mistakes. For instance, if some students are looking forward to finding others' mistakes to laugh at, fear of negative evaluation will arise. This fear leads them to lose their enthusiasm to the lesson.

2.7.4 Other Sources of Foreign Language Speaking Anxiety. In 2001, Aydın conducted a study in a Turkish EFL context and found out that there are three major sources of speaking anxiety: personal factors, teacher's attitudes in the classroom, and testing issues. She postulates the personal reasons as the most dominant factor in speaking anxiety since it is about the learners' thoughts, beliefs, attitudes or perceptions. Her

findings advocate the overwhelming majority of the research studies that have been conducted so far. Price (1991) found that learner's negative feelings such as perfectionism and fear of public speaking promote anxiety. Similarly, Kitano (2001) also found that students who have lower self-perceived speaking ability are more anxious than the students who have higher self-perceived speaking ability. Similar to Aydın's (2001) thoughts, Young (1991) also reported that language anxiety has other sources; "some are associated with the learner, some with the teacher, and some with the instructional practice" (p. 427).

   2.7.4.1. Personal Factors. According to Coopersmith (1967), self-esteem has profound effects on language anxiety and he defines as:

> By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates that extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. (pp. 4-5)

As Krashen (1980; as cited in Young, 1991) suggests, "the more I think about self-esteem, the more impressed I'm about its impact. This is what causes anxiety in a lot of people. People with low-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety" (p.15). Covington (1985) also reviewed that anxiety occurs when one believes that the abilities are insufficient to complete the task. To discover the sources of speaking anxiety, a study was conducted by Kitano in 2001. The results showed that if learners' evaluation of themselves is negative, this becomes a significant anxiety-provoking factor (Kitano, 2001). However, when learners have a high self-assessment which means that evaluation of themselves is positive, this increases their motivation and it helps learners to develop their language skills (MacIntyre, Gardner & Clement, 1997). As Bailey (1983) reported competitiveness is another factor that causes anxiety. When learners feel that they have weaker language skills, they feel the inadequacy and they perceive themselves as less worthy than their peers. This feeling leads learners to compare themselves to the other learners in the class and this competitiveness can make learners more anxious (Bailey, 1983). In 2008, Yan and Horwitz conducted a study in which they described learners' self-comparison with their peers as a crucial factor that leads to anxiety. Gregersen and Horwitz (2002) also

conducted a study to find out the relationship between foreign language anxiety and self comparison to others.

2.7.4.2. Learners' Beliefs. Learners' beliefs can be thought as one of the major contributing factors which make learners anxious (Young, 1991).

As Horwitz (1988) indicates that learners have their own beliefs just from the beginning and they bring those beliefs to the classroom. According to Tallon (2008, p. 4) when students have unrealistic expectations about language learning and they are not met, they may have negative feelings about their intelligence or abilities. And as Aydın (2001) suggests all these negative feelings that students experience affect their learning and success in a negative way.

2.7.4.3. Teachers' Attitudes. Studies that have been conducted so far have attempted to explain that teachers' attitudes have a direct role on students' anxiety (Young, 1990; Price, 1991; Aydın, 2001; Bekleyen, 2004) Krashen (1985) supported the idea that stressful classroom environment can be a filter that prevents learners from processing incoming information.

For this reason, teachers can be considered as one of the key persons in classrooms and have an excessively influence on students' oral skills. Students who have positive attitudes towards language learning are less anxious and keener on participating in activities (Tsiplakides & Keramida, 2010). However, unfortunately most of the teachers have failed in reducing their students' anxiety. Harsh manner of error correction, failing at building a supportive classroom environment, interrupting students while they are trying to create something cause learners to be anxious. To illustrate, Aydın (2001) found out that teachers' immediate interruption to correct mistakes is one of the most important problems among Turkish EFL learners. His research shows that when teachers interrupt and correct the learner's mistakes, the learner gets confused and forgets everything. Likewise, similar studies that were conducted by Horwitz et al. (1986), Koch and Terrell (1991), Price (1991), Young (1991), and von Wörde (2003) indicated that correcting errors are one of the most provoking things that make learners anxious. Thus, the instructors should be careful while correcting the errors (Young, 1991).

On the other hand, according to a study that was conducted by Cheng (2005) teachers who had good manner towards learners were found to decrease the level of anxiety. Similarly, von Wörde (2003) stressed that teachers who provide a good, comfortable, and non-threatening atmosphere decrease the level of anxiety and make learners relief in the learning process.

2.7.4.4. Teaching procedure. As speaking is a productive skill its classes involve many different activities where learners should be active and teachers should be more passive. However, research has shown that students have negative experiences with speaking activities in language classes (Horwitz et al.,1986; Koch & Terrel, 1991; Price, 1991; von Wörde, 2003). For further evidence, Price (1991) interviewed with anxious students and most of them describe speaking in front of others as the most frightening and traumatic experience for them. She found out the reason as the fear of being laughed at by their peers. Similarly, according to a study that was conducted by Cheng (2005) speaking in front of others was the most frightening experience that causes anxiety. Koch and Terell (1991) conducted a study to find out some activities and techniques to reduce the anxiety and it was found that learners feel more comfortable when they work in pairs or groups.

As it is seen, language anxiety involves personal and environmental factors. Heron (2006) proposes that the "roots of anxiety may be found in the repressed distress of the past- the personal hurt that has been buried and denied so that the individual can survive emotionally" (p. 60). Past language experiences can be considered as another factor that leads to anxiety.

Several studies investigate the sources of foreign language anxiety and speaking anxiety and it has been found that foreign language speaking anxiety affects the language learners' performances in a negative way. The next chapter will focus on the methodology where the setting, participants, the instrument and the data collection will be presented.

2.8 Motivation

Motivation is another important affective domain in second language learning. For this reason, there have been many studies, but still there is no clear definition to describe it. "Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning" (MacIntyre et al., 2001, p. 462).

Brown (1994) defines motivation as "inner drive, impulse, emotion or desire that moves one to a particular action" (p.114). As a more technical definition Keller (1983) defines motivation as "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (p.389). In a similar way, Williams and Burden (1997) depict motivation as "mental and emotional arousal leading to a conscious decision to act, which promotes sustained intellectual and/or physical effort for attaining a goal or goals" (p.120). According to these definitions, it can be concluded that motivation plays a vital role to help students to maintain their interests, persistence and beliefs. It is an interior power that triggers and pushes us to do something (Thorkildsen, 2002). Similarly, Corder (1967) emphasizes the importance of motivation as "given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data" (p.164).

Likewise Brown (2000) also highlights the importance of motivation as "it is easy in second language learning to claim that a learner will be successful with the proper motivation" (p.160). Motivation is also defined by Lokie (2011) as a desire that increases curiosity and enjoyment. And lack of motivation can cause anxiety (Brown, Robson, and Rosenkjar, 2001).

Gardner and Lambert (1959) identified two types of motivation: integrative and instrumental motivation.

2.8.1 Integrative Motivation

Gardner (1985) explains integrative motivation as "the combination of effort and desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner 1985; as cited in Ellis, 1994, p. 509). Crooks and Schmidt (1991) identify integrative motivation as the learners' orientation to the achievement of language learning. In other words, it is the desire to learn the language for personal development and cultural enrichment. Learners have significant reasons to speak that language. Several studies have shown that learners who are integratively motivated are more successful than those who are instrumentally motivated because integrative motivation sustains a long-term success when learning a second language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crooks et al., 1991). Gardner, Day and MacIntyre

(1992, p.212) mention that integratively motivated learners are also "less anxious in L2 contexts."

2.8.2 Instrumental Motivation

Instrumental motivation underlies the goals to obtain some rewards such as finding a high ranking job, good salary or achieving higher social status (Gardner & Lambert, 1972). For some researchers; instrumental motivation seems to be more effective as learners are concerned with some factors such as passing the exam, getting promotion, earning more money. For instance, Wen Quifang (1996) believes that motivation is targets of learning the language. Although Gardner, Clement and Gliksman (1977) emphasize the importance of integrative motivation in language learning, other studies show that instrumental motivation is as important as integrative motivation in language learning. At this point, Gardner (1977, p. 244) made a definition for these two terms: "students who are integratively motivated defined as the ones who have an interest in learning the language in order to meet and communicate with other people. It is an inner desire. Students who are instrumentally motivated as the ones who do not have any particular interest in communicating with other people in a second language context. That's why; students who are instrumentally motivated should find an internal motivation to learn the language (Gardner, 1985).

There are many studies that have been conducted so far, but what motivation type contributes to success in second language learning is still controversial.

2.9 Foreign Language Learning Motivation

Foreign language learning motivation can be considered as a key factor which sustains an effective learning process. When motivation is low, students will have more difficulty in learning language. According to Dörnyei (1998) foreign language learning motivation is very crucial as it "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (p.117). Lennon (1993) also considers motivation as "the most important single factor influencing continuing development in oral proficiency" (p. 41). Lightbrown and Spada (2006) state the importance of motivation as "the motivation to learn, and individual differences in

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aptitude for language learning are also important determining factors in both rate of learning and eventual success in learning" (p.68).

Gardner (1985) explains motivation as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p.10) and in 2001 also defines motivated person as the one who has an inner desire to learn the language, and enjoy learning the language. Very similar to Gardner's definition, Johnson (1979) also defines motivated learner as the one who has desire to learn and make every effort to achieve the goal that was set beforehand. The generalisability of much published research on this issue is evident. Research studies demonstrate that foreign language learners who have a high motivation learn the language easily (Dörnyei, 2001; Spaulding, 1992; as cited in Vural, 2007). Motivated learners as the ones who can achieve success even they are not very intelligent (Reece & Walker, 1997), and more intelligent students can be less successful if they are not well motivated.

With these definitions, it is clearly seen that motivated learners display many characteristics such as being determined, goal-directed, task oriented, eager to work hard, and facilitating collaborative learning. They generally attend all the classes and enjoy the activities to achieve their goals. Schmidt et al. (1996) believe that motivated learners are the ones who are active whereas unmotivated learners are not involved as much as motivated learners; therefore they do not make an effort to learn the language and this may result in failure. Lightbrown and Spada (2003) claim teachers have a big influence on learners' motivation. They assert that through various activities, tasks, collaborative learning learners' interest will rise. Likewise, Feng and Chen (2009) emphasize the importance of teacher's attitude in the following way:

An enthusiastic and considerate teacher can offer satisfaction to the learner's extra needs. This helps strengthen the learner's study motivation. On the other hand, a teacher's attitude towards the learner has major influence on the learner's learning. As regards emotional cramming, a teacher's physically and mentally pouring into his teaching, and being filled with affection, will help arouse the learning enthusiasm of the learners. However, if the teacher only works as a "teaching craftsman" and puts no emotion into

teaching, the classroom will become static which lessen the learning enthusiasm of the learners" (p. 64).

Shulman (1986) highlights that motivation can be achieved through a positive atmosphere. For this reason, the aim of the teacher should be maximizing the motivation.

2.10 The Effects of Motivation on Anxiety

According to a study that was conducted by MacIntyre and Gardner (1994) motivation and anxiety have a negative relationship which affects each other and they (1992) believe that learners who are integratively motivated are less anxious in second language. Correspondingly, Liu and Wu found the negative correlation between motivation and anxiety in their research that was conducted in 2011. In another study that was conducted by Yun in 1998 it was found that when learners are less motivated they are more anxious in L2 context. Dörnyei, Clement and Noels (1994) found in their studies that learners who are more motivated in learning process are usually less anxious learners. This directly affects the learning process in a positive way as learners are more eager to learn and put more effort on their given tasks. Whereas, anxiety is a predominant cause that decrease the level of motivation and affects the learning process in a negative way (Papamihiel, 2002). As a result, it can be seen that motivation and anxiety are two important variables that affect each other in learning process and positive experiences can decrease the anxiety and increases the motivation to learn the target language.

2.11 Technology

Technology is used in almost every part of the world for any purposes to help people interact with each other. The use of technology in language teaching has always been a crucial part of language teaching for decades including tape recorders, laboratories and videos as it is believed that it facilitates learning. Its primary use in educational settings is to provide opportunities to for teachers to deliver the knowledge in the classroom efficiently. However; although technology has indisputable effects on learning, still many teachers lack the required interest as they feel insecure while using technology; for this reason most of them still use the traditional methods while teaching. There is no doubt that innovative technologies put the cooperativeness in activities (Huijser, 2008). Thus; Web 2.0 technologies offer new tools for learning process. This situation created a

need to focus more on computer-mediated communication tools including Web 2.0 technologies and conduct more research on their effectiveness in language teaching and learning.

2.11.1 An Overview of the CALL Method.

2.11.1.1. What is CALL? Due to the development of Information Technologies, the use of computers in language learning has been inevitable in every field of our lives. The abbreviation CALL stands for Computer Assisted Language Learning and it describes the use of computers as part of a language course (Hardisty & Windeatt 1989). In other words, it plays a significant role in the learning process. . Beatty (2003) defines CALL as a process in which learner takes the active role of his or her learning process by using the computer.

2.11.1.2. The History of CALL. Although there are numerous advantages of CALL, it was not used for educational purposes until the 1960s and Warschauer (1996) divided the development of the CALL, which started in 1960s, in three phases which are categorized as Behaviourist CALL, Communicative CALL and Integrative CALL. These categories can roughly be summarized in the table below. (Jiang & Sun: 2010).

Table 1

Three phases of CALL

	Behaviourist CALL	Communicative CALL	Integrative CALL
Learning Theory	Behaviourism	Information-processing and Constructivism	Social constructivism
Linguistic Theory	Structuralism	Transformational generative grammar	A more semantic and more social view of language
Teaching Approach	Audiolingualism	Communicative language teaching	Task-based

Computers	Mainframe computers	Microcomputers	Computers and the Internet
Principle Role	To provide unlimited drill, practice, tutorial explanation, and corrective feedback.	To provide language input and analytical and inferential tasks.	To provide alternative contexts for social interaction: to facilitate access to existing discourse communities and the creation of new ones.

2.11.1.3. **Value of CALL** Due to the developments, the use of technology especially in education cannot be inevitable. For this reason, many teachers moved away from traditional methods of teaching to a more social cognitive view. This leads teachers to use computers in their teaching process as it's believed there are many advantages of using them in classrooms such as flexibility, accessing rich content, increasing authenticity, motivation, interest and collaboration between students, and acquiring a second language effectively. They have crucial effects on learners' motivation to learn about the target culture, as well (Lee, 1997; Lafford & Lafford, 1997). In other words, CALL helps students enhance their linguistic skills not only by reducing their affective filter but also by motivating them. It is not wrong to say that CALL helps learners to improve their performance more than traditional methods (Kung, 2002; Chun, 2006) due to the extensive use of multimedia features which motivates learners to study the foreign language as they can study through games and enjoyable activities (Murray, 2000). Computers are stimulus for supplying learners with countless exercises and activities to study grammar, vocabulary, writing and even speaking. Learners can reach various websites in which there are different authentic discussion topics, videos or interactive activities that facilitate language learning (Kataoka, 2000). These authentic websites and materials provide learners with realistic situations where they can learn the language in real-life situations. Moreover, students can have a chance to practice even their speaking skills by using different dynamic websites so that they can become communicative in the target language.

This also enables the learning to become student-centred rather than teacher-centred. Computers also enable learners to study together outside of the classroom. They can share their notes, do revision together. It gives a chance to increase the collaboration. Like Jones and Fortescue (1987) support when there is group work in such a warm environment, oral communication can be productive. On one hand some researchers advocate the idea that computers have positive effects on students' learning process, on the other hand some researchers believe that computers can never replace the teacher. For instance; Challis (2005) suggests the computer-assisted learning as it enables students to learn efficaciously and discover their weaknesses in privacy without the fear of making mistakes in front of their peers, Similarly, Miller (2009) encourages the use of computer assisted assessment to give immediate feedback to improve student learning. As Wood (2000) highlights that while using computers collaboratively "children worked together more than they normally would to write stories, search the Web, or create multimedia presentations" (p. 120). On the other hand, some researchers put forward the idea that learners are controlled by the computer more (Higgins & Johns, 1984; Underwood, 1984). For this reason, they believe that learners can lose their autonomy.

      2.11.2 Integrating Online Tools into Teaching and Learning. The development of the Internet also provides learners with many crucial advantages in language learning. Some of the advantages can be listed as; having access to authentic materials, getting information fast and easily. The importance of accessing authentic materials was put forward by Warschauer and Meskill (2000) as: "The World Wide Web offers a vast array of resources from throughout the world. ... Accessing and using these pages in language education supports a socio cognitive approach by helping immerse students in discourses that extend well beyond the classroom, their immediate communities, and their language textbook. This is particularly critical for foreign language students who otherwise experience the target culture only through their instructor and select curricula".

      On the other hand, the learners today have an inborn tendency to use technology, especially the internet. Kern (2006) finds that "computer cultures are subject to transformation not just by hardware and software design but also by computer users" (p.191). Therefore, integrating Web 2.0 tools such as wikis, blogs, and web quests, and

social networking tools into the curriculum is a big opportunity for learners as they foster communication, collaboration, and autonomy among the learners.

2.12 The Effect of Call on Foreign Language Anxiety

As it was presented in the previous sections, Affective Filter which was explored by Krashen in 1981 can have devastating effects on language learners. According to Regine Hampel (2006) effective and successful foreign language learning should be with a low affective filter on the part of the learner.

Foreign language anxiety, which is one of the most growing problems, affects learners' achievement directly. To reduce this anxiety, technology plays an important role (Onwuegbuzie, 1999) as it provides a non-threatening and interactive environment in which "the control and manipulation of meaningful information is passed into the hands of the learner" (Brett, 1977, p.50). Gray and Stockwell's study in 1998 report that learners have a positive attitude towards CALL and it is noted that while the CALL activities reduce learner's anxiety at the same time they increase the learner's level of motivation.

As a consequence, it can be said that CALL has a direct contribution to learner's participation and involvement to the learning process and by providing a less threatening and more relaxed atmosphere; it decreases the level of anxiety.

2.13 Cooperative Learning

According to Krashen's (1982) Affective Filter Hypothesis, learners with low anxiety and high motivation have low filters obtain and receive inputs easily whereas learners with high anxiety and low motivation have high filters that prevent them to receive the input. Therefore, anxiety plays a significant role in language learning. As cooperative learning is based on student interaction, it has become one of the most fundamental methods in language learning.

Johnson (1994) defines cooperative learning as a method in which small teams work together to accomplish a common goal. When cooperative learning is used in language teaching, it reduced the level of foreign language anxiety and increases the involvement and participation of students in classroom (Gregresen, 2002). As learners are actively involved in the learning process, it is a powerful resource for motivation in this process (Dörnyei, 1997). Cooperative learning facilitates this process by assigning students

to small groups in which they work together to increase their own and one another's learning (Colosi & Zales, 1998). Students come together and communicate each other and create a positive atmosphere where everybody can share his knowledge to contribute to the success (Dörnyei, 1997). Promoting elaborative thinking can be beneficial especially for the weaker students. As students work cooperatively, weaker students may have a chance to ask the necessary things from his friends since they feel more comfortable among their friends. It is also helpful for shy learners. The shy and weak students are usually isolated since they are not confident in their English skills. Therefore; working together can help shy and weak students become more comfortable when they get to participate in smaller groups. Until they gain the confidence, they may have a chance to use the silent period and overcome the negative feelings towards the language if they have. Thus, as it creates a supportive and welcoming atmosphere; it decreases competitiveness and make learners feel relaxed and comfortable (Johnson & Johnson, 1995).

Moreover, as group members do not speak in front of the whole class at the first step, they feel more relaxed and create ideas better. For this reason, cooperative learning is believed to decrease the anxiety and increase more opportunities to produce the language (Kagan, 1994). Another advantage that can be emphasized is that cooperative learning helps learners to respect each other's ideas. This can be considered a viable advantage especially in speaking lessons. Learners come together and discuss on a given topic, while discussing each of the team members can complete each other's strengths and weaknesses. Working in groups allows students to interact and share ideas, so instead of competitiveness and individualism, it helps students to build or transform the knowledge among students (Johnson, 2005). Weak students will gain benefits from interaction with stronger ones, and good students will increase their self-confidence as they help their classmates. For these reasons; it is crucial to incorporate cooperative learning into the classroom.

Brown and Ciuffetelli Parker (2009) and Siltala (2010) discuss the five basic elements in cooperative learning. The first essential component is positive interdependence which is based on the belief that students will be successful if only all individuals of the group feel that they cannot succeed if everyone can work thoroughly. This means that both stronger and weaker students should trust each other and each group member's efforts are required for the success of the group. By building this relationship, not only weaker

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students gain the confidence but also there is collaboration rather than competition in the classroom. That's why; positive interdependence can be considered as the heart of cooperative learning. The second component can be defined as individual accountability which highlights the importance of making each individual stronger at the end of the given task. The key point of this component is that students learn together, but perform alone.

The third component is group processing. First, while creating groups, it is important to create heterogeneous group where weaker and stronger students are in the same group and share their information. All group members have responsibility in order for the group to complete the task. In this component, some skills such as leadership, decision-making, trust-building, communication and problem solving have important roles in order for successful cooperative learning. The fourth one highlights the importance of face-to-face (promotive) interaction where students can help, support and encourage each other to achieve the goal. Members of the group promote each other's success for the mutual benefit of the group and the last component is interpersonal and small-group skills. Each member of the group should be taught the leadership, decision-making and trust building, as they should be stronger individually at the end of the task.

Arends (2004) states that activities mostly used in classroom of cooperative learning concern the followings:

2.13.1 Jigsaw Method of Cooperative Learning. Jigsaw was one of the most well-known activities that was originally developed by Aronson and colleagues in 1978 (Sarah &Cassidy, 2006). In this activity, students are divided into groups. Each member of the group is given a task to learn and teach to the other members of the group. Each student becomes an "expert" on his or her section of the given task. Students are allocated time to read and understand their tasks. Members of different teams who have studied the same sections meet and discuss their sections. They share their ideas. Then the students return to their original teams and take turn teaching their team mates what they have learnt.

2.13.2 Think-Pair-Share. Researchers have found that students' learning is enhanced when they elaborate on ideas through speaking (Pressley 1992). For this reason; one of the most useful cooperative activities is "think-pair-share", developed by Kagan in 1994. In this activity, a question or topic is presented to the students and each student has

time to think independently about the question or topic that has been presented. After a while, students are grouped in pairs to discuss their ideas. After sharing in pairs, students share their ideas with a larger group. This activity provides an opportunity for all students to share their ideas with at least one other student; thus this increases the involvement and participation in classroom learning**.**

2.13.3 Three-step interview. This can be considered as one of the most effective activities especially for speaking classes. Individuals conduct an interview with their partners by asking some questions provided by instructor. In the second step, partners switch their roles and in the final step, members share their partner's answers with the rest of the team.

2.13.4 Numbered Heads. The class is divided into four groups. Each student of the team is given numbers of 1,2,3,4. The teacher asks questions to each group and gives time to brainstorm on the questions and share their ideas. Teacher then calls out a number and students who are given that number gives the answer.

In addition to these activities, teachers can integrate cooperative learning into other learning activities such as debates, discussions, and role-playing are also effective cooperative activities that can be used in speaking classes.

2.14 The Effects of Cooperative Learning on Anxiety and Motivation

"In extensive meta-analyses across hundreds of studies, cooperative arrangements were found superior to either competitive or individualistic structures on a variety of outcome measures, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another" (Barkley et al., 2005, pp.17-18).

Most of the researches have claimed that students who work in groups do better on tests, than those that do not (Johnson & Johnson, 1989). Young (1991) argues that when students feel that they are a member of the group, their affective filter will be low. Thus, students who work as a group are more motivated than learners who work individually (Brewer & Klein, 2004). Williamson and Rowe (2002) observed that students who worked

cooperatively were more willing to ask the instructor questions (in class or through office visits) than those in traditionally taught sections. According to Slavin (1995) when learners work together to accomplish a goal, they put a great effort for the group's success. As they learn together while working; they see the power of team effort, they become more motivated and willing to work. This motivation also gives learners self-confidence which helps them to overcome their anxiety in their learning process. Especially in speaking classes, cooperative learning has an undeniable role. If learners speak in front of the whole class, it is usually more difficult for them as they need to arrange what they are going to say beforehand (Wang Quiang, 2007). When learners work together, they can forget their anxiety as they are not afraid of making mistakes. Since learners have more time to practice the language in a small group, they will feel less anxiety. Anxiety is always regarded as a negative factor that lessens learner's proficiency as it is difficult to produce in an anxious environment. For this reason; cooperative learning method provides learners opportunities for language production and presents a low-anxiety environment (Bailey, Daley & Onwuegbuzie, 1999).

Many studies have been conducted to investigate the effects of cooperative learning on learner's foreign language speaking anxiety. According to Worde's study that was conducted in 2003, learners feel less anxious when they work together. Similarly, Nakahashi's (2007) and Seetape's (2003) studies also reveal that cooperative activities lower learner's anxiety and improve their success.

All these effects that are mentioned above can be summarized as:

1. Academic Achievement

Using cooperative learning, students are discussing and debating. As the emphasis is on understanding the material and explains ideas to the peers, it increases a sense of trust upon others (Gentile, 1997).

2. Skilled Communication

Brufee (1993) reports working cooperatively is an ideal way to enable the language acquisition and practice the features of debate and discussion in any academic field. As students work together and explain each other what they have learnt, this helps them to improve their skills. In speaking classes, when students work together on a topic, they share their ideas and discuss these ideas, so through these activities they can improve their speaking skills.

3. Psychological Health

Slavin (1990) asserts that learners who work cooperatively were psychologically healthier than learners who do not. As they work together and teach each other something; they have higher self-esteem and have more positive feelings about themselves than learners in traditional classes. For shy learners, as they work together, it helps them to relieve and feel better.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the methodology used in this study including the setting where the study was conducted, the participants, the research design implemented, and the instrument used to collect the data.

3.2 Overall Design of the Study

This study is a case study that was conducted in a Turkish private university. The case study strategy is considered as an effective research strategy which analyzes the subject in depth and in its real-life context (Yin, 2003). As Stake pointed out, "Case study is not a methodological choice, but a choice of what is to be studied" (p.443). Case study research method which can be a qualitative research approach is considered as useful when the researcher seeks to find out the answer of a descriptive or an explanatory question. Yin (1984) states that case studies are "the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (p.1). In this study, the researcher seeks to find out how cooperative learning and using technology affect the students' level of anxiety. Although anxiety is a broad term to investigate, in this study it is only analyzed in two classrooms, so the researcher works with a small study group, but as Yin (2003) suggests it is explored in a real-life context. Besides, in case studies any quantitative and qualitative approach can be used. In this study, mixed design is used in which the researcher combines both qualitative and quantitative methods. In order to support the hypothesis and increase the validity, the researcher uses methodological triangulation. For the quantitative part, the researcher uses the questionnaire and to strengthen or compare the results that are found in the questionnaire, the researcher conducts an interview.

This study aims to find out answers to the following questions;

1. What is the level of foreign language speaking anxiety of experimental and control group B1 level students in English Preparatory program at a private university?

2. According to students' views, how does foreign language speaking anxiety affect motivational level of students?

3. According to students' views, do cooperative learning activities have an effect on foreign language speaking anxiety and motivational level of students?

4. According to students' views, does using technology have an effect on foreign language speaking anxiety and motivational level of students?

5. According to students' views, what are the effects of using technology integrated cooperative learning activities on the sources of foreign language speaking anxiety?

The study explored its research questions through qualitative and quantitative methods. The quantitative data was collected through questionnaire. The questionnaire which was taken by Horwitz et al. (1986) was conducted to both groups. However, to make learners feel relaxed, the Turkish version which was taken from Gülsen Gültekin Çakar's (2009) thesis study was used. For the qualitative data, an interview was done again with both groups. The subjects of both groups were English preparatory class students who were in the programme for over a year. As the study was about foreign language speaking anxiety, the researcher's speaking and writing class was assigned as the experimental group. For the control group's speaking and writing class, another teacher was assigned.

3.3 Setting

This study was carried out in English Language Preparatory School. Foundation is a private university in Istanbul. It has 9 faculties and 1 vocational school in which more than 20.000 students are studying at. As the university is an English-medium one, students have to take an English placement exam at the beginning of the academic year. If they get 60, they get a chance to take the proficiency exam. In the proficiency exam if they get 65 they are exempted from attending the preparatory program and start their departments. If they cannot get that score, they are obliged to attend one year compulsory English Preparatory Program before their departments. Before starting the program, they are divided into different proficiency levels in accordance with the results of the placement test which is given to the students at the beginning of the year. And throughout the year, they are expected to be at least B1 level to take the proficiency exam. The foundation has more

than 100 programs and The English Language Preparatory Program aims to provide its learners with an intensive EFL course in order to prepare them for their studies at faculties. The Prep School is composed of five English Proficiency levels designed pursuant to the frame of Common European Framework. Each level comprises two courses; Integrated Skills and Academic Skills where the former constitutes reading, grammar and vocabulary, the latter consists of speaking and writing skills. Students receive 24 hours of English language courses per week. The weekly schedule of the classes comprises fourteen class hours of Integrated Skills and ten class hours of Academic Skills courses. In Integrated Skills courses, students are taught reading & listening strategies and grammar structures. In Academic Skills courses, the learners gain such academic speaking skills as discussion, debate, presentation and learn a variety of academic writing genres. The materials exploited for Integrated Skills are Language Leader course books and some supplementary materials referred to as weekly pack. The Academic Skills courses are done through some collection of materials called writing booklets / speaking booklets compiled and/or prepared and edited by Preparatory School instructors. These courses are offered by two different instructors one of whom can be a native speaking teacher depending on the level. Native speakers teach all levels except A1. In all classes, there is a computer and projector so that teachers can utilize them and integrate technology into their lessons easily.

3.4 Participants

As the study was expected to be done with participants who had similarities in terms of their levels as the subject of the study (Best & Khan, 1998), the data was collected from two B1 level classes. The two B1 classes where the data of the present study was collected consisted of forty-one students, 21 in the experimental group and 20 in the control group. In the experimental group, there were 12 female students and 9 male students, whereas in the control group there were 9 female and 11 male students. In both groups, students' ages range from 17 to 21. The importance of this level is that if they get 80 from this level, they may have a chance to take the Proficiency Exam to pass Prep School, and "speaking" is one of the crucial parts of that exam with 20 points. The students were expected to be as motivated as possible in order to finish the Prep School in February.

3.5 Data Collection Instruments

To collect data, both quantitative and qualitative methods were used in this study. The questionnaire – the Foreign Language Speaking Anxiety Scale and an interview were administrated to collect data.

- **The Foreign Language Speaking Anxiety Scale**

"Questionnaires are among the most efficient and comprehensive ways to assess frequency of language learning strategy use." (Oxford, 1996, 25) In order to measure the level of speaking anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz et al. (1986) was used. The FLCAS has been stated to be a valid and reliable instrument to measure the students' foreign language anxieties (Horwitz, 1986; Price, 1991). Horwitz (1986) evaluated its reliability with Cronbach's alpha = .93 (n = 108) Moreover, as it was used in many research studies of this area, the reliability of this questionnaire has been proved (Aida, 1994; Rodriguez & Abreu, 2003; Cheng, 2002; Cheng et al., 1999). For instance, in a study that was conducted by Aida (1994) the FLCAS showed its reliability with Cronbach's alpha = .94.

The original questionnaire consists of 33 items. However, as this study focuses on foreign language speaking anxiety, 31 items which are related to speaking anxiety were asked to the participants. Each on a 5-point Likert-type scale ranging according to Strongly Agree (scale point 5), Agree (scale point 4), Neither Agree or Disagree (scale point 3), Disagree (scale point 2) and Strongly Disagree (scale point 1). The original of the questionnaire is in English (see Appendix A), but in order to make learners feel relaxed while doing the questionnaire and increase the reliability of the results and prevent the misunderstanding, the Turkish version of the questionnaire was administrated (see Appendix B). The Turkish version of the questionnaire was taken from Gülsen Gültekin Çakar's (2009) thesis study. FLCAS was calculated and computed for her study and the questionnaire was piloted by herself. In this study, the item "foreign language class" is mentioned as "foreign language speaking class" in the questionnaire. The participants were asked to read the statements carefully and circle the choice which was appropriate for them best. The data obtained were analyzed using SPSS.

- **Interview Questions**

After the questionnaire was conducted, the researcher prepared interview questions to obtain information about the foreign language motivation of participants and their foreign language speaking anxiety. The interview questions developed by the researcher and it consisted of 11 open-ended questions (see Appendix C to see the interview questions in English and Appendix D for the interview question in Turkish). Besides, although the questions were prepared by the researcher, they were also shown to be checked by the thesis advisor. The aim of open-ended questions was to learn about students' ideas about the training in a more detailed way. Both English and Turkish versions were analyzed by the researcher and the supervisor. Based on the students' results obtained from the pre test of the FLCAS, the high, moderate, and low anxiety groups were determined and six students who were found to have high anxiety and low anxiety from each group (experimental and control) were selected. The interview was administered to both groups both at the beginning and at the end of the study. The interview was semi-structured; some questions in the interview were omitted or new questions were added due to the responses of the participants. Unlike quantitative research, reliability is generally problematic in qualitative research as the study may not yield the same results even it is repeated. The point is whether the results are consistent with the data that was collected beforehand. In this study, first the questionnaire was given to students, and then the interview was conducted. Thus, the aim is to get in depth data and concur that the data collected in the questionnaire was consistent. For this reason, consistency becomes more important in qualitative research design. To ensure this consistency, the researcher uses the triangulation as a strategy.

Again in order to make participants feel relaxed and prevent misunderstandings, the interviews were conducted in the mother tongue of the participants. The interviews were made face to face and one by one. They were recorded by the researcher.

3.6 Data Collection Procedure

The study was conducted in the third module of the Preparatory Program. To distribute the questionnaire, permission was received from the head of the foundation's Preparatory School. Before administering the questionnaire, a short meeting was held

about the questionnaires and the expectations of the researcher. The questionnaire and interview were administered to both groups at the beginning and at the end of the study.

In the first week of the module, the questionnaire (FLSAS) was piloted with forty-one students. It was administered to both classes with the help of the colleague of the researcher at the same time during the class hour. Both instructors administered the questionnaire in their own speaking classes. After the administration of the questionnaire, the interview was conducted. The aim of the interview was to see students' motivation level. Some of the questions were regarding the students' preference in classroom activities. During this process, both groups were exposed to the skills that they needed in End of Module Exam. However, the technology and cooperative learning are implemented only in experimental group. In control group, teaching was carried out according to the speaking booklet that had been prepared by teachers beforehand.

As the pre-test was administered in the first speaking lesson, in the second speaking lesson of the module, the teacher, who is also the researcher, arranged a discussion with the students in experimental group. The importance of speaking a foreign language in general was discussed. Then the reasons that pose some problems and prevent students from speaking were analyzed. Then the first activity was done to build a rapport with students. As the aim was to decrease the level of anxiety and make students feel comfortable while speaking, a cooperative learning environment was created by the teacher. The name of the activity was "Talk and Remember." Students were given cards and asked to write their friends' names that they would speak and their answers. The topics were prepared by the teacher and were shown to the students through power point. For each topic, students had one minute to speak. They could speak more than one classmate if they had time. The topics were very general such as sports, cinema, Madonna, travel, etc. Students were free to ask any questions they wanted from the related topic. In this activity, it was aimed to dissolve any tension that might be in classroom and make students feel at ease while sharing their ideas. At the end of the first session, students were asked to form groups of four and as homework, they were asked to find tourists and make an interview with them. While doing this, they were also asked to video record their interviews to watch the recordings in the classroom. For this assignment, some questions were prepared as a guideline after brainstorming in the class. The main purpose of this assignment was to indicate students that speaking was not as frightening as they thought. Secondly, through

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this activity students also had a chance to get to know each other. This was very important as the sessions were based on cooperative learning.

In the third speaking session, first of all the videos that were recorded by students were watched. They seemed to have a lot of fun while watching as some of the interviews were very creative. After watching them, students were asked about their feelings while they were doing the interviews and asked them to write those feelings as homework. The theme of that week was "sleep" and the cooperative activity called "Think-Pair-Share" was used in this lesson. During the first step, students were given a questionnaire about sleep and each student thinks about the questions silently. During the second step; students were asked to be paired and exchanged their ideas and thoughts. In the final stage the pairs shared their ideas with other pairs. The purpose of this activity was to help learners have a great deal of practice and lower L2 oral anxiety by communicating with their peers as much as they can; besides as learners have thinking time in the first stage they can organize their ideas; so that learners can have a chance to give more elaborate answers. Moreover, as in the second step learners are paired and share their ideas; the activity ensures an engagement and learners are more willing to participate. After that, another cooperative activity "numbered heads" was used. Students were grouped in fours and given a piece of paper that had some questions about sleep and asked students to work on the given questions and discuss it with their group members. Since maintaining a relaxing environment in the class helps learners to be more willing to be engaged in oral activities, the researcher aimed to provide an ample opportunity before production. While students were studying in their groups, teacher supplies them with some useful expressions to use. After students finished their discussions, the questions were shown to students from PowerPoint. The teacher calls out a number and students with that number asked to answer the question in one minute. As students had been given a time for preparation, it was especially helpful for anxious learners to alleviate the frustration that occurs when they speak.

The fourth week's objective was to make students to give their ideas by using some expressions. Instead of the speaking booklet's theme, the theme "happiness" was utilized in the lesson (see Appendix E). The reason behind this as "happiness" is a more common topic, it was believed by the researcher that it helped students to speak more comfortably. For this lesson, the jigsaw technique was used. As Aronson (2012) reports that the jigsaw

classroom is a cooperative learning technique in which group members work together as a team, and depends on each other. This makes learners to feel more secure in their groups and creates a trust-worthy relation between group members. The effectiveness of the Jigsaw technique can be clearly seen in the studies that carried out by Aronson et. al. (1978), Hersulastuti (2010) and Wulandari (2009). Their research identify that using Jigsaw technique improves students' speaking skills.

At the first step, students were assigned into groups of four and each member of the group was given a material which had some different facts about happiness or some short articles which support that happiness is the most important thing or money is more important than happiness. Each member of the group studied on his own material. After that, each member of different groups who had studied the same material met in "expert groups" to discuss their materials. At the final stage, students returned to their original groups and took turn teaching their group mates what they had learnt. At the end of the lesson, students were assigned to debate teams, given a topic to defend, and then asked to present their arguments. Watching a video from English Central about happiness and doing the speaking part on their own was assigned as homework.

In the fifth week session the theme of the booklet "travel" was used, but again the activities were adapted by the teacher (see Appendix F). In that session video and group work method were used to increase the efficiency of the lesson. At the end of the lesson, students were grouped and given some discussion topics and asked to discuss these topics at home through Skype. Students were also asked to use the useful phrases that were given by their teachers, while they were speaking. As it was assigned as homework, students were informed that they would discuss it in the classroom in front of their peers, as well.

In the next session, students were first evaluated based on their discussions. While students were discussing, the teacher took some notes and gave each student one by one feedback.

Wichadee (2010) draws attention to an effective teacher who is able to present different tasks and activities that facilitate a positive learning environment in which students feel relaxed and comfortable. For this reason, activities play an important role while creating a positive learning environment. Harmer (2007) states the activities should be related to learners, and they should be interesting and engaging, so that learners feel more willing to participate. Therefore, when designing the materials, the researcher tried to

make them as appealing as possible in order to involve the learners in the process. Students speak more if they are put in groups and contribute more as each member of the group depends on each other (Hersulastuti, 2010). While adapting or creating the activities, the researcher gives importance to "grouping." Generally, the researcher grouped her students to ensure that the groups are heterogeneous. For this reason; weak and strong students, boys and girls were put in the same group.

In cooperative learning, as students always work in groups, it may be difficult to assess what they have learnt in the lesson. For this reason; it is advised to test students with a quiz. However, as these lessons were speaking, teacher assessed her students with an oral task. Since the students were going to take End of Module Exam at the end of the module, they had a speaking exam in which they pick up a question and are expected to answer. For this reason; every lesson, the researcher prepared some questions about the previous lesson's topic and asked students to choose a question from the envelope and answer. Through this question and answer technique, the researcher had a chance to test the knowledge gained by students from class presentations and during team practice.

On the other hand, the teacher of the control group only followed the speaking booklet that was prepared by the foundation. In each unit, there is a listening section and some discussion questions which prepare students for their Speaking task and End of Module Exam. The teacher did not do any cooperative learning activity or use technology to engage learners to the speaking lesson.

3.7 Data Analysis

To analyze the questionnaire quantitatively, the researcher used Statistic Package for Social Sciences (SPSS) version 16.00. As it is mentioned in data collection instrument part, each item in the FLSAS is answered with a five-point Likert scale, ranging from "strongly agree" to "strongly disagree." Since foreign language speaking anxiety questionnaire used in the study consists of both negative and positive statements, items 2, 6,9,12,16,19,25 and 29 are negative, their points were counted reversely.

In addition to the questionnaire, to analyze the data qualitatively, the interviews were held by the researcher. The aim of these interviews was to get detailed information about the sources of students' anxiety and their motivation level. As the focus of the study is not only to find out the level of foreign language speaking anxiety, but also to explore

the sources of this anxiety and students' motivation level, a qualitative research approach is as crucial as the quantitative research approach. According to Stringer (1996), asking useful questions can make researchers to understand the problems and contexts in a detailed way. The questions were determined according to the research questions and they were not asked in an order. As it was a semi-structured interview, it was shaped according to the students' answers. The interviews were done outside of the class time. During these interviews, the aim of the research was explained clearly and emphasized that it would not have any effect on their grades. The interviews were held in students' mother tongue to create rapport and help them to express themselves clearly and comfortably. For this content analysis, the model of Strauss and Corbin (1990) was used. In this model there are five stages:

1. Coding the data, 2. Finding the common themes, 3. Organizing the data in line with the codes and themes, 4. Interpretation of the findings, and 5. Reporting the results. (Miles & Hubberman, 1994).

The findings of the study will be presented in chapter four.

3.8 Limitation of the Study

The generalisability of these results is subject to certain limitations. The first limitation can be the small sample size. Therefore, it is difficult to generalize the findings of the study to all EFL students in Turkey. If more students had been included in this study, a broader perspective on the effects of cooperative learning activities and using technology on the students' level of anxiety and motivation level could have been obtained.

The current study is also limited by the use of the questionnaire. Dörnyei (2007) states questionnaires are useful to collect information if they are carefully designed and administered. However, as foreign language anxiety is something difficult to test, open-ended questions can be included in the questionnaires to get more detailed information.

One more limitation that can be mentioned is observations. They are useful to check the interactions, feelings and activities. It would have helped the researcher to develop questions for the interview.

3.9 Conclusion

In this chapter, the methodology used to conduct this study was described in terms of its setting, participants, instruments, data collection procedures and analysis.

Chapter 4: Results

In this chapter, both the experimental and control group's questionnaire results will be analyzed.

In the questionnaire total scale score varies from one to five, with high scores indicating a high level of anxiety. The scores fall into three categories demonstrating low, moderate, low anxiety, each space spans 1.3. For this reason; mean values from 1.00 to 2.30 were defined as low anxiety, values vary from 2.31 to 3.60 were defined as moderate anxiety, and values from 3.61 to 5.00 were defined as high anxiety (see Table 2).

Table 2

Distribution of the FLCAS Values and Their Descriptions

The Levels of Anxiety	
Levels	Scores
Low Anxiety	1.00 – 2.30
Moderate Anxiety	2.31 – 3.60
High Anxiety	3.61 – 5.00

4.1 Results of Quantitative Data

1a. Pre-Results of the Experimental Group

The reliability of the experimental group's questionnaire was found to be .830.

Table 3

Reliability Statistics of the Experimental Group's FLSAS Score

Reliability Statistics	
Cronbach's Alpha	N of Items
,830	31

It demonstrates that the items in the instrument were moderate internal reliabilities.

Table 4

The Pre-result of Experimental Group's Foreign Language Speaking Anxiety Scale

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Summary Item Statistics							
Item Means	3,499	1,762	4,476	2,714	2,541	,552	31

Table 4 presents the experimental group's level of anxiety obtained from the pre FLSAS questionnaire. As shown in Table 2, the mean scores of the experimental group (M: 3.49) was more than half of the possible average response (3.49 > 3.0), so it is apparent from this table students in the experimental group can be considered as moderately anxious.

Table 5

Means and Standard Deviations for the Experimental Group

| | **Descriptive Statistics** | | | | |
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	21	2,00	5,00	4,2857	,95618
Q2	21	2,00	5,00	3,9524	1,16087
Q3	21	3,00	5,00	4,1905	,60159
Q4	21	2,00	5,00	3,3810	1,02353
Q5	21	1,00	5,00	2,5714	1,16496
Q6	21	2,00	5,00	4,2857	,84515
Q7	21	2,00	5,00	3,9524	,74001
Q8	21	2,00	5,00	4,4762	,81358
Q9	21	1,00	4,00	1,7619	,76842
Q10	21	1,00	5,00	3,7619	,94365
Q11	21	2,00	5,00	4,0000	1,00000
Q12	21	1,00	4,00	2,5238	,92839
Q13	21	2,00	5,00	3,5238	1,16701
Q14	21	2,00	5,00	3,8571	1,01419
Q15	21	2,00	5,00	3,3333	1,11056
Q16	21	1,00	5,00	3,9048	,99523
Q17	21	2,00	5,00	3,4286	,87014
Q18	21	2,00	4,00	2,5238	,67964
Q19	21	2,00	5,00	3,7619	,76842
Q20	21	1,00	4,00	2,5714	1,12122
Q21	21	2,00	5,00	4,0476	,86465
Q22	21	2,00	5,00	3,9524	,66904
Q23	21	3,00	5,00	4,4286	,59761
Q24	21	3,00	5,00	4,2381	,70034
Q25	21	1,00	5,00	4,1429	1,15264
Q26	21	2,00	5,00	2,9048	,94365
Q27	21	1,00	5,00	3,2381	1,22085
Q28	21	1,00	4,00	2,1429	,79282
Q29	21	1,00	4,00	2,6667	,85635
Q30	21	2,00	5,00	3,9524	,58959
Q31	21	1,00	4,00	2,7143	,90238
Valid N (listwise)	21				

Table 5 depicts that item 8 worrying about the consequences of failing from foreign class (M=4, 4762, SD=, 81358) has the highest mean score. This result suggests that students in experimental group can be considered as highly anxious for this issue.

Followed by item 23 feeling more tense and nervous in language class than in other classes (M=4, 4286, SD=, 59761). Item 1 never feeling quiet sure when speaking (M=4, 2857, SD=, 95618) and item 6 being at ease during tests in speaking language class (M=4, 2857, SD=, 84515) have the same mean scores. The mean of item 1 proves that highly anxious students suffer from speaking anxiety in lessons. Item 6 was one of the statements in which students' scores were adjusted by code reversing before the analysis. The choice "strongly agree" receives one point and the choice "strongly disagree" receives five points.

Unlikely, item 9 not understanding the reason why some people get so upset over foreign language classes (M=1, 7619, SD=, 76842) has the lowest mean score. It was another statement in which students' scores were adjusted by code reversing before the analysis.

Item 5 keep thinking that the other students are better at languages (M=2, 5714, SD= 1, 16496) and item 20 feeling that the other students speak the foreign language better (M=2, 5714, SD= 1, 12122) have the same mean scores. What these items have in common is that they both focus on competitiveness in classroom and surprisingly they have one of the lowest mean scores. In other words, students do not have the feeling of inadequacy that makes them to compare themselves to their peers in the classroom. Thus, in experimental group students' anxiety is not caused by their peers.

The negative attitudes of some students towards their classmates can be another anxiety-provoking factor for other students in class. In addition, item 28 being afraid that the other students will laugh when speaking (M=2, 1429, SD=, 79282) measures this.

As can be seen in Table 3, 17 questionnaire items have medians of 3.60 or higher which means that at least half of the participants in experimental group agreed or strongly agreed with these items.

Table 6

Question 8 "I worry about the consequences of failing my foreign class"

Q8		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4,8	4,8	4,8
	Neutral	1	4,8	4,8	9,5
	Agree	6	28,6	28,6	38,1
	Strongly Agree	13	61,9	61,9	100,0
	Total	21	100,0	100,0	

Question 8 (M=4, 4762, SD=, 81358) has the highest mean score. Out of 21 students 13 of them chose "strongly agree" and 6 of them chose "agree" which means that nearly all students are afraid of failing from the foreign class. And this fear of failing makes nearly all students anxious.

Table 7

Question 23 "I feel more tense and nervous in my speaking language class than in my integrated class"

		Frequency	Percent	Valid Percent	Cumulative Percent
	Q23				
Valid	Neutral	1	4,8	4,8	4,8
	Agree	10	47,6	47,6	52,4
	Strongly Agree	10	47,6	47,6	100,0
	Total	21	100,0	100,0	

Question 23 (M=4, 4286, SD=, 59761) has one of the highest mean scores. As can be seen from Table 5, out of 21 students 10 of them chose "strongly agree" and 10 of them chose "agree." And only 1 of them chose "neutral." None of the students chose "disagree" or "strongly disagree." Thus, it can be inferred from this table, students feel the most anxiety in their speaking lessons.

Table 8

"I am usually at ease during tests in my speaking language class."

		Frequency	Percent	Valid Percent	Cumulative Percent
	Q6				
Valid	Agree	1	4,8	4,8	4,8
	Neutral	2	9,5	9,5	14,3
	Disagree	8	38,1	38,1	52,4
	Strongly Disagree	10	47,6	47,6	100,0
	Total	21	100,0	100,0	

Table 9

"I never quite sure of myself when I am speaking in my foreign language class"

		Frequency	Percent	Valid Percent	Cumulative Percent
	Q1				
Valid	Disagree	2	9,5	9,5	9,5
	Neutral	1	4,8	4,8	14,3

Agree	7	33,3	33,3	47,6
Strongly Agree	11	52,4	52,4	100,0
Total	21	100,0	100,0	

As it was highlighted in data analysis part, foreign language speaking anxiety questionnaire used in the study consist of both negative and positive statements. For this reason, students' scores for negative statements were adjusted by code reversing before the analysis. Item 6 (see Table 6) was one of them. Out of 21 students 10 of them chose "strongly disagree," 8 of them chose "disagree," and only one of them chose "agree." Item 6 aimed to investigate students' attitudes and opinions about speaking exams and if these exams increase their anxiety. As it was seen in Table 7, for item 1, 11 students choose "strongly agree" and 7 students choose "agree." Thus, depending on students' answers these results again support the idea that speaking lessons and exams are anxiety provoking factors.

Table 10

"I don't understand why some people get so upset over foreign language speaking class"

		Q9			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	38,1	38,1	38,1
	Disagree	11	52,4	52,4	90,5
	Neutral	1	4,8	4,8	95,2
	Agree	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

This was also another item which was adjusted by code reversing before the analysis. Hence, from this table it can be concluded that most of the students are aware of the feeling of anxiety for speaking lessons and they can understand each other for this feeling. And for this item only one student chose "agree" and none of the students chose "strongly agree."

Table 11

"I keep thinking that other students are better at speaking than I am"

		Q5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	19,0	19,0	19,0
	Disagree	7	33,3	33,3	52,4

		Frequency	Percent	Valid Percent	Cumulative Percent
Neutral		5	23,8	23,8	76,2
Agree		4	19,0	19,0	95,2
Strongly Agree		1	4,8	4,8	100,0
Total		21	100,0	100,0	

Table 12

"I always feel that the other students speak the foreign language better than I do"

		Q20			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	19,0	19,0	19,0
	Disagree	7	33,3	33,3	52,4
	Neutral	4	19,0	19,0	71,4
	Agree	6	28,6	28,6	100,0
	Total	21	100,0	100,0	

Bailey (1983) implied that competitiveness could result in anxiety when language learners compared themselves to others. In his study, participants mentioned that they did not want to speak as they thought that their peers were better than them. However, table 9 and 10 illustrate that there is not competitive environment in the classroom, so most of the students are not affected by their peers which means that students' self-confidence level is not influenced by their peers.

Table 13

"I am afraid that the other students will laugh at me when I speak the foreign language"

		Q28			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	19,0	19,0	19,0
	Disagree	11	52,4	52,4	71,4
	Neutral	5	23,8	23,8	95,2
	Agree	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

Negative attitudes of some students to their classmates can be considered as an anxiety-provoking factor. These negative attitudes can be laughing or noticing the mistakes and saying harshly during the lesson. However, from the table 11 it can be clearly seen that most of the students disagree with this statement which means that there is not any peer pressure in classroom that affects their anxiety level.

1b. Pre-Questionnaire Results of the Control Group

Table 14

Reliability Statistics of the Control Group's FLSAS Score

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
934	,938	31

Table 14 shows that all the items in the instrument maintained high internal reliabilities.

Table 15

The pre-result of Control Group's Foreign Language Speaking Anxiety Scale

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3,427	2,100	4,800	2,700	2,286	,369	31

Table 15 presents the control group's level of anxiety obtained from the pre FLSAS questionnaire. The mean scores of the control group (M: 3.42) was more than half of the possible average response (3.42 > 3.0), so as in table 2 it is clear that students in the control group can be considered as moderate anxious like students in experimental group.

Table 16

Means and Standard Deviations for the Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	20	2,00	5,00	4,3500	1,08942
Q2	20	1,00	5,00	3,9000	1,29371
Q3	20	2,00	5,00	4,0500	1,09904
Q4	20	1,00	5,00	3,5000	1,27733
Q5	20	1,00	5,00	2,7000	1,41793
Q6	20	1,00	5,00	3,9000	1,20961
Q7	20	1,00	5,00	3,9000	,96791
Q8	20	4,00	5,00	4,8000	,41039
Q9	20	1,00	5,00	2,1500	1,26803
Q10	20	1,00	5,00	3,5500	1,05006
Q11	20	1,00	5,00	3,7000	1,26074
Q12	20	1,00	5,00	3,2000	1,50787
Q13	20	1,00	5,00	3,0000	1,45095
Q14	20	1,00	5,00	2,7500	1,20852
Q15	20	1,00	5,00	2,9500	1,14593
Q16	20	1,00	5,00	3,8000	1,39925
Q17	20	1,00	5,00	3,6500	1,22582
Q18	20	1,00	5,00	3,0500	1,43178
Q19	20	1,00	5,00	3,4000	1,46539
Q20	20	1,00	5,00	3,1500	1,34849
Q21	20	1,00	5,00	3,6000	1,39170
Q22	20	1,00	5,00	3,2500	1,16416
Q23	20	1,00	5,00	4,1000	1,20961
Q24	20	1,00	5,00	3,6500	1,13671
Q25	20	2,00	5,00	3,9000	,91191
Q26	20	1,00	4,00	2,7000	1,08094
Q27	20	1,00	5,00	3,7500	1,25132
Q28	20	1,00	5,00	2,1000	1,20961
Q29	20	1,00	5,00	2,8500	1,42441
Q30	20	1,00	5,00	3,7500	,96655
Q31	20	1,00	5,00	3,1500	1,34849
Valid N (listwise)	20				

Table 15 depicts that item 8 worrying about the consequences of failing from foreign class (M=4, 8000, SD=, 41039) has the highest mean score. When both class results are compared for the item 8, it can be concluded that in both class students have the highest anxiety level due to the fear of consequences of failing from foreign class.

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Followed by item 1, being never feeling quiet sure when speaking (M=4, 3500, SD= 1, 08942). As in experimental group, item 9 not understanding the reason why some people get so upset over foreign language classes (M=2,1500, SD= 1,26803) has one of the lowest grades in control group as well. Item 28 (M=2, 1000, SD= 1, 20961) has the lowest mean score.

When Table 14 is analyzed, 14 items have medians of 3.60 or higher and only 2 items have medians lower than 2.30.

Table 17

Item 8: "I worry about the consequences of failing my foreign class"

		Frequency	Percent	Valid Percent	Cumulative Percent
		Q8			
Valid	Agree	4	20,0	20,0	20,0
	Strongly Agree	16	80,0	80,0	100,0
	Total	20	100,0	100,0	

In control group, all students chose "strongly agree" and "agree." The fear of failing the foreign language class is the most anxiety-provoking situation.

Table 18

"I never quite sure of myself when I am speaking in my foreign language class"

		Frequency	Percent	Valid Percent	Cumulative Percent
		Q1			
Valid	Disagree	3	15,0	15,0	15,0
	Agree	4	20,0	20,0	35,0
	Strongly Agree	13	65,0	65,0	100,0
	Total	20	100,0	100,0	

Out of 20 students 13 of them chose "strongly agree," 4 of them chose "agree," and 3 of them chose "disagree." The mean (M=4, 3500, SD= 1, 08942) of the first item has one of the highest scores. The majority of students in control group are not sure of themselves when they are speaking. This may be related to self-assessment of their speaking abilities. Being not sure about themselves results in anxiety.

1c. Post-Questionnaire Results of the Experimental Group

Table 19

Reliability Statistics of the Experimental Group's Post FLSAS Score

	Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,538	,599	31

According to table 19, the items in the instrument were very low reliabilities.

Table 20

The post-result of Experimental group's Foreign Language Speaking Anxiety Scale

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
			Summary Item Statistics				
Item Means	2,771	1,429	4,333	2,905	3,033	,436	31

Table 20 presents the overall anxiety of experimental group obtained from the questionnaire that was given to students at the end of the module. The table illustrates that the mean scores of the experimental group (M: 2.77) was less than half of the possible average response (2.77 > 3.0), so from this table it can be concluded that students are moderately anxious as experimental group.

Table 21

Means and Standard Deviations for the Experimental Group (from post-result)

	N	Minimum	Maximum	Mean	Std. Deviation
				Descriptive Statistics	
Q1	21	2,00	4,00	2,9524	, 86465
Q2	21	2,00	5,00	3,5714	1,07571
Q3	21	2,00	4,00	3,1429	,91026
Q4	21	1,00	4,00	2,0952	,62488
Q5	21	1,00	3,00	2,0476	,66904
Q6	21	1,00	4,00	2,4286	,92582
Q7	21	2,00	5,00	3,5238	,74960
Q8	21	2,00	5,00	4,3333	,96609
Q9	21	1,00	4,00	2,0476	,80475
Q10	21	2,00	4,00	2,2857	,64365
Q11	21	1,00	4,00	2,3333	,73030
Q12	21	2,00	5,00	3,5238	,74960
Q13	21	2,00	5,00	3,3810	1,16087
Q14	21	1,00	5,00	2,8571	1,10841
Q15	21	1,00	4,00	2,2857	,84515
Q16	21	1,00	5,00	3,0000	,94868
Q17	21	2,00	4,00	2,9048	,83095
Q18	21	1,00	4,00	2,1429	,65465
Q19	21	1,00	4,00	2,1905	,60159
Q20	21	1,00	4,00	2,1905	,81358
Q21	21	1,00	4,00	2,8095	,98077
Q22	21	2,00	5,00	3,3810	,97346
Q23	21	2,00	4,00	3,3333	,85635
Q24	21	2,00	4,00	2,8571	,91026
Q25	21	1,00	4,00	2,4762	,87287
Q26	21	1,00	4,00	2,1905	,67964
Q27	21	2,00	5,00	3,2381	1,13599
Q28	21	1,00	3,00	1,4286	,67612
Q29	21	2,00	4,00	3,3810	,58959
Q30	21	2,00	4,00	3,6190	,66904
Q31	21	1,00	4,00	1,9524	1,11697
Valid N (listwise)	21				

According to Table 21, item 8 worrying about the consequences of failing my foreign class (M=4, 3333, SD=, 96609) again has the highest mean score. Followed by

item 30 getting nervous when the language teacher asks questions which have not been prepared in advance (M=3, 6190, SD=, 66904). Item 19 not feeling pressure to prepare very well for language class (M=2,1905, SD=, 60159), item 20 feeling that the other students speak the foreign language better (M=2,1905, SD=, 81358) and item 26 getting nervous when every word the language teacher says can not be understood (M=2,1905, SD=, 67964) have the same mean scores. These 3 items are one of the lowest mean scores and those mean of the scores indicate that student feel low anxiety in these items.

Item 28 being afraid that the other students will laugh when speaking (M=1, 4286, SD=, 67612) and item 31 being afraid of being corrected by teacher (M=1, 9524, SD= 1, 11697) have the lowest mean scores.

When the mean scores of pre and post results are compared, in post test, there are only 2 items (item 8 and 30) which have medians of higher than 3.60.

Table 22

"I worry about the consequences of failing my foreign language class"

		Frequency	Percent	Valid Percent	Cumulative Percent
			Q8		
Valid	Disagree	2	9,5	9,5	9,5
	Neutral	1	4,8	4,8	14,3
	Agree	6	28,6	28,6	42,9
	Strongly Agree	12	57,1	57,1	100,0
	Total	21	100,0	100,0	

The result of the pre-test and post-test for the item 8 are very similar. Most of the students are anxious due to the fear of being unsuccessful.

Table 23

"I get nervous when the language teacher asks questions which I haven't prepared in advance"

Q30					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	9,5	9,5	9,5
	Neutral	4	19,0	19,0	28,6
	Agree	15	71,4	71,4	100,0
	Total	21	100,0	100,0	

Table 23 illustrates that most of the students are anxious when they are not ready for the question that the teacher is going to ask. In other words, students are self-confident and feel relaxed when they are prepared beforehand.

Table 24

"I do not feel pressure to prepare very well for language class"

Q19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	4,8	4,8	4,8
	Agree	16	76,2	76,2	81,0
	Neutral	3	14,3	14,3	95,2
	Disagree	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

At the end of the post-test most of the students chose "agree" for this item which means that although they feel anxious in speaking lessons, they do not feel pressure to get prepared.

Table 25

"I always feel that the other students speak the foreign language better than I do"

Q20		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	19,0	19,0	19,0
	Disagree	10	47,6	47,6	66,7
	Neutral	6	28,6	28,6	95,2
	Agree	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

According to Table 25, as most of the students do not feel any competitiveness, it can be said that there is a positive environment in the classroom.

Table 26

"I get nervous when I do not understand every word the language teacher says"

Q26		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	9,5	9,5	9,5
	Disagree	14	66,7	66,7	76,2
	Neutral	4	19,0	19,0	95,2
	Agree	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

It can be inferred from Table 26, most of the students do not focus on every word that is utilized in the lesson. Instead, they concentrate on the whole message and this helps them to be less anxious.

Table 27

"I am afraid that the other students will laugh at me when I speak the foreign language"

			Q28		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	66,7	66,7	66,7
	Disagree	5	23,8	23,8	90,5
	Neutral	2	9,5	9,5	100,0
	Total	21	100,0	100,0	

A large majority of students chose "strongly disagree" and "disagree" for the item 28. Although, the attitude of classmates is considered as an anxiety provoking factor, for students in experimental group it is just the opposite. They do not feel anxious when they speak in front of their classmates.

Table 28

"I am afraid that my language teacher is ready to correct every mistake I make"

			Q31		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	42,9	42,9	42,9
	Disagree	8	38,1	38,1	81,0
	Agree	4	19,0	19,0	100,0
	Total	21	100,0	100,0	
	Total	21	100,0	100,0	

Since the teachers' attitude strongly affects students' anxiety levels, they have a critical role in providing a comfortable atmosphere in class. Most of the students generally complain about teachers' attitudes especially when they make mistakes. However, in this item, it can be seen that most of the students are fulfilled with their teachers' behavior in the classroom.

1d. Post-Questionnaire Results of the Control Group

Table 29

Reliability Statistics of the Control Group's Post FLSAS Score

	Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,939	,935	31

Table 29 demonstrates that all the items in the instrument maintained high internal reliabilities.

Table 30

The Post-Result of Control Group's Foreign Language Speaking Anxiety Scale

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
			Summary Item Statistics				
Item Means	3,489	1,450	4,850	3,400	3,345	,608	31

Table 30 indicates the overall anxiety level of control group obtained from the questionnaire that was given to students at the end of the module. It can be seen from the data in table 30 the mean scores of the experimental group (M: 3.489) was more than half of the possible average response (3.489 > 3.0). According to table 2, values ranging from 2.31 to 3.60 were defined as moderate anxiety, so from this table it can be concluded that students are moderately anxious, but the mean scores of the post-test were higher than the mean scores of the pre-test.

Table 31

Means and Standard Deviations For the Control Group (from post-result)

	N	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics					
Q1	20	1,00	5,00	4,3500	1,13671
Q2	20	1,00	5,00	3,9000	1,37267
Q3	20	1,00	5,00	4,0000	1,37649
Q4	20	1,00	5,00	3,1000	1,20961
Q5	20	1,00	5,00	2,9500	1,23438
Q6	20	1,00	5,00	4,2000	1,15166
Q7	20	1,00	5,00	4,1000	1,02084
Q8	20	4,00	5,00	4,8500	,36635
Q9	20	1,00	5,00	1,8000	1,10501
Q10	20	2,00	5,00	3,3500	1,18210
Q11	20	1,00	5,00	3,8000	1,19649
Q12	20	1,00	5,00	2,9500	,99868
Q13	20	1,00	5,00	3,1000	1,44732
Q14	20	1,00	5,00	3,3000	1,41793
Q15	20	1,00	5,00	2,8000	1,36111
Q16	20	1,00	5,00	3,8500	1,38697
Q17	20	1,00	5,00	3,3000	1,17429
Q18	20	1,00	5,00	2,9500	1,27630
Q19	20	1,00	5,00	4,0000	1,21395
Q20	20	1,00	5,00	3,2500	1,20852
Q21	20	1,00	5,00	4,1000	1,20961
Q22	20	1,00	5,00	4,2000	1,05631
Q23	20	2,00	5,00	4,5000	,76089
Q24	20	1,00	5,00	3,5500	1,27630
Q25	20	2,00	5,00	4,0500	,94451
Q26	20	1,00	4,00	2,7000	1,03110
Q27	20	2,00	5,00	4,3000	,97872
Q28	20	1,00	3,00	1,4500	,60481
Q29	20	1,00	5,00	2,8500	1,03999
Q30	20	1,00	5,00	4,0000	1,07606
Q31	20	1,00	5,00	2,5500	1,09904
Valid N (listwise)	20				
Valid N (listwise)	20				

Table 31 shows the control group students' mean scores that are obtained from the post questionnaire. As in pre-test again the highest score was item 8 worrying about the consequences of failing my foreign class (M=4, 8500, SD=, 36635). Followed by item 23 feeling more tense and nervous in language class than other classes (M=4, 5000, SD=, 76089).

Similar to pre-test, item 9 not understanding the reason why some people get so upset over foreign language classes (M=1,8000, SD= 1,10501) has one of the lowest grades in post-test as well. Item 28 being afraid that the other students will laugh when speaking (M=1, 4500, SD=, 60481) again has the lowest score. According to Table 30, 14 items have medians of 3.60 or higher.

Table 32

"I worry about the consequences of failing my foreign language class"

		Frequency	Percent	Valid Percent	Cumulative Percent
			Q8		
Valid	Agree	3	15,0	15,0	15,0
	Strongly Agree	17	85,0	85,0	100,0
	Total	20	100,0	100,0	

None of the students chose "disagree" or "strongly disagree" for item 8. Thus, fear of being unsuccessful makes learners anxious. The answer of the students for this question is not changed even at the end of the module.

Table 33

Question 23: "I feel more tense and nervous in my language class than in my other classes"

		Frequency	Percent	Valid Percent	Cumulative Percent
			Q23		
Valid	Disagree	1	5,0	5,0	5,0
	Agree	7	35,0	35,0	40,0
	Strongly Agree	12	60,0	60,0	100,0
	Total	20	100,0	100,0	

Although, these results are taken from post-test, from the data in this table it is obvious that still most of the students feel anxious in language classes.

Table 34

"I don't understand why some people get so upset over foreign language speaking class"

		Frequency	Percent	Valid Percent	Cumulative Percent
			Q9		
Valid	Strongly Disagree	10	50,0	50,0	50,0
	Disagree	7	35,0	35,0	85,0
	Neutral	1	5,0	5,0	90,0
	Agree	1	5,0	5,0	95,0
	Strongly Agree	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Again majority of students disagree with this item. Only 1 student chose "agree" and 1 student chose "strongly agree." Hence, majority of students are still anxious in foreign language speaking classes.

Table 35

"I am afraid that the other students will laugh at me when I speak the foreign language"

		Frequency	Percent	Valid Percent	Cumulative Percent
			Q28		
Valid	Strongly Disagree	12	60,0	60,0	60,0
	Disagree	7	35,0	35,0	95,0
	Neutral	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Item 28 still proves that although students are anxious in speaking lessons, this anxiety does not come from their peers. They do not feel peer pressure which shows that students have a comfortable and relaxed classroom atmosphere.

4.2 Results of Qualitative Data

The data collected through the interviews that were done with the students. The participants' responses were divided into categories and four main reasons were found as provoking factor: communication apprehension, test anxiety, fear of making mistakes and past experiences. The results are presented in the following chapters.

Chapter 5: Discussion and Conclusion

This chapter presents the discussion of the results derived from the research questions and interviews. Each of the research and interview questions is discussed separately in detail.

5.1 Discussion of the research questions

This study had four main research questions investigating the effects of cooperative learning and technology on learners' speaking anxiety and motivation level. The findings for these research questions were obtained through the administration of two questionnaires and the interviews. The discussion of the findings will be displayed under following sections.

1. What is the level of foreign language speaking anxiety of experimental and control group B1 level students in English Preparatory program at a private university?

2. According to students' views, how does foreign language speaking anxiety affect motivational level of students?

3. According to students' views, do cooperative learning activities have an effect on foreign language speaking anxiety and motivational level of students?

4. According to students' views, does using technology have an effect on foreign language speaking anxiety and motivational level of students?

5. According to students' views, what are the effects of using technology integrated cooperative learning activities on the sources of foreign language speaking anxiety?

Discussion of the Research Question 1

1.   What is the level of foreign language speaking anxiety of experimental and control group B1 level students in English Preparatory program at a private university?

The first research question of the study aimed to investigate the foreign language speaking anxiety level of experimental and control group B1 level students. While investigating the foreign language anxiety level of Turkish students, the Turkish version of the FLCAS was used. Since the questionnaire is a 5-graded Likert scale, mean values from 1.00 to 2.30 were defined as low anxiety, values vary from 2.31 to 3.60 were defined as moderate anxiety, and values from 3.61 to 5.00 were defined as high anxiety The responses of 41 participants to the foreign language speaking anxiety scale (FLSAS) revealed that the participants had a moderate level of foreign language speaking anxiety. In order to interpret the mean score for total foreign language anxiety found in this study, the results of other studies in Turkey were analyzed. For instance, in studies that were conducted by Köse (2005), Çakar (2009) and Kunt (1997), the mean values were as moderately anxious. One unanticipated finding was that although the mean values of the students' anxiety levels in this study defined as moderately anxious, they are higher than the studies that were conducted before including Horwitz's (1986) study of American students in Spanish (mean = 2.86), Aida's (1994) study of American students of Japanese (mean= 2.93), and Truitt's (1995) study of Korean EFL students (mean = 3.06). The mean score of experimental group's pre-test was 3,499; post-test, 2,771 and for control group the mean score was 3,427 in pre-test and 3,489 in post-test.

In the questionnaire question 8 is one of the items in which the mean scores of both pre and post tests of two groups were very high.). It is not surprising to have a very high mean score both in pre-test and post-test since if students are not successful in preparatory school, they cannot start studying in their departments. For this reason, they feel that pressure and this makes them anxious in their speaking classes. In control group, the situation is similar, but although in experimental group there is a decrease in the mean scores, in control group there is not any decrease. Hence, this finding suggests that students in control group suffer from the fear of failing more than students in experimental group.

When the reason was asked to the most anxious students for this item, they explained reasons as:

Student 5: I do not want to fail because I want to go to my department. And my department is Turkish, so I do not want to deal with English anymore.

There is also a student who is highly motivated but has the highest mean score for this item. He expressed:

Student 11: I do not pay any money for the school because I have a scholarship. If I fail, I can lose my scholarship; that's why I worry about consequences of failing.

In the interview; students were also asked whether speaking English was an anxiety provoking factor for them in this language learning process or not. Out of 12 students being interview 8 of them reported that speaking is an anxiety provoking factor. Student 4, who regarded speaking as an anxiety provoking factor, stated that:

Student 4: Definitely yes. Whenever I try to speak, I just start to panic and I forget everything.

Student 3: When I compare speaking lessons to other skills, I feel more anxious because in speaking lessons, we have to speak and when I try to speak, I focus on my grammar because I do not want to make mistakes and when I focus on grammar, I can't speak and lose my motivation and willingness to speak.

If a student is required to speak in a foreign language, that student may become anxious; and this feeling of anxiety can lead to worry (MacIntyre, 1995). According to the sentences uttered by the students, speaking is perceived as an anxiety provoking factor by most of the students at this foundation.

On the other hand, 4 students reported that speaking is not an anxiety provoking factor in language learning process. Among these students, student 9 uttered that:

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Student 9: I do not think that speaking is an anxiety provoking factor. We can understand tourists when they speak Turkish and they can understand us.

T: How about in the classroom, do you feel anxiety when you are speaking in front of your peers?

Student 9: No, never. I mean we are at the same level, so why do I feel the anxiety? If I feel, I can't speak.

From the sentence uttered by this student, we can understand that some students may be aware of the fact that anxiety can prevent them from speaking.

2.   Is there a relationship between foreign language speaking anxiety and motivational level of students?

MacIntyre, Day and Gardner (1992) stated that anxiety and motivation are two different aspects of learner behavior that interpenetrate each other. Schumann (1994) claims that when the level of motivation is low, anxiety is high. The result of the interviews indicated that motivation and anxiety are negatively correlated with each other. While one of them increases, the other decreases. In other words, it can be resulted that students with a higher level of foreign language learning motivation experience less speaking anxiety or students who are more anxious for speaking tend to be less motivated or vice versa. This result mirror the previous study carried out by Liu and Huang (2011). Their study demonstrated that anxiety and motivation are negatively correlated in a moderate level. High anxious learners expressed that they had no motivation for English classes in general. They had 20 hours absenteeism and that's why; they are attending lessons. This is similar with the findings of Carreira's (2006) study which showed that students who do not have reasons to study English have a higher level of anxiety. Some sentences from high anxious students:

Student 1: I don't like English lessons. They are very boring.

Students 2: I think there is no need to learn English. Experience and luck is more important than English. I have many friends who do not know English, but work in good positions.

Student 5: My department is Turkish, so why do I learn English?

On the other hand, low anxious students have instrumental or integrative motivation to study English. Some sentences from low anxious students:

Student 6: I was always interested in English. It was one of the lessons that I have always enjoyed.

Student 8: I am learning English because I want to have a good job. I know that I cannot find a good job in an international company if I do not know English. Besides, I know that knowing one language is not enough. Thus, I know the importance of learning languages.

Student 9: I like travelling abroad. I have been travelling with my family since I was 5, so I like learning new cultures.

Student 11: I am planning to do a master degree abroad, so I want to learn English.

From the interviews, it is clearly seen that students who have a higher level of anxiety see English as a mandatory whereas students who have a lower level of anxiety are aware of the importance of learning a foreign language. Since those low anxious students are motivated to learn English, this motivation prevents them from experiencing high level of anxiety. According to student 8 and student 11 answers, it can be also noted that students who have a low level of anxiety are also aware of the fact that knowing English can open many doors to them. It can be in professional or education life, but it brings many opportunities, so that they are more eager to learn English.

According to the results of post-tests, it is observed that some students' anxiety level is increased in some questions. The reason was asked in the interview and from

students' statements it is seen that some students' motivational level decreased as the time passed. This result suggests the definition of motivation that Dörnyei (1998) made as "a dynamically changing arousal" and argues that it cannot remain stable. The results revealed that as the students overcome their anxiety and begin to speak English, their motivational level will begin to increase as they start to trust themselves. For this reason, it is important to use different teaching methods and prepare various task and activities to decrease students' anxiety and increase their motivation. The results are consistent in good agreement with other studies which have shown that motivation and anxiety are two affective variables that correlated negatively.

3.   Do cooperative learning activities have an effect on foreign language speaking anxiety and motivational level of students?

        Anxiety is one of the most important problems that most of the students encounter in their learning process which affects this process in a negative way. For this reason, the present study investigated the relationship between cooperative learning and the level of anxiety among B1 level students at this foundation. The findings of this study points out that at the end of the module, in terms of anxiety level, the mean value of students who have exposed to technology and cooperative learning (M = 2,771) is lower than the students who do not have an exposure to technology and cooperative learning (M =3,489). Thus, both experimental and control group had different anxiety levels at the end of the module. The findings observed in this study mirror those of the previous studies that have examined the relationship between students' anxiety in speaking and cooperative learning attitudes. For instance; Phillips (1992) analyzed the relationship between cooperative learning and the level of anxiety. According to his study, there is a positive relationship between cooperative learning and the level of anxiety. He also suggests that cooperative learning encourages learners to speak in the classroom. Similarly, in Johnson's study that was conducted in 1995 it has conclusively been shown that cooperative learning creates a comfortable and supportive environment where competitiveness is decreased and opportunities to talk and sharing ideas increased. It is similar to Kagan's study that was conducted in 1994. According to his study, discussion and working in groups can create a less anxious environment. This result was also supported by some other researchers (Young, 1991; White, 1997; MacIntyre & Gardner, 1994).For reducing anxiety; using

cooperative learning activities are highly crucial (Nakasha, 2007). This was also supported by students' interview. Most of the students who have low level of anxiety propose that different kinds of activities increase their motivation and decrease their level of anxiety:

T: What makes you motivated in speaking classes?

Student 8: I am more interested in lessons when there are different kinds of activities. If we just follow the book, I easily get bored. I also like working together because I feel more confident and share the responsibility. For example, sometimes I could not understand what my teacher said in the lesson, but when we worked in a group I always feel relaxed.

Student 10: I like speaking lessons, but when teacher asks me a question I feel excited, so working together makes me feel relaxed and when I work in groups, I see that I can speak English, so I am motivated.

One of the most important points that should be noted that post-test results of the control group show that the mean score was higher than pre-test results. During the evaluation process, it is seen that some students, who were defined as moderate anxious in pre-test, were defined as high anxious in post-test. In the interview, the reason was asked to the students and one of the students stated that:

T: According to your answers from the post-test, you seem more anxious. What is the reason for your anxiety in speaking classes?

Student 11: I was more motivated in the beginning of the module, I am still motivated because I have some plans for my future, but I lost my interest to the speaking lesson. One of the biggest reason is the lessons were boring. We did not do any different activities. We just followed our speaking booklets and it was really boring. I was expecting to work in groups and did different activities that we had done in previous modules, but we did not. So I started to be more silent in the lessons and this increases my anxiety and loses my interest.

Student 2: I liked my teacher, but I always feel anxiety in the speaking lessons, this is probably due to the format of the lesson. We had a speaking booklet. We listened to some dialogues, we filled in blanks and we completed the tasks generally individually.

Sometimes we were given some situations to speak in a group, but it was not enough. I mean, we did not play any games or we did not do any different activities, so I have lost my interest. Also the second questionnaire was given before the speaking exam; maybe it also increased my anxiety.

On the other hand, in some items it is seen that the level of anxiety is decreased in experimental group. When the reasons were asked in the interview, some students uttered that:

Student 12: At first I was a little bit anxious because I did not like the speaking booklet in A2 level, but then we did various activities in the class and did not follow the book every time. I enjoyed all the activities because I liked working in groups. The teacher always encouraged us to speak English, but we did this in groups, so I did not feel anxious. And I became more willing to participate in lessons.

T: So, can we say that the activities that you did in the class also increase your motivation?

Student 12: Absolutely.

T: Which activities that you did in the class decrease your anxiety and increase your motivation?

Student 12: One of the activities that I liked most was the one we did in the beginning of the class. The teacher gave us some topics and gave time to talk to as much classmates as we can. It was really enjoyable. And also I liked group discussions. We worked as a group and the teacher gave us some time to be prepared and then we discussed the topic in two groups. I liked those two activities.

T: How these activities helped you to increase your motivation?

Student 12: When we worked in groups, we shared our ideas. And our teacher always encourages us as "we are a team." So this thought always motivated me because I was also responsible for the other members of the group. And I think working as a group is much more enjoyable than working as an individual.

Another student uttered:

Student 8: In the previous modules, I was afraid of making mistakes in my speaking classes because we always worked as individual and sometimes worked as pairs, but we had never worked as groups. For me this was the first time I worked as a group in speaking lessons. Thus, I really had a lot of fun in our speaking classes. We had a lot of activities, discussions and group-works. Our teacher always used some videos and pictures, so we were always active.

T: Which activity did you like most?

Student 8: For example, teacher always put some pictures on the wall and asked our predictions about the theme of the lesson, so we were always in the lesson. I mostly liked group discussions because we really had a lot of fun.

T: Do you think these activities help you to decrease your anxiety?

Student 8: Yes, definitely. Now, I do not feel nervous when I speak English.

T: How about your motivation? Do these group discussions help you to increase your motivation?

Student 8: Actually, I have always been motivated because I know the importance of speaking English in today's world but of course, I became more willing in class participations, so it increases my motivation.

All these statements illustrate that while high anxiety students practiced speaking activities through individual work in their classes, low anxiety learners had a class in which communicative activities and cooperative learning methods were used by the teacher that decrease students' level of anxiety. The result of the questionnaire and interview supports what the literature has proposed about the importance of cooperative learning in English speaking classes. Students seem to gain more confidence when they work with their partners or groups which enable them to experience less anxiety and more motivation.

4. Does using technology have an effect on foreign language speaking anxiety and motivational level of students?

Another purpose of this study is to explore the effects of using technology on students' speaking anxiety and motivation level. For this purpose, students' attitudes towards using technology in speaking lessons were asked in the interview.

Student 6: At the beginning of the year, I was more anxious because I did not know teacher and I was afraid of B1 level, but I really enjoyed in speaking lessons and this reduced my anxiety.

T: What kinds of things that you did in the class help you to reduce your anxiety?

Student 6: For example, teacher always showed a video in the lesson and this really motivated me because videos were from film scenes and they were really interesting.

Student 9: The activity that I liked most was the video activity. We found tourists and made an interview and recorded them at the same time. It was really fun. We worked as a group and we had a lot of fun.

The data obtained from students' interview accords with Johnson's study that was conducted in 1991. He found that integrating computers into the classroom can promote cooperative learning. Students' responses also indicate that students liked using technology in speaking lessons. As they enjoyed during the lesson, they felt more relief and this feeling enabled them to be less anxious in speaking. This study produced results which corroborate the findings of a great deal of the previous work in this field. For instance, the study that Aykaç conducted in 2005 demonstrate students found communications technologies for language learning effective. Similarly, Akbulut (2005) also found that technology affects students positively. Kenning (1983) posits that unlike books and tape/CD recordings, computers have a unique ability to interact with the students. For this reason; students feel more comfortable in learning process.

The response of the student 6 indicates that using technology reduces anxiety, this response matches with Dunkel's finding (1990). He asserted that using technology as a tool helps language learners' to increase self esteem. The benefits of using technology were explored by many others (For example: Armstrong & Yetter-Vassot, 1994; Garrett, 1991; Ruschoff, 1993; Sussex, 1991).

5. What are the effects of using technology integrated cooperative learning activities on the sources of foreign language speaking anxiety?

This question aimed to investigate the situations that make students feel anxious while they are speaking English and three main sources are identified according to the results of the questionnaire and the interview.

Test anxiety is defined by Sarason (1984) as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation." Hence, they are identified as one of the most important sources of speaking anxiety which deal with students' fear of being tested. Although; Young (1991) claims test anxiety can affect foreign language learners who have low levels of oral proficiency more than those who have high levels of proficiency, in this study oral tests and the fear of failing from a foreign language class were found to be anxiety-provoking by both experimental and control groups.

The fear of exams may trigger some negative outcomes. Horwitz et al. (1986) describe how exams hamper learners' performance as follows: "Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test is failure" (p. 128). The further findings support the adverse effects of the fear of exams on students. For instance, Dalkılıç (2001) found in his study that oral tests are one of the major factors that triggered anxiety in speaking classes. In another major study, Wilson (2006) reported that oral tests are another anxiety-provoking factor for students. In this study, pre-tests item 8 and item 6 have high mean scores. These findings and these results are reflected by students' utterances:

Student 11: Failing in this class will be a nightmare for me as I do not pay any money for the school.

Student 9: Normally, I am not anxious, but in the exams, I become so nervous that I forget everything. The fear of being unsuccessful makes me anxious in speaking exams.

The experimental group's post-result of the questionnaire show that participants start to deal with lack of confidence, fear of making mistake and their shyness. The reason behind this may be the supporting, comfortable environment the teacher created through cooperative learning and using technology. This increases their self-confidence which directly affects their feeling during tests. Unlikely, in control group the mean score (M = 4,

2000) of post-test result is higher than the mean score (M = 3, 9000) of pre-test result. Hence, participants can be regarded as highly anxious and as they cannot overcome their anxiety, they cannot feel relaxed and self-confident. And this directly affects their anxiety level during tests.

Another source of speaking anxiety that was explained in literature review part was "communication apprehension." Horwitz (1991) defined it as "a type of shyness along with fear of or anxiety about communicating with people" (p.31) and this shyness is experienced when an individual is required to communicate with others, whether in listening or speaking (p.127). It is directly associated with either real or unreal individual beliefs. When students focus on their deficiencies, they feel nervous (Aydın, 2001). In both experimental and control group's pre-tests, item 1 and item 23 have one of the highest mean scores which indicate that foreign language speaking anxiety may stem from individual reasons. Item 23 " I feel more tense and nervous in my language class rather than in my other classes" was "found to be the single best discriminator of anxiety on the FLCAS as measured by its correlation with its total score" (p.130). These results agree with another study conducted by Aydın (1999). She found that learners got frustrated when they were not able to communicate effectively in the target language. And this frustration made them experience anxiety, which in turn reduced their confidence in themselves.

In the post-test the mean score (M= 2, 9524) of the experimental group was much lower. However; in control group there is not any difference in the mean score (M = 4, 3500). The reason was asked to both groups, but from control group the students were chosen who were defined as more highly anxious in post-test than the pre-test. Some utterances from students' interview:

T: You seem more anxious in your post-test. What is the reason? Why do you feel more anxious now?

Student 10: Well, I cannot speak because I cannot find out the appropriate words to express my ideas immediately. At the beginning, I trusted myself more, but now I do not trust myself when I am speaking and this makes me nervous.

T: What would decrease your anxiety?

Student 10: I do not know; for example, I liked my teacher very much. She was always kind to us, but when she asked me a question I always felt nervous.

Linguistic difficulties are always one of the most substantial reasons for language anxiety. Of these linguistic difficulties, vocabulary was reported to have a remarkable place. Trying to find the appropriate vocabulary items and creating a sentence by using the right one can cause anxiety on students while they are speaking. Most of the high anxious students revealed that lack of sufficient vocabulary reported to be a great hamper on the way to achieve a fluent speech.

Another student uttered that:

Student 7: I feel I do not have enough grammatical knowledge to speak. I am always confused when I start thinking the grammar rules.

Secondly, grammar is another linguistic difficulty reported by the students. Some students revealed that lack of grammatical knowledge made them uncomfortable when they are speaking English. Thinking about the correct usage makes them feel frustrated. When students believe that they are not proficient enough in grammar structures and vocabulary knowledge, students may get anxious.

Student 5: It is not about my teacher or my friends, because of the exam. When this post-test was given, it was end of module speaking exam time. Because of that I may seemed more anxious. And also, it was the end of the week, so I was too tired.

Tiredness can also be a factor that decrease the level of motivation and increase the level of anxiety.

On the other hand, in experimental group, it was found out that some students' level of anxiety was decreased in the post-test. The reason was asked in the interview.

T: You were defined as more anxious in pre-test, but now according to the post-test, you seem less anxious. How do you feel right now?
Student 3: I feel much better now.
T: So do you feel more anxious or less anxious?
Student 3: I feel less anxious.
T: What are the reasons?

Student 3: At the beginning, I felt more anxious because I am a little bit afraid of speaking lessons since I always focus on grammar while speaking, but the lessons were really enjoyable. We always worked together and I never felt nervous. For example, when I do not understand something, I easily asked my friends, so that we were always in touch. As we worked in groups, I did not focus on my grammar, I just spoke and this really made me feel relief.

T: How about the materials that the teacher used in the class?

Student 3: Well, the teacher always started the lesson by showing some pictures or quotations, and then we always watched a video, so we never lost our interest. At home, we used English central or Skype, they were also great.

T: Do you think using them decrease your anxiety?

Student 3: It motivated me, but I think working together decrease my anxiety not the materials.

As can be seen from the responses, low anxiety students practiced various activities through group work in their classes. This result supports what the literature has reported about the importance of cooperative learning in English classes. Students seem to gain more confidence when they work with their partners or groups; thus, they experience less anxiety. Whereas, technology was found as a motivating factor.

Another source that was explained in the literature review was fear of negative evaluation. It plays a significant role on the students' speaking anxiety levels. The feeling of inadequacy generally leads learners to compare themselves to the other learners in the class. And this competitiveness can make learners more anxious (Bailey, 1983). As a result, students prefer not to participate in the classroom activities since they are afraid of making mistakes and being negatively evaluated. This result is in line with that of some similar studies (Price, 1991; Aydın, 2001; Gregersen & Horwitz, 2002; Yan & Horwitz, 2008). For instance; Price (1991) proposed that speaking in front of their peers in the class is anxiety provoking factor for students because they are afraid of making mistakes in front of them or being laughed at. In contrast to previous findings, both groups' students do not suffer from fear of negative evaluation or self-comparison to others which mean that they do not think that their peers are better than them or they do not feel any anxiety about falling behind their peers. Items 28, 21 and 20 have the lowest mean scores in both classes.

Surprisingly, for the item 2 "I do not worry about making mistakes" both experimental and control group have the high mean scores both in pre and post tests. The reasons were asked in the interview.

T: Although, you have mentioned that you feel more comfortable, in the post-questionnaire; you still seemed to worry about making mistakes. What can be the reason?

Student 3: Well, actually I am comfortable, but sometimes I feel anxious when I start speaking.

T: What can be the reason?

Student 3: Well, in high school we focused on only grammar, we had speaking lessons but our teacher emphasized learning grammar at first. As we studied too much grammar, when I started speaking sometimes I focused on grammar and worry about making mistakes.

Student 4: In my high school, we used to have speaking lessons, but we did not have a classroom atmosphere where everyone speaks freely. We worked individually and our teacher was very strict, I think she was afraid of losing her authority, so she did not use enjoyable materials.

Student 10: I did not like my high school teacher. She was quick-tempered. She was not patient enough. I mean, when I made a mistake; she corrected me immediately, but sometimes in an unkind way. It was really stressful. Maybe because of her, I always fear of making mistakes.

T: Do you think teachers play an important role in foreign language speaking anxiety?

Student 10: Yes, definitely. For example, now our teacher always encourages us to speak. When I make mistakes, she corrects them kindly, so I feel comfortable and try to speak as much as I can.

As it is seen from students' responses, fear of making mistakes is another significant factor that causes speaking anxiety on learners and this is directly associated with their past experiences. Young (1992) suggests that high levels of anxiety are occurred by negative experiences. Also, MacIntyre and Gardner (1991) highlight that higher level of anxiety yielded by negative early experiences in speaking courses. Positive behaviors and

attitudes of their teachers have a positive effect on students and their level of anxiety. Even correcting a small mistake has a significant effect on students' production. For this reason; it is significant for language instructors to teach their students that mistakes are very natural in learning process and should help them to overcome this fear of making mistakes. Besides, they should always motivate and encourage students to speak in the target language.

5.2 Conclusion

The main objective of the current study was to identify the effects of cooperative learning and using technology on students' foreign language speaking anxiety and motivation level. To reach this aim, the current study was carried out with two intermediate level groups at a private Turkish university in Istanbul, Turkey. In total, forty-one students took part in the study, twenty-one of whom formed the experimental group and the other twenty the control group. In the first week, both groups were given a questionnaire to test their level of foreign language speaking anxiety. The experimental group received a five-week training in which students were exposed to cooperative learning activities and technology whereas the control group followed the traditional methods in their speaking classes. When both groups' pre-results are considered; students are found as moderately anxious; moreover, it can be said that learners' proficiency and their anxiety level are not directly associated with each other. However, this result differs from Woodraw's (2006) finding. Woodraw examined the relationship between proficiency and foreign language speaking anxiety and found that learners speaking anxiety decreased when their proficiency level increased. This may be due to the reasons of the EFL learners' context. Especially, in Turkey, students are exposed to too much grammar, but generally, they are lack of oral proficiency. For this reason, although a student has a high proficiency in English, it cannot be adequate to overcome his anxiety in oral production.

It can be resulted from the students' responses that low anxiety students had either "instrumental" or "integrative" motivation for studying English as a foreign language. Hence, motivated students have lower anxiety. This result corroborates the findings of Carreira's (2006) study which revealed that students who have reasons to study English tended to have a lower level of anxiety. On the other hand, students who perceived learning English as compulsory or inessential tended to have a higher level of anxiety.

As a result of the analysis of the interviews, it was found that learners reported four main reasons for being anxious in speaking lessons: communication apprehension, test anxiety, fear of making mistakes and past experiences.

For communication apprehension, vocabulary was found an anxiety provoking factor since students reported that when they focus on the vocabulary, they feel uncomfortable and cannot speak. Tanver (2002) makes the connection between speaking

anxiety and vocabulary. Due to the nature of speaking, learners may not remember the words and this leads to anxiety. Lack of grammar knowledge also makes learners anxious. If students focus on grammar and think about the correct usages while they are speaking, they feel anxious.

Test anxiety is found as one of the most anxiety provoking factor among students. Students who experience the fear of tests can decrease their success in learning process. Although speaking exams have a crucial role in testing students, the study suggests that they increase students' current speaking anxiety.

Fear of making mistakes was another anxiety provoking factor. It may decrease students' willingness to speak in the classroom atmosphere. When the reasons were asked in the interview; most of the students reported that "past experiences" were the source of their anxiety. Unexpected negative attitudes towards students lead them to feel negative attitudes towards learning English (Shi, 1998). According to Collins Cobuild Student's Dictionary: "Your attitude to something is the way you think and feel about it". For this reason; the negative attitudes towards learning English lessen the learning process. Young (1991) stated that teachers' attitudes about language teaching are a source of language anxiety. Based on these students' answers, an authoritarian teaching style or correcting a small mistake in an unkind way plays a remarkable role on students' speaking anxiety in classrooms. It was hypothesized in Krashen's (1982) finding, when the affective filter blocks comprehensible input, the acquisition fails or not fully comprehended. Hence, paramount factors such as worries or fears increase their affective filter which prevents the comprehensible input and hinders the acquisition. Teachers should be aware of the fact that such a negative feeling can easily prevent learners from achieving their target. To reduce a student's affective filter, a teacher may need to lower student anxiety and raise motivation and self-confidence (Krashen, 1982).Hence, they should always motivate and encourage students to speak and be kind even correcting a small mistake.

Researches (Ay, 2010; Horwitz et al., 1986; Tsiplakides and Keramida, 2009) that have been conducted so far revealed that fear of negative evaluation by others is also one of the major sources of speaking anxiety. It is desired as "an apprehension about others" evaluations, avoidance of evaluative situations, and the expectations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson and Friend, 1969 as cited in Horwitz et al., 1986, p. 31). Students are generally

afraid of being laughed or criticized in the classroom. However, the evaluation of other students in class is not found an anxiety provoking factor in this study. Most of the students do not feel peer pressure while speaking, besides it is noteworthy to say that most of the students do not feel any competitive behavior in classrooms, so both experimental and control group teachers created a positive atmosphere where students feel relaxed. This finding agrees with Bekleyen's study that was conducted in 2004. It was found that peer influence did not have much effect on the anxiety levels of the participants. In contrast to these findings, it was acknowledged that peer pressure has tremendous effect on language learning (Young, 1991; Tsui, 1996; Wörde, 2003).

This study revealed that the anxiety level of students who exposed to cooperative learning activities was decreased in contrast to Koch and Terrel. On the other hand, the data findings from this study indicate that the mean scores of students in the experimental group, who are exposed to cooperative learning activities, at the post-test were lower than their mean scores at the pre-test, while the mean scores of students in the control group at the post-test level were higher than their mean scores at the pretest level. It seems possible that these results are due to cooperative learning activities that were used in experimental group. They reduced the level of foreign language speaking anxiety which was evidenced in the reduction of their mean scores at the post-test. Students of the control group emphasized the importance of various activities and working together to decrease the anxiety. Exchanging ideas, working in groups, brainstorming before the production stage make students more confident. On the other hand, in the interview; most of the students reported that although using technology has a direct effect on reducing anxiety, it directly increases their motivation level. Thus, in this study the effectiveness of cooperative learning activities and technology are proved.

5.2.1 Theoretical Implication. The purpose of the current study was to determine the effects of cooperative learning and technology on students' level of anxiety and motivation. Based on the results of the questionnaires, it is an inevitable fact that most of the students suffer from foreign language speaking anxiety regardless of their proficiency levels and there are some reasons for their anxiety. Based on these results, the following recommendations can be made.

As teachers have an indisputable effect on students' level of anxiety, they should acknowledge that speaking is one of the most difficult skills for students. For this reason; they should put a great deal of effort to overcome the negative feelings of students towards the speaking lessons. As it was seen in the interview, some students worry about making mistakes and they connected this fear to their past experiences about their teachers; hence; it is crucial to be careful while correcting students' mistakes and be ready to give them support when they need. Otherwise, they may feel alone and isolated which makes them to be anxious. Besides, students can be asked to write journals. It helps them to identify their deficiencies or their strengths. As Foss and Reitzel suggest by identifying their deficiencies, students can have more realistic expectations. Moreover, it is a way of relaxing. When students write, they may feel relaxed and their negative feelings can turn into positive feelings. Moreover, to overcome these fears, there is a definite need for cooperative activities to be used in the classroom. Instead of individual work, working cooperatively can be encouraging since some students may not feel comfortable to speak until being sure that the answer is correct. The interviews also suggest that most of the students prefer group work rather than individual work, so incorporating more cooperative activities can reduce the students' level of foreign language speaking anxiety.

The evidence from this study suggests the findings of previous studies in the sources of speaking anxiety, in which oral exams are found as one of the major sources of anxiety. With regard to this problem, some videos that were recorded in previous modules can be shown or some mock oral exams can be prepared by the teacher to show what is expected from them in the real oral exams. At the end, teachers can give some feedback which mostly emphasizes students' strengths to reduce their anxiety.

The interview also confirmed that lack of vocabulary and inadequate grammar knowledge were regarded as another source of anxiety. Students may be given some useful

vocabulary lists that can be beneficial for them while speaking. Besides, providing them an atmosphere where they can use the words that they have learnt can be ample advantage. In this aspect, English central played an important role to increase students' vocabulary knowledge. Teacher can utilize these kinds of interactive websites which meet students' needs most efficiently.

For grammar knowledge; Language acquisition does not require usage of correct grammatical rules (Krashen, 1988). For this reason, students can be provided with some structures to make input comprehensible, but they should also be reminded that focusing on grammar can reduce the efficiency of their production. For this reason, it is important not to correct every single mistake immediately while they are speaking. At the end of the lesson, teachers can allocate time for feedback session and in that session; they can correct students' mistakes.

Secondly, again the results of the questionnaires and the interviews indicated that there is a direct association between students' level of motivation and anxiety. For this reason; it is significant to increase students' level of motivation which decreases the students' level of anxiety. This can be achieved through creating a positive atmosphere where students work comfortably; again technology and cooperative activities can be used to increase the level of motivation.

5.2.2 Suggestions for further research. The current study aimed to shed light on the effects of cooperative learning and technology on students' level of anxiety and motivation. Considering the findings of the study, some suggestions can be made for further research.

Further research in this field could be made with larger sample of EFL students from both state and private universities in Turkey. With a larger and more diverse sample, the effect of cooperative learning and technology would be more worthwhile.

As this study was conducted in a limited time, another study could be conducted to assess the long-term effects of cooperative learning and technology. It would be also beneficial to investigate if the sources of foreign language speaking anxiety and students' motivational level change.

One other point to highlight here is that some variables such as gender and age did not take into consideration, so further research might investigate the effects of gender and age on students' foreign language speaking levels.

Finally, another study can be conducted to investigate the relationship between foreign language speaking proficiency and foreign language speaking anxiety.

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APPENDICES

Appendix A: EFL Speaking Anxiety Scale– English Version

EFL Speaking Anxiety Scale– English Version

This questionnaire is prepared to collect information about your level of English
language speaking anxiety that you experience in classroom atmosphere. After
reading each statement, please tick (√) your position which appeals to you most
on the scale provided. There are no right or wrong answers for the items in this
questionnaire.

Thanks for your contribution.

'- -': **Strongly Disagree.** '-' : **Disagree.**

'N.S' : **Not sure.**

'+' : **Agree.** '+ +' : **Strongly Agree.**

	S.A (++)	A (+)	N.S	D. (-)	S.D (- -)
1.) I am never quite sure of myself when I am speaking in English.					
2.) I don't worry about my mistakes in language class.					
3.) I tremble when I know that I am going to be called on in language class.					
4.) It frightens me when I don't understand what the teacher is saying in the foreign language.					

5.) I keep thinking that the other students are better at languages than I am.					
6.) I am usually at ease during tests in my language class.					
7.) I start to panic when I have to speak without preparation in language class.					
8.) I worry about the consequences of failing in my foreign language class.					
9.) I don't understand why some people get so upset over foreign language classes.					
10.) In language class, I can get so nervous I forget things I know.					
11.) It embarrasses me to volunteer answers in my language class.					
12.) I would not be nervous speaking the foreign language with native speakers.					
13.) I get upset when I don't understand what the teacher is correcting.					
14.) Even if I am well prepared for language class, I feel anxious about it.					

15.) I often feel like not going to my language class.					
16.) I feel confident when I speak in foreign language class.					
17.) I can feel my heart pounding when I'm going to be called on in language class.					
18.) The more I study for a language test, the more confused I get..					
19.) Konuşma derslerine iyi hazırlanmak için baskı hissetmiyorum.					
20.) I don't feel pressure to prepare very well for language class.					
21.) I do not feel self-conscious about speaking the foreign language in front of other students.					
22.) Language class moves so quickly I worry about getting left behind.					
23.) I feel more tense and nervous in my language class than in my other classes.					
24.) I get nervous and confused when I am speaking in my language class.					
25.) When I'm on my way to language class, I feel very sure and relaxed.					

26.) I get nervous when I don't understand every word the language teacher says.					
27.) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
28.) I am afraid that the other students will laugh at me when I speak the foreign language.					
29.) I feel more comfortable speaking in the foreign language with native speakers.					
30.) I get nervous when the language teacher asks questions which I haven't prepared in advance..					
31.) I am afraid that my language teacher is ready to correct every mistake I make.					

Not: S.S(++)=Strongly Agree, A(+)=Agree, N.S= Not Sure,
D(-)=Disagree, S.D(- -)=Strongly Disagree.

İngilizce Konuşma Kaygısı Anketi

Bu anket İngilizce konuşurken yaşadığınız kaygı seviyesi hakkında bilgi toplamak için hazırlanmıştır. Lütfen her maddeyi okuduktan sonra size en uygun olan ifadeyi işaretleyiniz. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler.

'- -': **Kesinlikle Katılmıyorum.** '-' : **Katılmıyorum.**
'E.D' : **Emin Değilim.**
'+' : **Katılıyorum.** '+ +' : **Kesinlikle Katılıyorum.**

	K.K (++)	K (+)	E.D	K. (-)	K.K (- -)
1.) Konuşma dersinde konuşurken asla kendimden emin olmam.					
2.) Konuşma dersinde hata yapmaktan endişelenmem.					
3.) Konuşma dersinde kaldırılacağımı bildiğim zaman heyecanlanırım.					
4.) Konuşma dersinde öğretmenimin ne söylediğini anlamamak beni korkutur.					
5.) Diğer öğrencilerin konuşma konusunda benden daha iyi olduğunu düşünmeden edemiyorum.					
6.) Konuşma sınavları esnasında genellikle					

rahatımdır.					
7.) Konuşma dersine hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.					
8.) Sınıfta kalmanın sonuçları beni endişelendirir.					
9.) Konuşma derslerinin insanları neden bu kadar çok ürküttüğünü anlamıyorum.					
10.) Konuşma derslerinde o kadar heyecanlanırım ki, bildiklerimi de unuturum.					
11.) Konuşma derslerinde gönüllü cevap vermekten çekinirim.					
12.) Yabancılarla (anadili İngilizce olanlarla) İngilizce konuşurken rahatsız olmam.					
13.) Öğretmenin konuşma dersinde düzelttiği hataların ne olduğunu anlamamak beni sinirlendirir.					
14.) Konuşma dersine iyi hazırlandığım zaman bile tedirgin olurum.					
15.) Çoğu zaman konuşma dersine gitmek içimden gelmez.					
16.) Derste konuşurken kendime güvenirim.					

17.) Konuşma dersinde derse kaldırıldığımda kalbimin çok hızlı attığını hissedebilirim.					
18.) Konuşma sınavına ne kadar çok çalışırsam kafam o kadar çok karışır.					
19.) Konuşma derslerine iyi hazırlanmak için baskı hissetmiyorum.					
20.) Her zaman diğer öğrencilerin İngilizceyi benden iyi konuştuklarını hissederim.					
21.) Diğer öğrencilerin önünde İngilizce konuşurken rahat olamam.					
22.) Konuşma dersleri çabuk ilerlediğinde, geride kalmaktan endişe ediyorum.					
23.) Diğer derslere göre kendimi konuşma dersinde daha gergin ve heyecanlı hissederim.					
24.) Derste konuşurken heyecanlanırım ve aklım karışır.					
25.) Konuşma dersine giderken kendimden çok emin ve rahatım.					
26.) Öğretmenin söylediği her kelimeyi anlamazsam heyecanlanırım.					
27.) Bir dili konuşmak için öğrenilmesi gerekli olan					

kuralların sayısı beni sıkar.					
28.) İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.					
29.) İngilizceyi anadili olanlarla konuşurken kendimi daha rahat hissederim.					
30.) Konuşma dersinde öğretmen daha önce hazırlanmadığım sorular sorduğunda heyecanlanırım.					
31.) Konuşma dersinde öğretmenin yaptığım her hatayı düzeltecek olmasından korkarım.					

Not: KK(++)=Kesinlikle Katılıyorum, K(+)=Katılıyorum, E.D= Emin Değilim,
K(-)=Katılmıyorum, K.K(- -)=Kesinlikle Katılmıyorum.

Appendix C: Interview Questions

1.) Why do you want to learn English?

2.) How can you define your motivation level in language learning?

3.) Do you feel stress when you speak English?

4.) What can be the reasons of this stress?

5.) Why do you worry about the consequences of your foreign language class?

6.) According to your post-test result, you seem more anxious. What can be the reason?

7.) What makes you motivated in speaking classes?

8.) According to your post-test result, you seem less anxious.What can be the reason?

9.) What kind of things that you did in the class help you to reduce your anxiety?

10.) Why do you feel stressed in your speaking exams?

11.) In your post-test, you indicated that you worry about making mistakes. What can be the reason?

Appendix D: Tez Görüşme Soruları

1.)   Neden İngilizce öğrenmek istiyorsunuz?

2.)   İngilizce öğrenmede sahip olduğunuz motivasyon düzeyinizi nasıl tanımlarsınız?

3.)   İngilizce konuşurken stres yaşar mısınız?

4.)   İngilizce konuşurken hangi durumlar sizde kaygı veya strese sebep olur?

5.)   Sınıfta kalmanın sonuçlarının sizi endişelendirme sebepleri nelerdir?

6.)   Son-test sonuçlarına göre; kaygı düzeyiniz daha yüksek. Bunun sebebi/sebepleri ne olabilir?

7.)   Konuşma derslerinde ne yapmak sizi motive eder?

8.)   Son-test sonuçlarınıza göre; kaygı düzeyiniz daha düşük. Bunun sebebi/sebepleri ne olabilir?

9.)   Sınıfta hangi yaptıklarınız kaygı düzeyinizi düşürmeye yardımcı olmuştur?

10.)   Konuşma sınavında kaygı sebebiniz nedir?

11.)   Son-testinizde ingilizce konuşurken hata yapmaktan kaygılandığınızı belirtmişsiniz. Bu kaygınızın sebebi nedir?

Appendix E: Lesson Plan 1

Stage	Stage aim	Procedure	Interaction
Lead – in and warm - up	To raise the curiosity and interest about the topic.	• T puts some quotations about "happiness" on the wall and asks Ss to stand up and look at the quotations and guess the topic. (music going on) Example quotations: *"I want to make memories all over the world."* *"Don't tell me how educated you are. Tell me how much you have been somewhere.* *"The world is a book. Those who don't go somewhere read only one page."*	T-Ss

1	To activate the Ss' schemata and help them to feel ready for the upcoming activity, attract their attention to the topic.	• T asks Ss to write down five things that make them happy. (pair-work) • 2 minutes T and Ss talks about the things as a whole class. (The aim is to get Ss speak)	Whole class
2	To cheer them up	• Students are asked to watch a video from http://designerlessons.org/2012/02/20/esl-lesson-plan-happiness-one-question-generating-discussions/ • Students are asked if the things that make them happy will match with the people's responses in the video.	Ss T-Ss

3	To make them study as group and ready for the topic.	• Students were assigned into groups of four and each member was given materials related to happiness. • Each member of the group studied on his own material. • Each member of different teams who have studied the same material meets in "expert groups" to discuss their sections. • Students return to their original teams and take turn teaching their team mates what they have learnt.	T-Ss
4	To improve their speaking skills.	• Students are assigned to debate teams, given a topic to defend, and then asked to present their arguments	T-Ss

Stage	Stage aim	Procedure	Interaction
Lead – in and warm - up	To raise the curiosity and interest about the topic.	• T puts some quotations about "travel" on the wall and asks Ss to stand up and look at the quotations and guess the topic. (music going on) Example quotations: *"I want to make memories all over the world."* *"Don't tell me how educated you are. Tell me how much you have been somewhere.* *"The world is a book. Those who don't go somewhere read only one page."* • T shows the first slide which is the answer of her question. **Travel**.	T-Ss

1	To activate the Ss' schemata and help them to feel ready for the upcoming activity, attract their attention to the topic.	• T distributes the paper. (There are five questions that are taken from Ss' speaking booklets) • T asks Ss to ask the questions to each other. • 2 minutes T talks about the questions as a whole class. (The aim is to get Ss speak)	Ss-Ss
2	To make them brainstorm as a group. This also helps shy learners to gain some ideas before the production stage.	• From the PPT, T shows the question: "Why do people travel?" • T groups her Ss four and asks them to write five ideas. (music going on) – • Ss share their ideas in the group and after 3 minutes, T asks them to write on the board.	T-Ss T-Ss

3	To raise their awareness about the following steps.	• T discusses Ss ideas as a whole class • T again asks some follow up questions to raise their awareness about the following steps. • Some example questions: *"What is your favourite holiday destination?"* *"How many cities or countries have you visited so far?"*	T-Ss
4	To make them ready for the topic.	• T shows some pictures from the slide and asks her Ss to guess the cities or countries. • The last picture was taken from Machu Pichu which was in our speaking booklet. • T shows a video about M.P.	T-Ss

5	To improve their speaking skills.	• After the video, T groups her Ss and gives some questions about M.P.	Ss-Ss
		• At the end of the lesson, T gives each group a discussion topic: "Television affects people's attitudes to travel" and "Those who travel much know more than those who read a lot."	
		• T asks each group to discuss these topics at home from **Skype.** (In each group there are 3 or 4 students and there are agrees and disagrees in each group)	Ss-Ss
		• It was Ss homework for the next day and they were asked to discuss those topics in the class, as well.	

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Oksal, B. (2014). "The Effectiveness Of Using Facebook Groups On Teaching And Improving Writing: An Action Research." END 2014 International Conference/

ÖZET

Yabancı dilde konuşmak, genellikle öğrenciler tarafından en endişe üreten deneyim olarak nitelendirilir. Bunun sebebi olarak da; öğrencilerin eksik kelime bilgisi, eski deneyimleri, konuşurken hata yapma veya sınav korkusu gibi birçok farklı etken gösterilebilir. Tüm bu etkenler bir araya geldiğinde çıkan yabancı dil kaygısı öğrencilerin konuşma, dinleme ve öğrenmeyi etkileyen gerilim ve korku durumu olarak tanımlanabilir (MacIntyre ve Gardner,1994). Kaygı Türkçe Sözlükte, üzüntü ve endişe şeklinde açıklanırken; yabancı dil kaygısının kavramsal yapısını ilk olarak Horwitz, Horwitz ve Cope (1986) oluşturmuştur. Horwitz, Horwitz ve Cope (1986) gerçekleştirdikleri araştırmalarında, öğrencilerin yabancı dil derslerinde kendilerini gergin ve stresli hissettiklerini ve bunun yabancı dil öğrenimlerine karşı psikolojik bariyer oluşturduğunu savunmaktadırlar. Woolfolk (2007) kaygının akademik başarı üzerinde oldukça etkili olduğundan bahsetmektedir. Bu etki, kaygının derecesine göre değişim göstermektedir. Öğrencinin sahip olduğu kaygı düzeyi yüksekse; öğrenmenin gerçekleşmesi zorlaşacaktır (Zeidner, 1998). Böyle bir durumda da; kaygı öğrenmeyi olumsuz yönde etkileyecektir. Bu nedenle, kaygının öğrencilerin yabancı dil öğreniminde negatif etkisi olduğundan; düşürülmesi gerektiğine inanılır. Bu noktada diğer bir etkili faktör olan motivasyon yabancı dil öğreniminde önem kazanır (Top,2009). Kaygının düşürülmesi ve motivasyonun arttırılması için; bu çalışmada iki önemli unsur ele alınmıştır. Bunlardan ilki; işbirlikçi öğrenim diğeri de teknolojidir.

Bu çalışmanın amacı; bu iki unsurun öğrencilerin yabancı dil konuşma kaygıları ve motivasyonları üzerindeki etkilerin bulunmasıdır. Diğer bir amacı da; çalışmanın, okul yöneticilerine ve öğretmenlere yabancı dil kaygısından uzak öğrenme ortamlarının oluşturulmasında fikir sunması ve bu konuda yapılacak olan diğer araştırmalara da ışık tutması beklenmektedir.

Yapılan bu çalışma, durum çalışması kullanılarak gerçekleştirilmiştir. Durum çalışması yöntemi kullanılmasının en önemli sebebi; olayı derinlemesine ve detaylı bir şekilde incelemesi, neden ve nasıl sorularına cevap aramasıdır (Miles ve Huberman,1994) Bu durum çalışması uygulanırken; hem nitel hem de nicel araştırma metodu kullanılmıştır. Nitel araştırma metodu için Horwitz'in oluşturduğu "Yabancı Dil Sınıf Kaygısı Ölçeği"nden (Foreign Language Classroom Anxiety Scale) yararlanılmıştır. Ardından;

ankette çıkan sonuçları güçlendirmek adına; "yarı-yapılandırılmış görüşme tekniği" (Miles ve Huberman, 1994; Yıldırımve Şimşek, 2008) kullanılmış; öğrencilerin yabancı dil öğrenme kaygısına ilişkin düşünceleri, bu kaygının sebepleri, işbirlikçi öğretim ve teknolojinin kaygılarına ve motivasyonlarına olan etkisi yapılan görüşmeler ile alınmıştır. Görüşme soruları hazırlanmadan önce, ilgili alanda yapılan araştırmalarda kullanılan bazı örnekler incelenmiştir (Aida, 1994; Daly, 1991; Dalkılıç, 2001; Horwitz ve Cope, 1986; Young, 1990). Görüşme soruları hazırlandıktan sonra; tez danışmanına gösterilmiş ve onların önerileri doğrultusunda son haline getirilmiştir. Görüşmeler araştırmaya katılan öğrencilerle yüz yüze yapılmış olup, her öğrenci ile görüşme yaklaşık olarak 20 dakika sürmüştür.

Araştırmanın evrenini, 2013–2014 eğitim-öğretim yılında İstanbul ilinde özel bir üniversitede öğrenim görmekte olan B1 düzeyindeki 41 öğrenci oluşturmaktadır. Bu 41 öğrenci deneysel ve kontrol grup olmak üzere iki ayrı sınıfta toplanmıştır. Deneysel grup için, araştırmacı dersinde işbirlikçi öğrenim ve teknolojiyi kullanırken; kontrol gruptaki öğrenciler için herhangi bir işbirlikçi öğrenim aktiviteleri ya da teknoloji kullanılmamıştır. Kontrol grup konuşma derslerini öğretmenleri tarafından hazırlanan kitaptan takip etmiş; derslerde grup çalışmaları yapılmamıştır.

Elde edilen bulgular sonucunda; iki grup öğrencileri de ilk-testte yabancı dil konuşma derslerinde orta düzeyde kaygılı çıkmışlardır. Beş haftalık programın sonunda ikinci test yapılmış ve deneysel grubun kaygı düzeyi düşerken, kontrol grubun kaygı düzeyi artış gösterdiği saptanmıştır. Her iki gruptan da az ve yüksek düzey endişeli 6 öğrenci seçilmiş ve daha detaylı bilgi alabilmek adına seçilmiş öğrencilerle yüz yüze görüşmeler yapılmıştır. Yüz yüze görüşmelerin sonucunda; öğrencilerin endişe sebepleri dört başlıkta toplanmıştır. Bu başlıklar hata yapma korkusu, sınav korkusu, geçmiş deneyimleri (öğretmen tutumları), iletişim kaygısı olarak belirlenmiştir. Tüm yapılan testlerin sonucunda; işbirlikçi öğretmenin öğrencilerin kaygı düzeylerini düşürmede ciddi bir etkisi olduğu ortaya çıkmıştır. Yapılan görüşmelerde, öğrenciler grup çalışmasının önemini ve işbirlikçi öğrenimin faydalarından bahsetmiştirler. Her iki gruptaki öğrencilerin sınavlar temasına ilişkin görüşleri incelendiğinde; öğrencilerin yabancı dil dersindeki konuşma sınavlarında ciddi endişe duydukları görülmüştür. Öğrenciler, konuşma derslerinde daha heyecan duyduklarını bu yüzden de kendilerini rahat hissetmediklerini belirtmişlerdir. Bunun dışında, kontrol gruptaki öğrenciler geçmişteki deneyimlerinden dolayı mutsuz

olduklarını, öğretmenlerinin hatalarını düzeltme noktasında sabırsız davrandıklarını ve bunun kaygıya yol açtığını belirtmişlerdir. Öğretmenlerin katı tutumlarının da kaygıya yol açtığı belirtilmiştir. İletişim kaygısı için; öğrenciler dilbilgisi ve kelime eksiklerini sebep göstermişlerdir.

Sonuç olarak, bu araştırmada B1 seviyesindeki 41 özel üniversite öğrencisinin kaygı düzeyleri ve bu kaygı düzeylerini yok etmek ve motivasyon düzeylerini arttırmada işbirlikçi öğretimin ve teknolojinin etkisi araştırılmıştır. Bir sonraki araştırma da, bu kaygı düzeyinin başarı ile etkisi incelenebilir, daha geniş bir çalışma grubunda bu araştırma uygulanabilir.