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STUDENT ANXIETY AND THE IDENTIFICATION OF ITS EFFECT IN THE
SPEAKING COMPONENT OF A PROFICIENCY TEST

THESIS BY

Selen SÖKMEN

SUPERVISOR

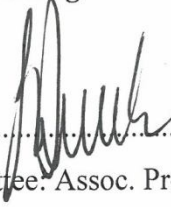Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

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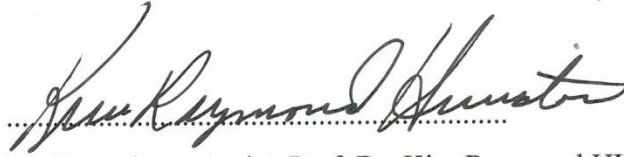
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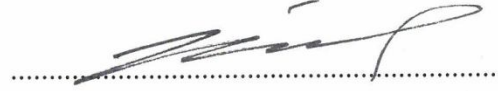
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Supervisor - Head of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

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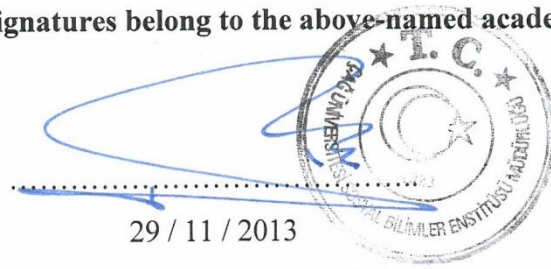
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ii

ÖZET

ÖĞRENCİ KAYGISI VE GENEL YETERLİLİK TESTİNDEKİ KONUŞMA BÖLÜMÜNE OLAN ETKİSİNİN TANITIMI

Selen SÖKMEN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Doç. Dr. Şehnaz ŞAHİNKARAKAŞ

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Bu çalışmanın amacı üniversite hazırlık okulu öğrencilerinin konuşma testi kaygısı hissedip hissetmeyeceğinin belirlenmesidir. Ayrıca, bu çalışmada öğrencilerin cinsiyetleri ve bölümlerine göre kaygılarının oranında değişiklik gösterip göstermeyeceği araştırılmıştır. Araştırmada verileri toplamada 126 hazırlık okulu öğrencisine 3 kategoriden oluşan Genel İngilizce Yeterlilik Testi ölçeği dağıtılmıştır. 36 maddeden oluşan bu ölçeğe alt kategorileri belirlemek için Açıklamalı Faktör Analizi uygulanmıştır. Bunun yanı sıra, konuşma kaygısını nasıl yenebileceği ve/veya azaltabileceği konusunda yapılan mülakatta 33 öğrencinin fikrine başvurulmuştur. Araştırma sorularını cevaplandırabilmek için hem nicel hem nitel yöntem uygulanmıştır. Veriler SPSS 17.0 istatistik analiz programı kullanılarak analiz edilmiştir. Elde edilen sonuçlar göstermiştir ki hazırlık okulu öğrencileri konuşma testi sırasında kaygılanmıştır. Ayrıca, erkek öğrenciler kız öğrencilere kıyasla sınav esnasında daha rahat davranmışlardır. Departmanların yaşadığı kaygı düzeyine göre ise, hukuk bölümü öğrencileri diğer bölüm öğrencilerine kıyasla konuşma testi sırasında daha fazla kaygılanmışlardır. Mülakata alınan öğrenciler ise konuşma kaygılarını daha fazla konuşma aktiviteleri yaparak, yabancı arkadaş edinerek, yabancı öğretmenleriyle konuşarak ve yurtdışına giderek yenebileceklerine inanmaktadırlar. Bu bulgular ilgili literatür bağlamında tartışılmıştır.

Anahtar Kelimeler: İngilizce konuşma kaygısı, İngilizce test kaygısı

ABSTRACT

STUDENT ANXIETY AND THE IDENTIFICATION OF ITS EFFECT IN THE SPEAKING COMPENENT OF A PROFICIENCY TEST

Selen SÖKMEN

Master Thesis, English Education

Supervisor: Assoc. Prof. Şehnaz ŞAHİNKARAKAŞ

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The aim of the current study is to investigate whether the preparatory school students at a university may have speaking test anxiety. Additionally, it was examined whether there are differences in anxiety levels among students according to gender and the students' departments. To collect data, 126 preparatory school students were given a GEPT (General English Proficiency Test) Scale consisting 3 categories. The 36 items in the questionnaire were subjected to Exploratory Factor Analysis (EFA) to determine the sub-categories of the scale. Moreover, 33 students were interviewed to get their opinions on how to overcome speaking test anxiety. Both quantitative and qualitative method design was applied to be able to answer the research questions. The data was analyzed by using Statistical Package for Social Sciences software (SPSS), version 17.0. The results showed that, preparatory school students were anxious during the speaking test. Also, it was found out that male students were much more relaxed during the speaking test comparing to female students. As for the departments, students in law department were more worried comparing to others. Students also believe they can overcome the speaking anxiety by doing speaking activities, making foreign friends, talking to their native teachers and going abroad. Those results were discussed within the context of relevant literature.

Key words: English speaking anxiety, English speaking test anxiety

ACKNOWLEDGEMENTS

ABBREVIATIONS

GEPT: General English Proficiency Test

EFA: Exploratory Factor Analysis

ELT: English Language Teaching

PSY: Psychology

INT: International Trade

IFN: International Finance

IRE: International Relations

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER I

CHAPTER II

CHAPTER III

CHAPTER IV

CHAPTER V

CHAPTER I

1. INTRODUCTION

This study focuses on students' speaking test anxiety in a university preparatory school. This section mainly focuses on the background and the aim of the study. It also includes the operational definitions of major variables and terms used and the research questions to be answered in the study.

1.1. Background of the study

Turkish students are stressed and anxious throughout their educational career; exposed to standard English requirements for entry into outstanding state and private universities. Turkish universities offer compulsory preparatory school instruction to improve written and oral English communication skills. During the educational process Turkish students are required to pass English assessments; however, opportunities to learn written and oral English as a second language are limited. According to Khattak, Jamshed, Ahmad, &Baig (2013), English is the global language, thus, international students engaging in further studies must learn English proficiency to be successful in their studies.

Gierl & Rogers (1996) state that during testing, students may have a faster heartbeat, perspire and exhibit other negative physical reactions that affect their test perceptions, including stress, anxiety and concern with academic performance. They are forced to take exam or test to be able to pass the preparatory school; they necessarily feel stressed and anxious. However, anxiety and stress which students experience during these exams is widespread and associated with poor performance in academic examinations. These exams are making the situation worse by creating many effects on the students since they are subject to boundless examinations.

Test takers' hearts are beating faster, they take accelerated breath and they live hard times to focus on the test. When it comes to testing speaking, the situation is getting worse: the accuracy of their speech is affected. So, the language proficiency in speaking test may be impaired by the anxiety. They make mistakes mostly in pronunciation, grammar and constructing sentences. Their anxiety has also an impact on in retelling performance. Concludingfrom the records show that high-anxious test-takers live problem to give their attention fully to the task and at the end of this, they forget retelling important points (Shi, 2012).

Because of the possible problems which may occur during the speaking test, this study aims at voicing the language learners' opinions and feelings specifically about the assessment of speaking skills in the Preparatory School of Cag University, Turkey. This study gives the students a chance to state their opinions and share their feelings about the speaking tests by means of the questionnaire covering all the skills in the final test such as writing, listening, reading and speaking and interview covering questions related with the spoken part in General English Proficiency Test.

1.2. Aim of the Study

Cag University preparatory school students are examined by a final General English Proficiency Test consisting of four skills; reading, writing, listening and speaking (included in 2012 for the first time). The reason to study why the preparatory school students may have speaking test anxiety is that it is the first time they have taken such an examination. It is not known if students will effected or being anxious during the speaking test. However, most of the time being tested may create stress and anxiety. This is not only for the students in Cag University but also for those in other universities with preparatory classes, especially in private universities. It must not be ignored that parents who have to pay for their children's university's fees are also anxious. The students feel themselves responsible to their parents and even they are made to feel that they owe to their parents. So, there is no way but pass this exam.

So when the effects of the final general language proficiency test on students is studied, there are many factors to be taken into consideration; in which department the students are going to study, gender of the students and the anxiety they experience according to the skill they are going to be examined by. Thus the aims of my study are listed below:

- To understand if Cag University Preparatory School students get anxious during General English Proficiency test (GEPT).
- To understand if Cag University Preparatory School students get anxious during the speaking test in General English Proficiency Test (GEPT)
- To examine whether there are differences in anxiety levels among students according to gender and the students' departments.
- To find out students' opinions about speaking test to overcome/ reduce the anxiety they may have during the speaking test.

1.3. Research Questions

Five research questions guiding this study were asked according to the aims of my study which was conducted at Cag University, Turkey. These research questions are listed as following:

1) What is the preparatory school students' general language proficiency test anxiety?
2) What is the preparatory school students' speaking test anxiety?
3) Does gender have an effect on speaking test anxiety levels of the students?
4) Does department have an effect on speaking test anxiety levels of the students?
5) How do the students think anxiety can be reduced or overcome?

1.4. Operational Definitions

Final GEPT (Final General English Proficiency Test): The General English Proficiency Test is a test of English language proficiency that was commissioned by CagUniversity preparatory school since 1997. Final GEPT targets to asses preparatory school students' proficiency in English language at the end of the year. This test corresponds to Cag University preparatory school students' English education framework, meets the specific needs for self-assessment, and provides them with the reference to be able to continue their department for the next year. It consists of two parts: written exam takes 1 hour including grammar, reading, vocabulary, listening and writing questions and spoken (oral) exam. The students are examined according to what they are taught during the academic year in the preparatory school.

Speaking component of General English Proficiency Test: Speaking component of General English Proficiency Test which was applied in 2012 for the first time at Cag University preparatory school is an oral test aiming to evaluate preparatory school students' proficiency in speaking. It is given 15 minutes for each student and consists of three parts: general questions, speaking about pictures and talking topics.

Preparatory school: Preparatory school is providing sufficient English language education to the incoming registered students so that they can follow the courses taught in English in their departments of the faculties. The students whose English is not sufficient enough to pass General English Proficiency exam given at the beginning of the academic year, are divided into three levels (Pre-intermediate, Elementary, Beginning). In the first semester, program is

designed to improve students' skills such as reading, writing, listening and speaking. In the second semester, ESP (English for Specific Purposes) courses are provided to the students in addition to four other skills to teach the vocabularies and other terminologies the students may encounter in their departments.

Anxiety: Anxiety may be described as a feeling of tension, accordingly feeling nervous and worry connected with arousal of the autonomic nervous system (Horwitz, Horwitz & Cope, 1986).

Speaking Test Anxiety: Speaking test anxiety is the feeling the student experience when they take a speaking test or exam. It is believed it occurs by students' negative self-assessment of their speaking abilities (Bakkal, 2010).

CHAPTER II

2. LITERATURE REVIEW

This chapter mainly focuses on anxiety in a general perspective, speaking, anxiety, and language learning anxiety, English language speaking anxiety, test anxiety, and finally English speaking test anxiety. Afterwards, testing and assessment which play a very important role in education field in general perspective will be mentioned briefly. Testing speaking will be also included.

2.1. Speaking

The number of students studying at the universities in Turkey has recently increased with the concept of globalization. Students necessarily are more open to go abroad for different purposes such as education and working and they want to experience a different atmosphere by exchanging cultures, ideas and many other things. So, they necessarily need to speak English to be able to communicate as English is accepted the mutual language among the nations. However, learning speaking is not an easy process at all. Speaking is much more complicated than it is assumed since speaking is not only having some knowledge about grammar, vocabulary, and a bit of pronunciation, but also it involves both command of certain skills and many types of knowledge (Thornbury, 2005). As contrary to what is generally assumed, having enough knowledge of the grammatical rules by itself does not mean that the language is spoken. It is one of the biggest complaints of the students that they can read and understand the target language, but they cannot communicate properly.

According to Luoma (2004), speaking can be considered as different from other skills as it includes live interaction between the speaker and tester especially in an exam atmosphere, as the conversation is not completely predictable even if the roles, aims and the topics are the same. Luoma explains when speaking takes place in social framework and in different situations such as situation, participants, ends, act sequence, key, instrumentalities, norms and genre and these are listed as following:

1) Situation is the setting like classroom and an event like speaking test.

2) Participants are the speakers, hearers; for example, a test taker and examiner.

3) Ends are the outcomes of the task.

4) Act sequence is the structure and content of what is spoken and how is spoken.

5) Key is the tone, manner which is used during speaking.

6) Instrumentalities are dialects, accents and various use of the spoken language.

7) Norms are the standards or patterns especially of social behaviours, norms of interaction.

8) Genres are the groups presented as a joke, lecture or presentation.

As speaking needs much practise and preparation, it may create some problems. Students who have been learning English as a second language for many years may be forced by their parents or relatives to speak English to show off when they encounter a foreigner. However, many times it may result in failure. These students may lose their motivation to speak the target language and start to have a negative attitude toward the foreign language learning. Mak (2011) argues that negative attitudes toward the language can create second/ foreign language anxiety as the students' negative self-evaluation is an important factor playing role in speaking anxiety.

Moreover, taking speaking tests or exams may have many negative effects on students. In speaking exams, which are naturally tension creating environments, being evaluated by an authority might be a more challenging task comparison to other skills such as writing, reading, listening, and speaking (Eharman, 1996). Among these skills, speaking may be accepted as one of the hardest ones. As noted by Akamatsu (2003), since the role of the speaking ability has gained more important in language teaching, testing oral proficiency has become one of the most important issues in language testing, especially with the method of communicative language teaching that has been started to be applied in new teaching methods.

2.2. Anxiety

Anxiety may be described as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz, & Cope, 1986, p. 125).Anxiety is accepted as an undesired feeling as it can cause some complications and failure. Anxiety is getting inevitable when it comes to learning a foreign language. According to a study that was conducted in a summer school in a university (Yayli, 2012), students' anxiety has a negative effect on their present learning and most of

them think their previous experiences in learning cause their anxiety for the compulsory English courses at university. As we can conclude from all the literature both observable and unobservable examination are the evidence to understand language learners about their learning of language (Wesely, 2012). However, a small amount of anxiety can be accepted as natural. According to Nicaise (1995), being anxious for a certain amount of time can have a positive effect on students to prepare them for the test and enhance their learning performance, but it does not workfor the students who have high test-anxiety.

2.2. 1. Language Learning Anxiety

Language is one of the most important tools which enable a mutual communication, understanding and sharing among the people, cultures, and nation. Human beings are social creatures. They always need to communicate with other people in their environments and for that, they need to find a mutual language to speak. Especially with the advances in industry, technology and society, the importance of language is getting higher. Nations are necessarily in interaction with other nations in the world and as a result of this, learning a foreign language has become an essential issue. As language learning has turned out to be an obligation because of increasing mass media, rapidly changing technology and development of exchanging, collaboration among the countries in many areas such as trade, military, business, marriage, travel and education, people are forced to learn how to learn a mutual language for a healthy communication. However, to be able to learn a foreign language is not an easy task, at all. Language learning is a challenging and long process and needs many preparations. It has been claimed that an individual faces many difficulties in learning a second/foreign language and anxiety is one of them. Anxiety that learners have while learning a second or foreign language is termed as "second/foreign language anxiety" (Hashemi, 2011). Besides, English language learners who are not native speaker of English may encounter problems with English language learning process and it turns out an undesired situation. So, this process may create anxiety among learners. Khattak, Jamshed, Ahmad & Baig (2011) state that students' feeling of stress, anxiety or nervousness may slow down or cause problems for the achievement of their language learning and performance abilities. According to them, anxiety is the major problem to be solved or overcome while learning to speak English or any other foreign language. Anxiety experienced in learning English language can effect students' achievements or their desired goals. Andrade and Williams (2009) claim that anxiety might hinder a good performance and achievement in language

learning because anxiety commonly affects many foreign language learners. The thing stopping them to achieve their desired goal is that they may have anxiety which prevents their ability from performing successfully in a foreign language learning (Horwitz, et al., 1986).

2.2.2. English Language Speaking Anxiety

In the age of globalization, the world has been changed into a village where English is perceived as a universal language for international communication and cooperation among the nations. When English gains its importance in the globalized world, people are forced to learn a mutual language which is English, not only to communicate but also to provide a mutual understanding among each other. When this is the case, speaking a second or foreign language becomes an obligatory issue (Wesely, 2012). It is accepted as one of the hardest skills to obtain. Horwitz , Horwitz, & Cope (1986) argues that the output stage produced in speaking may be the highest evidence of anxiety and he thinks foreign language anxiety is predominantly associated with the oral aspects of the language. He also states foreign language learners often have problems with spontaneous oral communication. For some learners, anxiety occurs necessarily especially when they start to speak the language. Kocak (2010) states that anxiety experienced during learning a foreign language process has a negative effect on oral performance of the speakers during speaking in different ways such as sweaty palms, shaking hands and having stomach ache. Communication or speaking anxiety can be described as the fear of speaking which is triggered while it is started to communicate with people (Tanveer, 2007).

It is believed that second/ foreign language speaking anxiety is strongly related with students' perceptions about themselves, how they perceive the language learning process and linguistic problems they encounter while communicating in English (Hashemi, 2011). According to a study that was conducted in a summer school in a university (Yayli, 2012), students' anxiety has a debilitating effect on their language learning and most of them think their previous experiences in learning they have taken before cause them to be anxious as they take compulsory English courses at university.

2.3 Test Anxiety

Learning a foreign language has always being created tension among the students, especially while taking a test. Every year many brilliant students who are capable of studying, unfortunately give break or leave their schools. There are many factors affecting that and

causing students to be apart from their study life. One of these factors is test anxiety. Test anxiety is experienced by millions of students each year and it is a very important common issue in education (Zarei ,Fini,& Fini 2010).Test anxiety occurs when academic evaluation of failure is being taken into consideration by the students being unsuccessful (Horwitz & Young, 1991). Test anxiety can be described as the combination of physiological, cognitive, and emotional responses by the stress experienced during the assessment in an exam or test (Spielberger, 1980). It is often experienced by the students when the students are evaluated, or when they take a test or they are forced to give oral presentation in front of other people. Test anxiety is a fear of failing in test situations when they are assessed by the authorities and it becomes an unpleasant experience being lived by the L2 learners (Bakkal, 2010). The anxiety doesn't make the students feel good especially for the ones who try to be successful in situations involving regular testing. It may affect their achievement negatively in an important level. There is a negative correlation between test anxiety and students or learners' performances (Abulghasemi, 2008). Students having anxiety disorders show a passive attitude such as lack of interest in learning, poor performance in exams or tests, and don't focus on their assignments and take low results (Mohammadyari, 2012). Fear appealing in testing has a negative effect on test takers' test anxiety even if fear is not directly associated with the negative performance outcome. Messages in the feeling of fear are more like controlling and authorical on the test-takers (Putwain &Best, 2011). This negative situation in which learners feel anxious before and during the test can have facilitating effect even if learners motivate themselves to do better.

Test anxiety can be also described as a fear of negative evaluation of himself when L2 learners feel that they are not able to achieve the task they are supposed to do. Some factors like time limitation and lack of self-confidence which is one of the most prevailing causes of the test anxiety provoked their anxiety (Amiryousefi, Dastjerdi, &Tavakoli, 2011).

According to Gürses, Kaya, Dogar, Günes, & Yolcu (2010), test anxiety is not related with studying much. It is the idea causing anxiety and stress that students/learners study much and learn new knowledge. What creates anxiety is students is afraid of not being successful and will lose some values although Kaplan (1990) states that test takers' low scores can be related with insufficient study habits or their lack of test skills rather than anxiety they experience.

However, test anxiety can sometimes be beneficial for motivation. It is natural because it helps motivate us; but, when it becomes too intense to cope with, it can interfere with test takers' ability to test well (Weems, at all.,2009).

2.3.1 Different Types of Test Anxiety

Anxiety may occur when test-takers are assessed by an authority. There are mainly two types of anxiety people experience: state and trait anxiety. State anxiety is described as test anxiety because it is more subjective and is felt in the moment; it effects each individuals differently in feelings of tension and apprehension while trait anxiety is more general, reflecting how learners feel in general situations (Eysenck & Eysenck, 1985). Hence, in testing situations, the anxiety type which is felt is state anxiety because it occurs at the time of testing (Bonaccio, Reeve&Winford, 2012). The difference between a trait of anxiety which represents personal anxiety and state anxiety has been explained by many researchers in the 1960s.

According to Spielberger (1983), trait anxiety refers to relatively stable individual differences in anxiety-proneness which is defined as a general predisposition experienced in various situations and it is seen as individual depending on the person. Individuals who experience high trait anxiety are generally nervous people, and they are lack of emotional stability (Goldberg, 1993). Observation of the test-takers makes trait anxiety appear on the test-takers and their test performance may be influenced by trait anxiety (Horwitz &McCaffrey, 2008)

There may be a connection between state and trait anxiety. The stronger the anxiety trait, the more likely it is that the person experience more increasing state anxiety in situations s/he perceives as dangerous or threatening (Spielberger, 1983). If test takers' self-control is used up for the moment, and he or she stops to experience emotional impairment, then it can be assumed test taker's level of trait test anxiety is positively related to level of anxiety which is felt in test situation which refers state anxiety.

2.3.2. English Speaking Test Anxiety

Communication is an essential part our daily life. It provides us many opportunities to exchange information, ideas and thoughts between individuals or groups of people. Communication helps people in every part of their lives while travelling, making friendship, socializing and working collaboratively with people in many areas.

To be able to create an effective communication, speaking should be developed. For improving speaking, confidence, creativity of topics and speaking competence are very important factors playing role into that (Boonkit, 2010). In language learning which is an integrated skill-based task consisting reading, writing, speaking and listening, speaking is

accepted as one of the most difficult skills to learn because it involves in practising a lot. It may not be accepted as easy as some other skills because communication generally involves interactions among the people and it necessarilycreates anxiety. When the students start to speak English during the test, their lips quiver and their foreheads break out in a sweat which can be accepted a sign of nervousness and anxiety (Kondo & Yang, 2003).

According to Tanveer (2007):

"Language anxiety consists of communication apprehension, test anxiety and fear of negative evaluation by others which have both facilitating and debilitating effect on the learners. As for oral communication anxiety, it may occur while communicating with other people in different context. This sometimes can result in fail which causes frustration and has debilitating effect."

There may be many reasons of speaking test anxiety. Personal believes of the students is one of the reasons causing speaking test anxiety among the students (Bakkal 2010). They are afraid of making mistakes and the negative assessment of their own abilities by others. They all think that it is very important to have motivation, a perfect pronunciation and to speak with an excellent accent. Thus they can get disappointed and stressful easily at the end as they expect to produce the language without any mistake. Bakkal explains the greatest causes for speaking test anxiety in her study. These are listed below:

- Inadequate vocabulary and poor sentence structures causing lack of self-confidence.

- The thought of the students that their language skill is worse than their classmates.

- They find their ability weak and unsatisfactory.

2.3.3. Gender difference in English speaking test anxiety

In human nature, females are accepted more emotional and fragile than males. When females encounter a problem, it is harder for them to struggle as they are considered weaker both psychically and emotionally. When it comes to take test or exam in especially in a foreign language, it is assumed that female students get more anxious than the male students. Findings of a study conducted in Middle East Technical University, Turkey show that female students are prone to anxiety more than male students do while they are speaking English (Öztürk& Gürbüz, 2012). Similarly, Hannon (2012) conducted a study about gender difference in test anxiety. It was found out test anxiety is related with gender. Results of this study have made it obvious that females experience test anxiety and have higher performance-

avoidance goals more than males. A study on gender difference in test anxiety, it was found out that anxiety is seen as a female characteristic and as a male characteristic it can be imagined to have success in context of a gender role (Mohammadyari, 2012). According to another study which was conducted in Japan, it was found out that speaking test anxiety has a negative effect on English language proficiency as there is a high correlation between anxiety and foreign language proficiency (Kondo& Yang, 2013). It is possible that they are being anxious before the test and their anxiety level increases before taking the speaking exam and female students are more anxious comparing to male students.

There are many examples showing us females are more sensitive and anxious during tests or exams. According to a study of the semi-structured interviews consisting of 50 students (24 female, 26 males), both of the genders states that they feel anxious and their social activities are effected by the exams they take. Almost half of the female students are respected as successful individuals in their family and necessarily experience anxiety. The percentage of the male students got less anxious comparing to female students. So, it shows female students are representing a big percentage in this situation. Anxiety brings many problems to females. More than half of the female students indicate that they have sleeping problem before the exam (Gürses, Kaya, Dogar, Günes, & Yolcu, 2010). As a study points out that in a test applied it was found out that male students' scores were higher than the female students since female students' anxiety level was higher comparing to males. So, we can conclude that male students did better in the test and were more successful comparing to female students (Karadeniz, 2011).

CHAPTER III

3.METHODOLOGY

This chapter provides detailed information about methodological procedures of the current study and includes research design, participants, data collection and the instruments of the study. This study aims to investigate if the students at Cag University Preparatory School feel anxious during final test which is applied for the first time in 2012.

3.1. Research Design

Second/foreign language anxiety studies are mostly quantitative studies. In order to gain a deeper understanding of the language anxiety, and to reach descriptive information on variables, quantitative studies are appropriate to apply (Price, 1991: 101). This study is a survey research which is quantitive method requiring standardized information of the subjects and involving investigations of the phenomenon. According to Smartt, & Ferreira (2013), survey research needs a long process which involves determining the items collected to be able to answer the research questions, making regulations about the questions such as eliciting the data items, reviewing the survey questions, making the survey valid, conducting the survey, analyzing the survey data and finally finding out the results.

3.2. Participants

The participants were preparatory school students at Cag University Preparatory School. They were chosen randomly by picking the crowded classes comparatively before I handed out the survey. The classes were determined according to the number of the students inside of the classrooms and the survey was distributed to these crowded classes by one by. These preparatory school students were enrolled a one-year intense English language learning program at beginner, elementary, pre-intermediate, and intermediate levels. They are in different classes of different levels of English according to the exam results they took at the beginning of the semester. The questionnaire was disturbed to the 140 students in Cag University Preparatory School. According to the demographic questions related to their gender, 51 % of the participants are females (n=71), while 49 % are from males (n= 69). Table 1 demonstrates demographic information about the gender of the participants.

Table 1

Genders of the participants as percentage

Gender	Percent
Female	49.2
Male	50.8

The respondents are from nine different departments: law, tourism and hotel management, business management, psychology, math and computer sciences, international relations, international trade, international finance and English language teaching as it is shown in Table 2. As for the interview, the participants were chosen from the same group who took written and spoken exams. The day speaking exam took place; I was waiting outside for the students to finish the exam. I asked the students to attend the interview. I tried to choose the ones looking anxious comparatively.

Table 2

Departments and the Percentage of the participants in the questionnaire

DEPARTMENT	PERCENTAGE
1. Psychology	6.05
2. Law	7.03
3. Math and Computer Science	7.03
4. Business Management	9.07
5. English Language Teaching	10.05
6. International Trade	11.03
7. Tourism and Hotel Management	12.01
8. International Relations	12.09
9. International Finance	22.06
Total	100

3.3. Data Collection Instruments

The data was collected from two different sources: questionnaire and semi-structured interview. The questionnaire was applied before the students took the exam, and the interview was conducted soon after the students finished the speaking component of the written final test.

3.3.1. Survey

Collected data of this study were obtained through a GEP-TAS (General English Proficiency test anxiety scale) survey which was adapted from a study of Wang&Liao(2012). The questionnaire, titled General English Preparation Test scale (GEPT) (See Appendix 1) contained 36 items covering statements related to English language listening, writing, reading and speaking test anxiety. This survey assesses the preparatory school students' thoughts and worries about final test consisting of two parts; written and spoken part. Before the students filled in the questionnaire, they were explained to use a 5-point rating Likert type scale where 1 was "strongly disagree" and 5 was "strongly agree" to state their choices.

3.3.1.1. Factor Analysis

The 36 items in the questionnaire were subjected to Exploratory Factor Analysis (EFA) to determine the sub-categories of the scale. As the first step, we tried to determine whether our sample size was adequate for factor analysis. Thus the value Kiser-Meyer-Olkin (KMO) was calculated as .86. Considering the value of KMO between .80 and .90 is one of the indicators (Field, 2009) of the suitability of the scale for factor analysis, it is possible to state that our scale could be subjected to factor analysis. We also checked the correlation matrix to see whether the items correlate with each other. According to Field (2009), items correlating below -.3 and .3 (too low correlation) and above -.8 and .8 (too high correlation) should be eliminated. Our correlation matrix (see Appendix 3) revealed that all the items had strong relationships. There were some items too lowly with some others, but this only showed that the items that did not correlate would belong to different factors.

After these initial analyses, we conducted the factor analysis. To determine the number of the factors to retain, we checked the factors with values higher than 1 eigenvalue. As a result, we found out nine factors, which explained %69 of the total variance (see Appendix 4). Since nine factors were too many, we looked at the scree plot (see Appendix 5) and tried to see the break point there. The scree plot revealed that we could reduce the scale down to two factors. Accordingly, we looked at the Rotated Component Matrix (see Appendix 3). This revealed that most of the factors were loaded namely under four factors; the others were distributed under five factors. Thus, we examined each item that was distributed separately and decided which factors they would fit most. In order to achieve a reliable decision, we consulted two other colleagues and discussed with them which items would go under which factor.

Lastly, we realized that the items under two of the factors were related to the test anxiety of the students for various skills. Since focus of our study was to see the speaking anxiety and whether speaking anxiety differs from the anxiety in other skills, we gathered the items related to reading, listening and writing skill anxiety and accepted them as one factor. As a result, we generated three categories: anxiety in General English Proficiency Test (GEPT), anxiety in speaking component of GEPT, & anxiety in other components of GEPT.

3.3.1.2. Reliability Check

Cronbach's alpha coefficient was conducted to find out the internal consistency of the scale as a whole and categories that were generated as a result of the factor analysis. The analysis revealed that reliability measure for the scale as a whole was high (.94), which shows that all items contribute to the reliability and validity of the survey. The three categories also revealed high reliability values: GEPT anxiety, .75; speaking component in GEPT, .88, & other skills in GEPT, .70.

3.3.2 Interview

The questionnaire was supported by the interview I applied right after the speaking test. Interview technic was preferred as it has many advantages such as:

- Items in the interview which seem complicated can be explained for the student.
- Interviewer can pick up non-verbal clues indicating the important points.
- The environment of the interview and the order of the questions can be controlled by the interviewer in an appropriate setting (Phellas, Alice, & Seale, 2012).

Before the interview, I explained them the purpose of the interview and informed them that the interview would be recorded. I guaranteed them that their statements would never affect their grades of the exam. The interview was semi-structured. I asked them 5 questions about their anxiety during the speaking test, their estimated results, and their thoughts about the speaking test in general. The interview questions (see Appendix 2) were listed as following;

1) How did you feel during the English Speaking Test? Were you anxious, or not?

2) Did your mind go blank during the English Speaking Test?

3) How do you think you can reduce/overcome your anxiety during the English Speaking Test?

4) What do you think your result will be?

5) Do you think the English speaking test is an advantage or disadvantage for you?

3.4. Data collection Procedure

Data collection process took approximately 3 weeks. Before conducting this study, I gave the necessary information both about my study and the questionnaire to the committee members during my proposal defense. The oral informal permission was obtained to conduct the study from preparatory school administrator. Access to the potential subjects was made via the relevant class teachers. After getting the necessary permission, I distributed the questionnaire to the preparatory school teachers one week before the written final exam. Even though most of the students were capable of understanding written English items in the questionnaire, I also gave them Turkish translations of both the questions and the demographic information. They were stated that all the data that was going to be obtained from this study was very important for me and their participation was voluntary. Data obtained from the survey was supported by the interviews which were applied to the students right after the speaking test. Their answers for the interview were recorded. Recordings of the interviews were transcribed and translated into English.

3.5. Data Analysis

Data analysis is one of the key factors in the stage of interpreting data obtained. The survey and interview data were analyzed and interpreted following the data analysis techniques and procedures. For the survey analysis, computerized data analysis of SPSS which is among the most widely used for statistical analysis in social science was applied as Shur-Fen (2006) also argues that SPSS plays an important role for the researchers to test the research questions and evaluating validity and reliability (Conway & Huffcutt, 2003). Factor analysis and reliability tests were conducted to test the reliability and validity of the instrument. Descriptive statistics were used to interpret the data to be able to answer the research questions by describing variables, means and general inclinations in the collected data. Besides, inferential statistics were used to be able to compare and relate three groups in the questionnaire in terms of gender and departmental issues (Creswell, 2012).

The data from the survey was supported by semi-structured interviews. For the interview, qualitative approach was used in order to obtain different range of interviewers' opinions as "it begins with individuals and sets out to understand and interpret their experiences of a particular phenomenon" (Cohen, Manion, &Morrison, 2000).The interview

data was subjected to content analysis. The themes that were generated by the content analysis were used to support the questionnaire data.

CHAPTER IV

4. FINDINGS

4.1. Introduction

Chapter four presents the results and related findings of the study that have been obtained through GEPT anxiety scale (See Apendix 1). The results and the findings are described based on research questions (See section 1.3) and are grouped under three categories using the questionnaire as a basis. The results from the questionnaire were supported by the interview with students. This interview also revealed students' thoughts about some ways to overcome the speaking test anxiety.

4.2. Preparatory School Students' Language Test Anxiety

Descriptive Statistics was conducted for GEPT scale were analysed according to means. Factor analysis revealed three categories: anxiety in General English Proficiency Test (GEPT), anxiety in English Speaking Component in General English Speaking Test (GEPT) and anxiety in Other Skills in General English Proficiency Test (GEPT).

4.2.1. General English Proficiency Test Anxiety

The first category of the questionnaire was aimed to answer the first research question which was *"What is the preparatory school students' general language proficiency test anxiety?"* According to the instructions I gave to the students both as written and oral, they were expected to scale the questions between 1 *"strongly disagree"* and 5 *"strongly agree"* based on the anxiety during speaking test. The results of students' anxiety in General English Proficiency Test are shown in Table 3.

Table 3 presents the mean and standard deviation scores of the items related to students' general English proficiency test anxiety. As the scale has a minimum value of 1 and maximum 5, it is possible to state that no items were below the average, which is 2.5. This might indicate that students in general have anxiety about the test. Even the lowest mean (Item 8) was 2.72, which is above the average. The highest means were observed in item 30 (m=3.35 and 29 m=3.30), which indicates that students are mostly anxious about managing the time and understanding the context.

Table 3

General English Proficiency Test (GEPT) Anxiety

Question Number	Question	Mean	S.D.
4	I feel that my English language abilities are not good.	**3,07**	1,33
8	I am worried that I will make mistakes on easy questions or put answers in the wrong places during GEPT.	2,72	1,32
10	I'm worried that I will have difficulty choosing answers during GEPT.	**3,08**	1,10
11	I am worried that I will remember the information that I had blanked out on during GEPT once I get out of the testing situation.	**3,02**	1,22
18	I expect to have sweaty palms, shaky hands, or other signs of nervousness right before the GEPT.	**3,21**	1,34
24	I expect that my emotional feelings will not interfere with my performance during GEPT.	**2,94**	1,33
29	I'm worried I will not understand the context of the questions that during GEPT.	**3,30**	2,84
30	I'm worried I will not be able to answer the questions in a timely manner during GEPT.	**3,35**	1,75
31	I'm worried I will fail to write the composition within the time allotted during GEPT.	3,08	1,41

Table 4

Distribution of the students' responses to GEPT

Question Number	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	**9**	28	49	24	**16**
8	19	25	34	24	24
10	26	36	29	17	18
11	14	29	44	18	21
18	16	25	30	26	29
24	22	27	35	20	22
29	18	30	30	20	28
30	**18**	22	29	22	**35**
31	25	19	29	27	26

According to item 30 having the highest mean (m=3.08), the students are afraid not to give answers to the questions in a timely manner and in item 31 (m=3.08), they are worried to fail writing the composition in the given time for GEPT. Besides the time managing problem, the students are also worried that they will remember the information that they had blanked out on during GEPT once they get out of the testing situation in item 11 (m=3.02). Item 29 which has the second highest mean (m=3.30), the students think they will not understand the context during GEPT. According to the results shown in Table 4 for item 18 (m=3.21), 55 students in total out of 126 expect to have sweaty palms, shaky hands or other signs of nervousness before GEPT. The number of the students (16) thinking their English abilities are bad is higher than the number of the students (9) thinking their English abilities are good for item 4 (m=3.07). Moreover, the students' expectations about their emotional feelings' effect on their performance is also worrying. In item 24 (m=2.94), 49 students strongly disagree with the statement that their emotions will not interfere with their performance they will show during the GEPT.

Frequency distribution of students responses related to GEPT is presented in Table 4. Although the participants of this study rated the survey on a 5-point Likert scale, the positive responses (strongly agree and agree) and negative responses (strongly disagree and disagree) were calculated together. Accordingly, the highest frequency item, item 30 received 57

positive responses (35 for strongly disagree) and 40 negative responses (18 for strongly agree) which may show us the preparatory school students are anxious if they can finish the exam on time. The second highest frequency item 29 received 48 positive (28 for strongly agree) and 48 negative (18 for strongly disagree) responses which may indicate us that the students are worried not to understand the context of the questions asked in GEPT.

Based on the students' answers, it can be indicated that students are anxious about the general proficiency test. They expect to have some complications such as shaking hands and other sign of anxiety and their emotional feelings will affect them during the exam. Besides, one of the biggest problems the students face with is using the time allotted because they mostly think that they cannot answer the questions in a timely manner and they are afraid to fail to write the composition within the given time for the GEPT.

4.2.2. Students' Test Anxiety in Listening, Reading & Writing Skills

Items related to students' test anxiety in other skills such as listening, reading & writing was also included in the survey. According to the results shown in Table 5, listening part seems to be the one creating anxiety on students the most in item 25 with the highest mean score (m=3.25). While writing section creates anxiety for item 27 (m=3.01), students expect the compositions to be easy in item 34 (m=3.01). However, understanding the reading section is expected by the students for item 35 with a second highest mean score (m=3.21). It is also expected to understand the listening section in GEPT by the preparatory school students according to the answers given in item 33 (m=3.0).

4.2.3. Preparatory School Students' Speaking Test Anxiety

The second category in the survey contained items related to the spoken component of the GEPT. The speaking exam took 15 minutes and consisted of different tasks such as personal questions, compare and contrast questions and role play activities concerning to their curriculum during the academic year of preparatory school. All of the participants need to take at least 50 out of 100 points in total to be able to pass the exam and continue their departments for the next semester.

Students' speaking test anxiety which is my main focus on my study was investigated by the items which were specifically asked about the speaking part. 20 items in the GEPT-TAS survey are related to the students' speaking anxiety as my biggest focus of my study is to scale the speaking test anxiety that was applied for the first time in the preparatory school in

2012. As it is seen in Table 6 for the item 16 in the survey, students state that even though they are prepared for the speaking part in GEPT, they still feel anxious about it with a high mean score (M=3.40). It can be also seen in some of the students' answers in the interview:

I was anxious because it was my first speaking exam I have ever taken. However, I was relaxed, after a while. I was anxious because I was prepared by making practise.

I was very anxious because it was the first time that I took this kind of exam. I was prepared for the exam but my mind went blank. I need to be calm and focus on the question to be able to overcome my anxiety.

According to item 22 (m=3.28) in the survey, students think they will forget what they know because they are anxious. It was presented in Table 7 that 40 students strongly agree and 28 students agree with the idea of "*their mind will go blank during the speaking exam*" has the highest mean (M=3.57) in 6th item of the survey for speaking test anxiety scale, only 9 students strongly disagree with this statement. This situation may also be observed in most of the students' answers in the interview. According to the answers given for the 3rd question of the interview; *"Did your mind go blank during the speaking test?"*, almost every students stated that they forgot the vocabularies or they had difficulty to remember the vocabularies and they were not able to say what they intended to say because of the anxiety they experienced. Some of the students' responses were presented below:

I was very anxious because it was the first time I took such an exam in my life. My mind went blank many times during the speaking test.

I was very anxious because I cannot speak English at all and I experienced such an exam for the first time in my life. I did not feel secure in myself and my mind went blank during the speaking test.

I was very anxious because English is a language that I do not have any clue about. Besides, I never took speaking exam before in my life. My mind went blank and I forgot most of the vocabularies I knew.

I am generally an anxious person. I was anxious because this exam was applied both for the first time and it was in English. My mind went blank because I was anxious and stressed a lot.

I was very anxious. My mind went blank. The questions were too difficult for me. The speaking exam was applied for the first time. Thus I was stressed and panic a lot.

I was very anxious in the beginning. However, I got relaxed after I entered the exam hall. Everybody created tension on me. The word 'exam' is enough to make a person anxious. This is the first time I took a speaking exam in my life. My mind went blank during the exam.

I was so anxious because it was the first time I took an exam like this. I got relaxed after I saw my teachers inside. My mind went blank during the speaking test because of the anxiety.

Regarding to the question in the interview if the students got anxious during the speaking test, 25 students out of 33 agree that they were anxious and stressed. Afterwards, they explained the reasons why they got anxious. The responses were given below:

I was anxious because our speaking performance in the exam will be graded. We were more anxious than usual. I was sometimes successful and sometimes not during the academic year. It is possible that I made wrong sentences because of the anxiety.

I was very anxious at the beginning but my anxiety started to decrease slowly. This exam was exaggerated a lot by the administrative. It was shown us that we took University Entrance Exam (ÖSS).

I was very anxious because the teachers gave so much importance to this exam. My mind went blank because of anxiety. I am not used to this kind of exam.

I was very anxious. I was afraid not to be able to do much. During all the year, we focused on the writing skills and we did not do speaking practise much. As I do not know many vocabularies, I could not speak a lot. This created anxiety on me.

I was anxious at the beginning because I did not study enough. Afterwards, I got relaxed by the help of the teacher.

I was very anxious. There were 3 teachers inside of the exam hall. I was afraid to make mistakes.

Iwas very anxious. Even if I knew my teachers, I cried during the exam. We waited until my anxiety decreased. The reason of my anxiety is that I was afraid not to be able to answer the things I did not know.

The students generally indicated that they never took speaking exam in their lives. Besides the speaking exam was applied for the first time, it was taken in English Language. It

made students more anxious because they did not feel themselves secure in English Language. Answers of the students who took this kind of speaking exam for the first time and got anxious because of their insufficient knowledge of English are shown below:

I was very anxious because I can not speak English and it was the first time that I took this kind of exam. These all made me feel insecure.

I was very anxious because English is a language that I cannot speak and it was the first time that I took this exam. My mind often went blank. I forgot many vocabularies.

I was very anxious at the beginning. After I saw the teachers, I got relaxed. I was anxious because it was the first time that I take such an exam in my life.

I was very anxious. Normally I am an anxious person. This exam being both in English and for the first time made me anxious. My result can be bad.

I was anxious at the beginning because I both took a speaking exam for the first time and I do not speak English very well.

I was anxious because it was the first time that I took a speaking exam. I was afraid because my friend told me the exam was difficult.

I was very anxious. My mind went blank. The questions were difficult for me. This speaking exam was applied for the first time. Thus, I was getting really anxious and stressed.

However, there were some students stating they got calm after they saw their teachers. Because the examiners were their own classroom teachers in the exam halls, it made a positive effect on the students. Here are the responses:

I was very relaxed because I knew all the teachers in the exam. My exam was very good. I believe my grade will be high. My mind sometimes went blank because we do not speak English all the time. I think this exam is an advantage for me. I see that students in the faculties can not speak English and this exam allows only the students who are able to speak English.

I was very anxious because all the teachers gave so much importance to this exam. My mind went blank because of anxiety. I am not used to this kind of exam. However, I got relaxed after I heard the questions. Teachers' attitude is very important. I could be

25

more relaxed when the teacher help me to make the sentences.I believe I will pass this exam. It is an advantage.

Table 5

Test Anxiety in Other Skills

Question Number	Question	Mean	S.D.
25	I'm worried I will feel anxious about the English listening section during GEPT.	**3,25**	1,3
27	I'm worried I will feel anxious about the English writing section that during GEPT.	**3,01**	1,4
28	I'm worried I will feel anxious about the English reading section that during GEPT.	2,94	1,3
32	I'm worried I won't understand every word during GEPT reading.	2,94	1,3
33	I expect it to be easy to understand the listening section of GEPT.	**3,00**	1,30
34	I expect it to be easy to write a composition for the GEPT writing test.	**3,01**	1,2
35	I expect it to be easy to understand the reading section of the GEPT.	**3,21**	1,2

Table 6

Speaking Test Anxiety

Question Number	Question	Mean	S.D.
1	I am worried that I won't pass the speaking part in GEPT.	3,20	1,20
2	I don't believe that I can pass the speaking part in GEPT.	2,99	1,21
3	I think my parents and teachers will be disappointed with my speaking part of GEPT results.	3,03	1,20
5	I feel pressure to pass the speaking part in GEPT before graduation.	3,12	1,20
6	I'm worried that my mind will go blank during the speaking part in GEPT.	**3,57**	1,27
7	I never worry about the speaking part in GEPT.	2,89	1,40
9	I believe that I can do well on the speaking part in GEPT.	3,21	1,19
12	I'm worried that I will find myself thinking of the consequences of failing during the speaking part in GEPT.	3,27	1,32
13	I expect to feel nauseous before the speaking part in GEPT.	2,75	1,44
14	I expect to have trouble sleeping the night before the speaking part in GEPT.	**2,60**	1,41
15	The closer I get to the speaking part in GEPT date, the harder it is for me to concentrate on the material.	3,15	1,27

27

16	I expect to feel uneasy before the speaking part in GEPT.	**3,53**	1,22
17	I expect to feel my heart beating quickly while taking the speaking part in GEPT.	**3,44**	1,26
19	I expect to have butterflies in my stomach before or during the speaking part in GEPT.	3,14	1,36
20	I expect to feel confident and relaxed before taking speaking part in the GEPT.	3,09	1,35
21	Even though I'm prepared for the speaking part in GEPT, I still feel anxious about it.	**3,40**	1,26
22	I'm worried that I will be so nervous that I will forget what I know during the speaking part in GEPT.	**3,28**	1,31
23	I expect to not be able to eat anything before the speaking part in GEPT.	2,78	1,24
26	I'm worried that I will feel anxious about the English speaking section during GEPT.	3,37	1,30
36	I expect it to be easy to answer the speaking section of the GEPT.	3,18	1,17

Table 7

Distribution of the students' responses to speaking test in GEPT

Question Number	Strongly Disagree	Disagree	Neutral	Agree	Disagree
1	10	28	37	29	22
2	13	35	36	24	18
3	11	33	45	15	22
5	14	22	45	25	20
6	9	18	31	28	40
7	29	24	25	28	20
9	13	20	39	34	20
12	15	23	30	29	29
13	35	23	29	17	22
14	36	31	26	13	20
15	16	22	38	27	23
16	7	23	26	36	34
17	10	21	32	30	33
19	17	28	30	22	29
20	21	22	31	28	24
21	11	23	24	40	28
22	13	27	25	33	28
23	25	23	45	18	15
26	12	22	32	27	33
36	9	28	41	27	21

Furthermore, they are restless about the speaking part. According to the distribution of the responses in Table 7,thirty four of the students strongly agree and 36 of the students agree with the statement that they expect to "*feel uneasy*" before the speaking part in General English Proficiency Test (GEPT) in item 16 with the second highest mean (m=3.53). This statement of feeling uneasy about speaking part is seen in the students' responses given in the interview.

I was very anxious because I am trying to learn English. I felt I could not say my name in English. I should have thought while giving the answers, but I encountered some problems. I do not think the result will be good. I reflected my anxiety on the exam.

I was extremely anxious. I believed I did not know anything at the beginning and I felt I would fail. I am mixing everything because of the anxiety.

I was very anxious. I could not speak. Even if speaking exam was not very good, my written exam was good for me. My mind went blank. I mixed the vocabularies.

However, only 7 students strongly disagree with this statement and it shows that some of the students are not anxious before the speaking test while 26 of them are neutral in the survey for item 16. The comments of some students who did not feel anxious or uneasiness before or during the speaking exam are given below from the interview:

I was not anxious because I am normally not an anxious person.

I was very relaxed because I knew all the examiners inside. It was all good for me. Sometimes my mind was stucked because we do not always practise.

I was relaxed because my classroom teacher was inside. My mind never went blank.

4.3. Departments' Effect on English Speaking Test Anxiety

AtCag University, there are three faculties: Faculty of Economics and Administrative Sciences, Faculty of Art and Science, and Law Faculty and nine departments. These departments and the percentages of the participants who completed the survey are shown in Table 7.The one-way analysis of variance (ANOVA) which is one of the statistical techniques to analyse variations was used to see whether there is any significant difference among departments. It was found that there is only four items have the significant difference among all the departments of the students. ANOVA results of these four items are presented in Table 9. To identify where the difference is among the departments, Scheffe test was applied and these difference are presented in Table 10.

In Table 8, Item 1 represents students' worry about failing the speaking part of the final exam. The significant difference for the worry of the students was found with the Law department, as well (F=2.9). For item 2, students' belief not to be able to pass the speaking part of the exam has significance difference again with Law department (F=2.4). As it is seen

in Table 8, item 3 represents the disappointment of the students' parents about the speaking part of the final exam. Anova analysis shows that there is a significant difference between departments related to the item (F=4.0). Accordingly, the disappointment of the parents for the speaking test results was the highest for Law department. The reason why they are the most anxious students about for item 3 may be these students are mostly coming from language departments in high school. Most of them are assumed to have a language background before and their English is expected to be better than any other departments.

Table 8

Departments and the Percentage of the Participants in the Questionnaire

DEPARTMENT	PERCENT
1. Psychology (PSY)	6.5
2. Law (LAW)	7.3
3. Math and Computer Science (MATH)	7.3
4. English Language Teaching (ELT)	9.7
5. Business Managament (MAN)	10.5
6. International Trade (INT)	11.3
7. Tourism and Hotel Management (TRZ)	12.1
8. International Relations (IRE)	12.9
9. International Finance (IFN)	22.6
Total	**100**

According to the results in Table 9, in item 5, significant difference was determined with Law and ELT departments (F=2.3). Significant difference for students feeling pressure to pass the speaking part of the final test was the highest for these 2 departments. Significant relationship between the speaking test anxiety and departments was shown in Table 9. Accordingly, in item 5 significant relationships was found with the Law and ELT department. The ELT students' thought about their parents disappointment in students' speaking part

31

results constitutes the highest mean score in departments effect on speaking test anxiety of the students (M=4.00).

Table 9

Anova Results for Speaking and Department

		Sum of Squares	df	Mean Square	F	Sig.
1. I am worried that I won't pass the speaking part in GEPT.	Between Groups	29,741	8	3,718	2.9	,006
	Within Groups	150,298	117	1,285		
	Total	180,040	125			
2. I think my parents and teachers will be disappointed with my speaking part of GEPT results.	Between Groups	25,787	8	3,223	2.4	,020
	Within Groups	157,205	117	1,344		
	Total	182,992	125			
3. I think my parents and teachers will be disappointed with my speaking part of GEPT results.	Between Groups	38,625	8	4,828	4.0	,000
	Within Groups	141,248	117	1,207		
	Total	179,873	125			
5. I feel pressure to pass the speaking part in GEPT before graduation	Between Groups	24,874	8	3,109	2.3	,024
	Within Groups	156,340	117	1,336		
	Total	181,214	125			

Before the students choose their departments, it is declared in the description in University Entrance Handbooks that all the lessons are taught in English in all departments except Law and Turkish Language and Literature departments where the lessons are taught in the students' native language, Turkish. However, students in law department are provided with %30 English as second foreign language. That can be a reason for why the students think their parents will be disappointed with the speaking part result stated in item 1 which represents the students worry about failing the speaking part of the final exam with the second high mean (M=3.87) since they are not provided English enough comparatively. The common worry of both Law and ELT departments about the pressure they are going to have for failing the speaking test is also shown with a high mean (M=3.87). Students' not to be able to pass speaking exam for item 2 consists of a high mean, as well (M=3.62) for Law department.

4.4. **Gender's** **effect** **on** **speaking** **test** **anxiety** **levels** **of** **the** **students**
While comparing the means of genders (male and female), T-test was used. As it is indicated in Table 11, there is a significant relationship between gender and speaking part in General English Proficiency Test (GEPT). Speaking test anxiety of preparatory school students at Cag University may be related with the gender. The results show us that males *"never"* get worried about the speaking part (M=3.25) in item 7 while they can believe that they can do well on the speaking part (M=3.44) with the highest mean score in item 9.

Responses given for the interview support the assumption that males were much more relaxed comparing to females. According to the interview, female students are more anxious about the speaking component in GEPT comparing to male students in general. While most of the male students were relaxed and comfortable before and during the speaking test, female students were anxious and stressed because of the speaking exam according to interview. Answers of some females about speaking test anxiety are listed as following:

I was very anxious. I was not able to say the vocabularies I intended to say. Even if I knew Turkish meaning of a vocabulary, I could not say that in English.

I was very anxious during the speaking test, because English is the language I am still trying to learn. I do not think the result will be good because my anxiety affected me during the speaking test.

I was anxious because our speaking skill will be graded and I was more anxious than normally. During the whole year, sometimes I was successful and sometimes not. So, this unsteadyless made me stressed.

I was very anxious at the beginning of the test. As I do not speak English very well, I started to think in Turkish. My mind went blank because of the stress.

I was very anxious because I do not speak English and I take this exam for the first time in my life. It was very hard to remember the vocabularies. My brain went blank so many times.

In general, male students are more relaxed comparing to the female students. They mostly state they were not anxious or stressed.

I was very relaxed because I knew all the teachers in the exam hall. There were times that I forgot some vocabularies because we do not always speak English.

However, there are some male students who get anxious, as well. 5 students out of 12 male students in the interview were feeling comfortable while 7 of the male students were anxious during the speaking test. It shows us that more than half of the male students were stressed and felt uneasy about the speaking test. Responses of the male students who were getting anxious are listed below:

I was very anxious, because I do not speak English very well and also this is the first time.

I was very anxious because I took a speaking test for the first time.

Table 10

Departments' effect on Speaking Test Anxiety

Item Number	Item	P value	The highest mean score	Department
1	I am worried that I won't pass the speaking part in GEPT.	.006	3.87	LAW
2	I don't believe that I can pass the speaking part in GEPT.	.020	3.62	LAW
3	I think my parents and teachers will be disappointed with my speaking part of GEPT results.	.000	4.00	ELT
5	I feel pressure to pass the speaking part in GEPT before graduation.	.024	3.87	LAW& ELT

Table 11

Significant relationship between gender and speaking part in General English Proficiency Test (GEPT)

Question Number	Question	P value	The highest mean score	Gender
7	I never worry about the speaking part in GEPT.	.003	3.25	Male
9	I believe that I can do well on the speaking part in GEPT.	.025	3.44	Male

4.5. How do the students think anxiety can be reduced or overcome?

The students were asked how they think they can reduce or overcome the anxiety for the ones who got anxious during the speaking test.16 students state they can overcome the anxiety by practising English a lot as well as by travelling abroad, making foreign friends, and making presentations in English in the classroom. Some of the students' answers are listed as following:

By making a lot of practise in speaking English and making foreign friends, English speaking anxiety can be overcome.

The thing to be done is to do practice speaking English more. During the academic year, more speaking classes should be done.

To be able to overcome the anxiety, English speaking practise should be done and foreign friends should be made.

By doing practise, we can overcome anxiety. This exam is an advantage for me as it will help me in my business life for the future.

This anxiety can be overcome by making practise. I believe this exam is an advantage for me because I will encounter these kind of things all my life.

The thing done to overcome the anxiety is to do practise more. Daily speaking classes should be given. It is an advantage as we are going to speak English in our daily lives.

It is an advantage instpite of everything. It will bring extra point.

To decrease the anxiety, English speaking practise lessons can be done before. It is an advantage because not only grammar will help us, but also speaking will be useful in the working life for the future.

Some of the students think this speaking exam is an advantage for them. The answers were given below:

It is an advantage because the speaking exam is easier than written exam and provides us to be able to Express ourselves. The teacher can give extra point for that.

It is an advantage. Having taken this test will be an advantage for us when we go abroad in the future.

I believe this speaking exam is an advantage. Grammar is harder, but speaking exam brings extra points.

26 students out of 33 think speaking test is a disadvantage for them because their speaking skills will be graded for the final test. However, they think it is an advantage for their future working life as they most probably will have to speak English.The students' comments are listed below:

Speaking exam is disadvantage for us because the results are graded. However, it is actually an advantage for our working life in the future because language does not only consist of grammar.

Speaking exam is an advantage for us. When we start to have job interviews in the future, this speaking exam will be an experience for us.

Speaking exam is a disadvantage for me because I could not speak enough and I was very anxious. It is also an advantage for the working life in the future.

CHAPTER V

5. CONCLUSIONS AND IMPLICATIONS

This chapter contains a summary, discussion of the study and its research findings to research questions. Additionally, this chapter presents the recommendations for further studies based on the collected data.

5.1. Summary of the study

This study investigated speaking test anxiety of final exam of Cag University preparatory school students by means of the collected data via GEPT survey and interview. Quantitative and qualitative methods were used to analyses this study. The participants of this study were 126 preparatory school students for the survey and 33 preparatory school students for the interview at Cag University in 2012-2013 academic years. The survey was administered in order to learn about students' general anxiety about final exam, speaking exam and language skills such as reading, listening and writing. The responses to survey were analyzed quantitatively using SPSS (Statistical Package for the Social Sciences). In order to find out the reliability of the survey, Cronbach's Alpha coefficient was calculated for each item. There were no items reducing the internal consistency of the scales, so no items were omitted. The correlation matrix was also checked to see whether the items in the survey correlate with each other. Finally, factor analysis was conducted to determine the number of the factors to retain for the sub-categories, namely general test anxiety, speaking test anxiety, and other skills anxiety. ANOVA (The One-Way Analysis of Variance) was also used to answer the research questions related with speaking test anxiety and to see if there is any significant difference among the departments regarding the speaking test anxiety items.

5.2. Discussion and Conclusion

Suleimenova (2013) argues that one of the biggest problems that English language learners face is English speaking anxiety starting with the difficulty in speaking in front of public. Possible feelings such as fear of failure, and panicking during speaking activity influence the learners' effort and motivation to learn English. Because of the anxiety and stress, learners necessarily show a poor performance in speaking English. Drawing on this argument, the present study was concerned with the preparatory school students' speaking test anxiety in the final test at the end of the academic year. To achieve this aim, this study focused on five research questions which were discussed below:

Research question 1: What is the preparatory school students' general language proficiency test anxiety?

According to Orbach, Lindsay, & Gray (2007), students' performance is negatively affected by test anxiety in academic test or examinations. It was investigated whether preparatory school students were anxious during the GEPT through research question 1. It can be seen from the answers of the students that they encountered with a problem in completing the test *in a timely manner* as it constitutes the highest mean score (M=3.35). This may result from the students' stress and anxiety that they experienced during the final exam. As a result of the anxiety they had, they could not possibly focus on the questions on the test and they were distracted by negative thoughts. Craig, Brown, & Baum (2000) state that anxiety can result in negative thoughts, conditioned responses, undesired thought patterns, poor coping strategies if it becomes intense.Anxiety which is observed by test takers may block thinking, or may cause a negative effect on planning capacity and performance on tests (Nematullah, Zohreh,&Saeed2009). So, anxiety feelings of the students probably caused them to lose time in the exam. Moreover, preparatory school students' expectations to *have sweaty palms, shaky hands, or other signs of nervousness right before the GEPT* constituted high mean according to the given answers (m=3.21). Gierl & Rogers (1996) state that during the exam, students may live a faster heartbeat, perspire or they may face other physical reactions negatively affecting their feelings toward the test. Then it is possible to presume that there were some students who suffered from the general language test.

Research question 2: What is the preparatory school students' speaking test anxiety?

The speaking test anxiety which was applied for the first time in the preparatory school at Cag University was investigated through research question 2. Besides this, almost all of the students took a speaking exam for the first time in their lives according to the answers given in the interview. Students were worried that *their mind would go blank* and they would forget everything they knew during the speaking exam. The answers given in the interview after the speaking test to support this assumption: the students forgot the vocabulary and everything they knew, and their mind stopped during the exam. Anxiety was the biggest reason of this according to almost all the students who took the speaking test. This was also apparent in the survey results: they were worried to feel nervous and forget what they knew (m=3.28), they felt uneasy about the speaking exam (m= 3.53), and they expected their hearts to beat more quickly during the speaking exam (m= 3.44). They also state that *they feel anxious about the speaking test even if they were prepared for it*. Bekleyen (2009) argues that anxiety becomes a psychological factor that may negatively affect the students' performances in a very important

38

aspect by constructing a mental block against learning foreign language even if they were strongly motivated and prepared a lot.

As a result of students' speaking anxiety, students' expectations about passing the exam decrease. According to the answers given in the interview, students think their speaking exam results will not be good especially comparing to written exam. This may result from their lack of experience in taking such kind of speaking exam before. Almost every student stated that they had not taken any speaking exam before. Most probably, this created a negative effect on the students.

Research question 3: Does gender have an effect on speaking test anxiety levels of the students?

It was investigated whether there is a relationship between gender and speaking test anxiety. The results showed that male students were much more relaxed during the speaking test comparing to female students. According to the answers given in the survey, it was seen that male students *never worried about the speaking part* (m=3.25) and they had the confidence that they *could do well* in speaking test (m=3.44). Interview results also proved that the female students were more anxious (some of them were extremely) so, they forgot or mixed up what they knew. The study of Ozturk & Gurbuz (2012) also supports this finding. They state that female students are more motivated to learn English. However, they are more anxious than males in speaking. This may be due to social prejudice. Males are expected to feel stronger whatever they encounter and females are expected to behave more emotionalto what happens. In his study, Mohammadyari (2012) found out that social expectations about males are that males are more able to be successful and affective in academic life while female students are more prone to anxiety which is seen as a female trait and it causes the female students to have poor performance. From the results, we can conclude that female students got anxious about the speaking test which was applied for the first time at Cag University preparatory school and male students were more relaxed during the speaking test.

Research question 4: Does department have an effect on speaking test anxiety levels of the students?

Students who took the final speaking test belong to 9 different departments. It was investigated whether these departments had an effect on preparatory school students' speaking anxiety. It was found out that compared to other department students, students in law department were more worried about passing the speaking component of the exam (m=3.87). They *felt pressure* to pass the speaking test (m=3.87) and they did not have *belief in themselves to pass it* (m=3.62).Additionally, law and, surprisingly, English Language

Teaching department students worried that *their parents and teachers would be disappointed with their speaking test results* (m=4.00). It shows they do not have the confidence with their English speaking skills. According to these results, some assumptions can be made;

Law and English Language Teaching departments are one of the departments which require high points to be able to enroll the universities. These students are believed to be successful students, especially according to their parents and teachers. So, the possibility of a failure in an exam can cause them to lose their good reputation and in result of this, they are anxious to make their parents and teachers disappointed.

Research question 5: How do the students think anxiety can be reduced or overcome?
In the interview preparatory students were asked how they thought the speaking test anxiety would be reduced or overcome. According to the answers, students agree that lack of practice is a disadvantage for them. They believe they did not have so many chances to practice speaking with anybody. So, they believe they can work on speaking anxiety by involving speaking activities more, making foreign friends, talking to their native teachers and going abroad.

5.3. Implications and Suggestion for Further Research

Based on the findings, speaking should be put more stress in the preparatory schools. Students should be encouraged to speak English by supplying them with more speaking activities both inside and the outside of the classroom. So, they can be more used to speaking the language. Further studies can be conducted in order to understand students' expectations in speaking test by interviewing them before and after to see whether they experience anxiety during the speaking test. This study was limited with the sample being selected only from Cag University Preparatory School students. In further studies, it can be conducted in other universities where English is taught as second foreign language in order to compare how students feel about speaking and being tested at the same time. More speaking test anxiety studies can be conducted in further studies. Apart from the instruments I used in this study, multiple methods of data collection such as observation during the exam and during the whole academic year in some periods could be used to get more detailed information about the students' reaction to speaking.

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7. APPENDICES

7.1. APPENDIX 1: GENERAL ENGLISH PROFICIENCY ANXIETY SCALE

<u>Demographic Information/Demografik Bilgiler</u>

Age/Yaş:

Gender/Cinsiyet: Female/Kadın   Male/Erkek

Department/Bölüm:

General Instructions: I am interested in your anxiety experiences in speaking part in GENERAL ENGLISH PROFICIENCY TEST (GEPT). Please take a few minutes to complete this survey.

 For example, if you strongly agree with the following question, choose number 5

If you agree with the following question, choose number 4

If you neither agree nor disagree, choose number 3

If you disagree, choose number 2

If you strongly disagree, choose number 1

Genel Talimatlar: Sizin hem GENEL İNGİLİZCE YETERLİLİK SINAVI'ndaki GİYS) konuşma testi bölümünde duyacağınız kaygıyı merak etmekteyim. Lütfen bu anketi tamamlamak için bana birkaç dakikanızı ayırınız.

Kesinlikle katılıyorsanız,   5

Katılıyorsanız,   4

Tarafsızsanız,   3

 Katılmıyorsanız,   2

Kesinlikle katılmıyorsanız, 1'i işaretleyiniz.

	Strongly Disagree			Strongly Agree	

1. I am worried that I won't pass the speaking part in GEPT.

1. Genel İngilizce Yeterlilik Sınavındaki konuşma bölümünü geçemeyeceğimden endişe duyuyorum.   1 2   3   4 5

2. I don't believe that I can pass the speaking part in GEPT.

2. Genel İngilizce Yeterlilik Sınavındaki konuşma bölümünü geçeceğime inanmıyorum.   1 2   3   4 5

3. I think my parents and teachers will be disappointed with my speaking part of GEPT results.   1 2   3   4 5

3. Ailemin ve öğretmenlerimin Genel İngilizce Yeterlilik Sınavındaki konuşma bölümünündeki sonuçlarımdan hayal kırıklığı yaşayacağımı düşünüyorum.

4. I feel that my English language abilities are not good.   1 2   3   4 5

4. İngilizce dil becerilerimin iyi olduğunu düşünmüyorum.

5. I feel pressure to pass the speaking part in GEPT before graduation.

5. Hazırlık okulundan mezun olmadan önce Genel İngilizce Yeterlilik Sınavındaki konuşma bölümününü geçebileceğim konusunda baskı hissediyorum.   1 2   3   4 5

6. I'm worried that my mind will go blank during the speaking part in GEPT.   1 2   3   4 5

6. Genel İngilizce Yeterlilik Sınavı konuşma bölümü esnasında bir anda aklımın duracağından kaygı duyuyorum.

7. I never worry about the speaking part in GEPT.   1 2   3   4 5

7. Genel İngilizce Yeterlilik Sınavındaki konuşma bölümünden hiç kaygılanmıyorum.

8. I am worried that I will make mistakes on easy questions or put answers in the wrong places during GEPT.   1 2   3   4 5

8. Genel İngilizce Yeterlilik Sınavı esnasında kolay sorular üzerinde hata yapacağımdan veya cevapları yanlış yerlere koyacağımdan kaygılanıyorum.

9. I believe that I can do well on the speaking part in GEPT.

9. Genel İngilizce Yeterlilik Sınavındaki konuşma bölümünde iyi bir iş çıkaracağıma inanıyorum.   1 2   3   4 5

10. I'm worried that I will have difficulty choosing answers during GEPT.

10. Genel İngilizce Yeterlilik Sınavı esnasında cevapları işaretlerken zorluk yaşayacağımdan kaygı   1 2   3   4 5

duyuyorum.

11. I am worried that I will remember the information that I had blanked out on during GEPT once I get out of the testing situation.   1 2   3   4 5

11. Sınava girdikten sonra Genel İngilizce Yeterlilik Sınavında sildiğim yerlerdeki bilgileri hatırlayacağımdan kaygı duyuyorum.

12. I'm worried that I will find myself thinking of the consequences of failing during the speaking part in GEPT.   1 2   3   4 5

12. Genel İngilizce Yeterlilik Sınavındaki konuşma bölümünde kendimi başarısızlıkla sonuçlanacağımı düşünmek bana kaygı yaşatıyor.

13. I expect to feel nauseous before the speaking part in GEPT.

13. Genel İngilizce Yeterlilik Sınavındaki konuşma 1 2   3   4 5 bölümü testine girmeden önce midemin bulanacağını tahmin ediyorum.

14. I expect to have trouble sleeping the night before the speaking part in GEPT.

14. Genel İngilizce Yeterlilik Sınavındaki konuşma 1 2   3   4 5 bölümü sınavından önce felaket derecede bir uyku uyuyacağımı tahmin ediyorum.

15. The closer I get to the speaking part in GEPT date, the harder it is for me to concentrate on the material.   1 2   3   4 5

15. Genel İngilizce Yeterlilik Sınavındaki konuşma sınavına yaklaştıkça, konsantre olmak zorlaşıyor.

16. I expect to feel uneasy before the speaking part in GEPT.

16. Genel İngilizce Yeterlilik Sınavındaki konuşma 1 2   3   4 5 bölümü sınavından önce huzursuzluk hissedebileceğimi tahmin ediyorum.

17. I expect to feel my heart beating quickly while taking the speaking part in GEPT.

17. Genel İngilizce Yeterlilik Sınavındaki konuşma 1 2   3   4 5 bölümü sınavı esnasında kalp atışlarımın hızlanacağını tahmin ediyorum.

18. I expect to have sweaty palms, shaky hands, or other signs of nervousness right before the GEPT.

18. Genel İngilizce Yeterlilik Sınavından hemen önce 1 2   3   4 5 terleyen avuç içleri, titreyen eller ve diğer gerginlikleri yaşayacağımı tahmin ediyorum.

19. I expect to have butterflies in my stomach before 1 2   3   4 5 orduring the speaking part in GEPT.

19. Genel İngilizce Yeterlilik Sınavındaki konuşma bölümü öncesi veya esnasında aşırı derecede heyecanlı olacağımı tahmin ediyorum.

20. I expect to feel confident and relaxed before
taking speaking part in the GEPT.   1   2   3   4 5
20. Genel İngilizce Yeterlilik Sınavındaki konuşma
bölümüne girmeden once güvende ve rahat
hissedeceğimi tahmin ediyorum.

21. Even though I'm prepared for the speaking part in
GEPT, I still feel anxious about it.
21. Genel İngilizce Yeterlilik Sınavındaki konuşma
bölümüne hazırlanmış olsam bile, kendimi hala 1 2   3   4 5
gergin hissediyorum.

22. I'm worried that I will be so nervous that I will
forget what I know during the speaking part in GEPT. 1 2   3   4 5
22. Genel İngilizce Yeterlilik Sınavındaki konuşma
bölümü esnasında çok gergin olacağımdan dolayı
bildiklerimi unutacağımdan çok kaygı duyuyorum.

23. I expect to not be able to eat anything before the
speaking part in GEPT.   1   2   3   4 5
23. Genel İngilizce Yeterlilik Sınavındaki konuşma
bölümü öncesi bir şey yiyebileceğimi hiç tahmin
etmiyorum.

24. I expect that my emotional feelings will not
interfere
with my performance during GEPT.   1   2   3   4 5
24. Genel İngilizce Yeterlilik Sınavı esnasında
duygusallığımın performansıma yansıyacağını tahmin
etmiyorum.

25. I'm worried I will feel anxious about the English   1 2   3   4   5
listening section during GEPT.
25. Genel İngilizce Yeterlilik Sınavı esnasında
İngilizce dinleme bölümünde kendimi gergin
hissedeceğimden kaygı duyuyorum.

26. I'm worried that I will feel anxious about the
English speaking section during GEPT.   1   2   3   4 5
26. Genel İngilizce Yeterlilik Sınavı esnasında
İngilizce konuşma bölümünde gergin
hissedeceğimden kaygı duyuyorum.

27. I'm worried I will feel anxious about the English
writing section that during GEPT.
27. Genel İngilizce Yeterlilik Sınavı esnasında 1 2   3   4 5
İngilizce yazma bölümünde gergin hissedeceğimden
kaygı duyuyorum.

28. I'm worried I will feel anxious about the English   1 2   3   4 5
reading section that during GEPT.
28. Genel İngilizce Yeterlilik Sınavı esnasında
İngilizce okuma bölümünde gergin olmaktan kaygı
duyuyorum.

29. I'm worried I will not understand the context of the questions that during GEPT.

1 2   3   4 5

29. Genel İngilizce Yeterlilik Sınavı esnasında soruların içeriğini anlamayacağımdan kaygı duyuyorum.

30. I'm worried I will not be able to answer the questions in a timely manner during GEPT.

30. Genel İngilizce Yeterlilik Sınavı esnasında 1 2   3   4 5 sorulara yanıt verirken zamanı yetiştirememekten dolayı kaygı duyuyorum.

31. I'm worried I will fail to write the composition within the time allotted during GEPT.

1 2   3   4 5

31. Genel İngilizce Yeterlilik Sınavı esnasında verilen sürede kompozisyonu yazamamaktan dolayı kaygı duyuyorum.

32. I'm worried I won't understand every word during GEPT reading.

1 2   3   4 5

32. Genel İngilizce Yeterlilik Sınavındaki okuma bölümünde her kelimeyi anlamayamamaktan dolayı kaygı duyuyorum.

33. I expect it to be easy to understand the listening section of GEPT.

1 2   3   4 5

33. Genel İngilizce Yeterlilik Sınavındaki dinleme bölümünde kolaylıkla anlayacağımı tahmin ediyorum.

34. I expect it to be easy to write a composition for the GEPT writing test.

1 2   3   4 5

34. Genel İngilizce Yeterlilik Sınavındaki yazma bölümünün kolay olacağını tahmin ediyorum.

35. I expect it to be easy to understand the reading section of the GEPT.

1 2   3   4 5

35. Genel İngilizce Yeterlilik Sınavındaki okuma bölümünü kolaylıkla anlayacağımı tahmin ediyorum.

36. I expect it to be easy to answer the speaking section of the GEPT.

1 2   3   4 5

36. Genel İngilizce Yeterlilik Sınavındaki konuşma bölümündeki sorulara kolaylıkla cevap vereceğimi tahmin ediyorum.

GEPT: GENERAL ENGLISH PROFICIENCY TEST
GİYS: GENEL İNGİLİZCE YETERLİLİK SINAVI

Adapted from Wang, Y., &Liao, H. (2012, p.67).

7.2. Appendix 2: INTERVIEW QUESTIONS

1) How did you feel during the English Speaking Test? Were you anxious, or relaxed?

2) Did your mind go blank during the English Speaking Test?

3) How do you think you can reduce/overcome your anxiety during the English Speaking Test?

4) What do you think your result will be?

5) Do you think the English Speaking Test is an advantage or disadvantage for you?

7.3. Appendix 3: CORRELATION MATRIX

Rotated Component Matrix^a

	Component								
	1	2	3	4	5	6	7	8	9
Q21	,787	,062	-,047	,093	,120	,051	,016	,170	,194
Q16	,758	-,058	,169	,084	,160	,049	,163	-,046	,094
Q6	,754	-,066	,055	,186	,054	,224	-,074	-,095	,072
Q12	,742	,035	,083	,337	,003	-,009	,221	,116	,069
Q17	,738	,083	,242	-,118	,163	,058	,022	,257	-,019
Q15	,621	-,036	,199	,140	,149	,069	,183	,000	,415
Q18	,618	,056	,292	,269	,125	,116	-,183	,136	-,207
Q22	,613	,112	,267	,039	,132	,122	,303	-,021	-,030
Q26	,608	,076	,397	,159	,198	,022	,090	,091	-,234
Q34	,084	,819	-,010	-,008	,097	-,033	,082	-,079	-,086
Q35	,155	,788	,050	-,022	,277	,089	-,103	,013	-,067
Q36	,022	,784	,006	,183	,058	,081	,003	,127	,243
Q9	-,091	,707	,064	,002	-,174	,035	,057	,228	,102
Q7	-,155	,655	,220	,092	-,195	-,007	,298	-,029	,129
Q33	,098	,597	-,031	,082	,075	,447	,013	-,032	-,028
Q27	,299	,034	,787	,102	-,007	,027	,132	,077	,079
Q23	,051	,126	,669	,088	,257	,245	,245	,039	-,115
Q28	,143	,008	,625	,133	,180	,067	,182	,276	,225
Q25	,472	-,021	,613	,261	,011	,039	-,089	-,053	,119
Q24	,328	,215	,508	,295	,080	,007	-,014	-,074	,345
Q10	,111	,083	,237	,713	,083	,143	,231	,071	,047
Q8	,251	,013	,222	,614	,150	,323	-,249	-,025	,065
Q5	,251	,097	,037	,546	,340	,028	,182	,282	,136
Q13	,426	,105	,155	,532	,130	,002	,252	,135	-,154
Q11	,330	,165	,279	,356	,087	-,041	,156	,255	,299
Q2	,085	,140	-,019	,367	,749	-,063	,105	,008	,093
Q1	,331	,002	,213	-,001	,719	,094	-,111	-,006	-,107
Q3	,239	-,034	,332	,120	,604	,143	,323	,080	,275
Q32	,120	,166	,113	,124	,005	,826	,086	-,014	,015
Q31	,135	-,021	,283	,233	,092	,542	,149	,514	,194
Q19	,416	,135	,151	-,002	,152	,442	,277	,112	-,437
Q14	,191	,173	,244	,218	,006	,167	,708	,014	,030
Q4	,271	,048	,159	,108	,427	,071	,534	-,001	,119
Q29	,086	,098	,091	,103	-,007	-,022	-,055	,819	-,062
Q30	,363	,109	-,024	,078	,030	,399	,132	,447	,310
Q20	,159	,285	,281	,040	,119	,091	,087	,058	,618

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 10 iterations.

7.4. Appendix 4: TOTAL VARIANCE

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,978	30,495	30,495	10,978	30,495	30,495	5,970	16,582	16,582
2	3,496	9,712	40,207	3,496	9,712	40,207	3,556	9,877	26,460
3	1,968	5,467	45,675	1,968	5,467	45,675	3,253	9,037	35,497
4	1,603	4,452	50,126	1,603	4,452	50,126	2,426	6,740	42,237
5	1,509	4,191	54,317	1,509	4,191	54,317	2,272	6,312	48,549
6	1,458	4,049	58,366	1,458	4,049	58,366	1,909	5,303	53,852
7	1,183	3,287	61,653	1,183	3,287	61,653	1,761	4,892	58,744
8	1,118	3,105	64,758	1,118	3,105	64,758	1,642	4,560	63,304
9	1,066	2,961	67,719	1,066	2,961	67,719	1,589	4,415	67,719
10	,942	2,617	70,336						
11	,867	2,409	72,745						
12	,777	2,159	74,904						
13	,736	2,044	76,948						
14	,695	1,931	78,879						
15	,632	1,757	80,636						
16	,588	1,634	82,270						
17	,572	1,589	83,859						
18	,538	1,495	85,354						
19	,483	1,342	86,696						
20	,473	1,315	88,010						
21	,444	1,234	89,245						
22	,402	1,116	90,361						
23	,389	1,080	91,442						
24	,375	1,043	92,484						
25	,314	,871	93,355						
26	,303	,841	94,197						
27	,283	,785	94,981						
28	,270	,751	95,732						
29	,253	,704	96,436						
30	,232	,645	97,081						
31	,216	,601	97,682						
32	,212	,590	98,272						
33	,190	,527	98,799						
34	,167	,464	99,263						
35	,137	,382	99,645						
36	,128	,355	100,000						

Extraction Method: Principal Component Analysis.

7.5. Appendix 5: SCREE PLOT