

To the memory of my beloved father, Sabih Altan Balemir

THE SOURCES OF FOREIGN LANGUAGE SPEAKING ANXIETY AND THE RELATIONSHIP
BETWEEN PROFICIENCY LEVEL AND DEGREE OF FOREIGN LANGUAGE SPEAKING
ANXIETY

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ABSTRACT

THE SOURCES OF FOREIGN LANGUAGE SPEAKING ANXIETY AND THE
RELATIONSHIP BETWEEN PROFICIENCY LEVELS AND DEGREE OF
FOREIGN LANGUAGE SPEAKING ANXIETY

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This study investigated the sources of foreign language speaking anxiety and the relationship between proficiency levels and degree of foreign language speaking anxiety. The study was conducted at Hacettepe University, with the participation of 234 students from the departments of Basic English, Electrical and Electronics Engineering, International Relations and English Linguistics.

Data were collected through a proficiency exam, a questionnaire and interviews. The proficiency exam is an adapted version of the Michigan Test of English Language Proficiency. The questionnaire had two parts. In the second part, the participants were given an adapted version of the Foreign Language Speaking Anxiety

Scale (FLSAS), which was developed by Huang (2004). Afterwards, nine students were selected for participation in the interviews to get a more detailed analysis of the sources of foreign language speaking anxiety.

The analysis of the quantitative data revealed that the participants had a moderate level of foreign language speaking anxiety, and that the level of learners' language proficiency did not play an important role in their degree of foreign language speaking anxiety. The quantitative data also revealed that teaching and testing procedures, personal reasons, and fear of negative evaluation were major anxiety provoking factors. The interview results showed that certain linguistic difficulties were additional sources of foreign language speaking anxiety in this EFL context.

Key words: Foreign language anxiety, foreign language speaking anxiety, language proficiency level.

ÖZET

YABANCI DİL KONUŞMA KAYGISININ NEDENLERİ VE YABANCI DİL KONUŞMA KAYGI DÜZEYİ İLE DİL YETERLİLİK DÜZEYİ ARASINDAKİ İLİŞKİ

Serkan Hasan Balemir

Yüksek lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

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Bu çalışma, yabancı dil konuşma kaygısını nedenlerini ve öğrencilerin dil yeterlilik düzeyleri ile yabancı dil konuşma kaygı düzeylerinin arasındaki ilişkiyi ortaya çıkarmayı amaçlamıştır. Çalışma, 234 öğrencinin katılımıyla Hacettepe Üniversitesi, Temel İngilizce Birimi, Elektrik ve Elektronik Mühendisliği, Uluslararası İlişkiler ve İngiliz Dil Bilimi bölümlerinde gerçekleştirilmiştir.

Veriler, dil yeterlilik sınavı, anketler ve görüşmeler yoluyla toplanmıştır. Dil yeterlilik sınavı Michigan İngiliz Dili Yeterlilik sınavının kısaltılmış bir biçimidir. Öğrencilere verilen anket iki bölümden oluşmaktadır. İlk bölümde, öğrencilerin kişisel bilgileri toplanmıştır. İkinci bölümde, öğrencilere Huang (2004) tarafından geliştirilen Yabancı Dil Konuşma Kaygısı anketinin Türkçe çevirisi verilmiştir. Daha sonra, yabancı dil konuşma kaygısının detaylı incelemesi için dokuz öğrenci ile görüşmeler gerçekleştirilmiştir.

Nicel veri analizinin sonuçları, katılımcıların orta derecede yabancı dil konuşma kaygısına sahip oldukları ve dil yeterlilik düzeylerinin yabancı dil konuşma kaygı düzeyleri üzerinde önemli bir rol oynamadığını ortaya çıkarmıştır. Bununla

birlikte, öğretim ve değerlendirme şekilleri, kişisel nedenler ve olumsuz değerlendirilme korkusu kaygı uyandıran faktörler olarak tespit edilmiştir. Öğrenci görüşmelerinde toplanan veriler ise dilin kendisinden kaynaklanan bazı zorlukların kaygı uyandıran diğer faktörler olduğunu ortaya çıkarmıştır.

Anahtar sözcükler: Yabancı dil kaygısı, Yabancı Dil Konuşma Kaygısı, Dil yeterlilik düzeyi.

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CHAPTER I: INTRODUCTION

Introduction

Language learning is a complex process in which the elements of the affective domain are as important as the elements of the cognitive domain (Brown, 1994). The affective domain, which is associated with the emotions or feelings of human beings, involves certain personality traits or qualities such as self esteem, empathy and introversion (Brown, 1994). In the case of language learning, these qualities may have either facilitating or debilitating effects on the process of language learning (Lightbown & Spada, 2006). One such quality is anxiety, which is an important facet of the affective domain.

When it comes to the relationship between language learning and anxiety, the term foreign language anxiety has been identified by Horwitz, Horwitz and Cope, (1986). Foreign language anxiety can be observed at every stage of the learning process. In language classroom interactions, it becomes particularly obvious because risk taking is an important part of the foreign language classroom, and learners may want to avoid making mistakes, thinking that this could do harm to their self-image, so they may feel anxious and keep silent (Aydın, 2001).

Foreign language anxiety has been investigated in terms of its relationship with certain variables such as motivation, gender or class participation (Zhanibek, 2001). However, the relationship between foreign language speaking anxiety and some other variables, such as language proficiency, is not known (Aydın, 2001). This study primarily aimed to explore the relationship between foreign language speaking anxiety and (L2) “second language” proficiency. The extent to which Turkish EFL learners

experience speaking anxiety and the sources of this speaking anxiety were also investigated.

Background of the study

Spielberger (1983) defined anxiety as “feelings of uneasiness, frustration, self-doubt, apprehension, or worry” (Spielberger, 1983, cited in Wilson, 2006, p. 41).

According to Scovel (1991), anxiety is “a state of apprehension, and a vague fear that is only indirectly associated with an object” (p. 13). In terms of the relationship between anxiety and foreign language learning, Brown (1994) states that people react anxiously to things which involve complex tasks, thinking deep inside that they lack the necessary skills to accomplish them. There is no doubt that most people consider second or foreign language learning to be one of those complex tasks which is difficult to achieve. Therefore, they may tend to show apprehensive behaviors while learning a language.

Based on Brown’s conclusions on the relationship between anxiety and language learning, it is possible to simply define foreign language anxiety as a feeling of inhibition in using the foreign language. In the literature, foreign language anxiety has been defined as “the feeling of tension and apprehension specifically associated with second language learning” (MacIntyre & Gardner, 1994, p. 284). Foreign language anxiety has been measured by both quantitative and qualitative methods. Questionnaires are the typical instruments that are used in quantitative methods. Horwitz et al. (1986) developed a questionnaire called the Foreign Language Classroom Anxiety Scale (FLCAS). The scale addresses the three components of foreign language classroom anxiety: communication apprehension, test anxiety and fear of negative evaluation (Aydin, 2001). In addition to the quantitative methods,

qualitative methods such as diaries and interviews have also been utilized to get some detailed data on the development of foreign language anxiety (Aydın, 2001).

Since many learners show apprehensive behaviors in communication, foreign language anxiety is commonly associated with speaking (Horwitz, Horwitz & Cope, 1991). In this respect, it is possible to suggest that many language learners suffer from foreign language speaking anxiety to some extent. To measure speaking anxiety a specific questionnaire has been developed by Huang (2004), the Foreign Language Speaking Anxiety Scale (FLSAS), adapted from Young's (1990) Foreign Language Anxiety Scale.

In order to understand the factors that may aggravate foreign language speaking anxiety, it is important to understand the nature of speaking as a separate skill in language learning. According to Carter and Nunan (2002), speaking is a productive and interactive skill in which the speaker is actively involved in communication. Carter and Nunan (2002) explain speech production based on Levelt's model of speech production, which suggests that in any act of speech, a speaker has to go through certain stages, which are conceptualization, formulation, articulation and self-monitoring. First, the speaker plans the speech, considering the speech situation, necessary ideas and patterns of discourse. Second, the speaker formulates correct sentences and sound patterns. Next, the sentence is uttered with the help of articulatory organs, and finally, the speaker establishes an inner mind, a kind of self-monitoring to check and correct any mistakes while speaking. These processes require automaticity on the part of the speaker and each stage must be accomplished in a limited time (Carter & Nunan, 2002). Since the ultimate aim of the speaker is to convey meaning

successfully, it can be said that the demanding nature of speaking can be a source of anxiety.

Research has shown that there is a group of additional factors that are found to be anxiety-provoking in speaking classes, falling into four main categories: personal reasons, the teacher's manner in the classroom, learners' beliefs, and testing and teaching procedures (Aydın, 2001).

Personal reasons are identified as self-assessment of speaking ability and self-comparison to others. Self-assessment of ability refers to learners' own positive or negative evaluations of their language skills (Aydın, 2001). The negative self-evaluations of learners may lead them to feel anxious (MacIntyre & Clement, 1997; Price, 1991). In addition to self-evaluating speaking skills, learners sometimes compare their language skills to those of others, which has also been found to be anxiety-provoking (Bailey, 1983; Price, 1991). Bailey's (1983) study revealed that learners' anxiety was aggravated due to their competitive behaviors in the class. Price's (1991) study showed that perfectionist learners had a tendency to be anxious, which was also supported by another study conducted by Gregersen and Horwitz, (2002). They found that highly anxious learners were found to be more perfectionist and more critical of their abilities and those of others.

The teacher's manner in the classroom has been found to play a significant part in anxiety. The teacher's personality and teacher-student relationships are two important factors that may promote anxiety in a language class (Bekleyen, 2004; Cheng, 2005). The teacher's personality as a source of anxiety was also noted by Yan and Horwitz (2008), who conducted a study to examine learners' perceptions of personal and instructional factors that interact with anxiety. This interview study

revealed that students feel less anxious if the teacher has a sense of humor. In these studies, it was also noted that the teachers' good rapport with the students decreases the level of anxiety.

Learners' beliefs are considered to be another anxiety-provoking factor. When learners have some unrealistic ideas about language learning, they may feel anxious. For example, some learners may believe that effective speaking is achieved when they have perfect pronunciation skills (Wilson, 2006). Their attempts to reach this kind of unrealistic goal may make them frustrated and anxious (Aydın, 2001; Cheng, 2005; Ohata, 2005a; Wang, 1998).

With regard to testing and teaching procedures, the most common anxiety-provoking factor has been found to be oral exams (Aydın, 2001; Huang, 2004). While some classroom activities like pair work and group work have been found to be less anxiety-provoking, speaking at the front of the class or oral presentations have been found to be among the major sources of anxiety. For example, in a study conducted by Würde (2003), it was revealed that the students felt anxious in public speaking activities because they think their classmates are critical of their performance. Similarly, Cheng (2005) investigated the relationship between language anxiety and in-class activities and the teacher's behavior and characteristics. The study showed that the most anxiety-provoking activity was making a speech at the front of the class.

In order to explore the other possible factors that may affect language learners' anxiety, some studies have investigated certain variables such as gender, motivation, and time of starting to learn English (Batumlu & Erden, 2007; Dalkılıç, 2001; Huang, 2004). However, these studies, except for Huang's (2004) study, investigated the issue in terms of overall foreign language anxiety. In order to examine the relationship

between foreign language *speaking* anxiety and learning motivation, gender, time of starting to learn English, Huang (2004) conducted a study in a Taiwanese context. The results showed that the female participants were more anxious about speaking than males, and that learners who started to learn English earlier had less speaking anxiety. The study also revealed that learners with higher motivation showed a lower level of speaking anxiety.

In addition, some studies have investigated the relationship between foreign language anxiety and proficiency level, achievement or performance (Batumlu & Erden, 2007; Dalkılıç, 2001; Liu, 2006; Woodrow, 2006). Batumlu and Erden (2007), Dalkılıç (2001) and Liu (2006) found that learners with a lower proficiency level tended to show a higher level of foreign language anxiety. Woodrow (2006) explored the relationship between learners' oral performances and their speaking anxiety in an ESL context. The results revealed that learners with higher second language speaking anxiety tended to be less successful in oral communication, which indicated a pattern similar to the findings of the three studies mentioned above, of higher language anxiety associated with lower levels of success. However, there are a limited number of studies investigating the relationship between foreign language speaking anxiety and general language proficiency level, which would give information about how speaking anxiety manifests itself across the levels of general language proficiency. Saito and Samimy (1996) looked at foreign language speaking anxiety among college learners of Japanese at different proficiency levels. The study showed that the advanced learners of Japanese were more anxious about speaking Japanese than the beginning and intermediate learners, and that the intermediate level students were the least anxious. However, the findings of this study cannot be generalized to Turkish EFL contexts

since the study was conducted with college learners of Japanese with very different learner profiles.

Statement of the problem

The relationship between language anxiety and achievement has received particular attention in the literature (Horwitz, 2001). Learners' achievement in the language learning process is directly related to their proficiency levels because proficiency level indicates how much progress learners have made throughout the process. In terms of the relationship between foreign or second language speaking anxiety and proficiency level, there is some evidence to suggest that anxiety level tends to decrease as the proficiency level increases (Batumlu & Erden, 2007; Dalkılıç, 2001; Liu, 2006). However, this may not be the case for foreign language speaking anxiety (Saito & Samimy, 1996). Therefore, more studies are needed in order to gather more conclusive evidence to understand the relationship between proficiency level and foreign language speaking anxiety.

At Hacettepe University, in the department of Basic English, students are taught speaking in an integrated program at different proficiency levels, and freshmen students take a course in speaking and oral presentation skills. It has been observed by myself and my colleagues that some students are more willing to participate in the speaking classes than others across different proficiency levels. It is speculated that one explanation for this lack of participation may be speaking anxiety. Therefore, this study aimed to look at the potential sources of EFL speaking anxiety, and the role the learners' L2 proficiency levels may play in their degree of speaking anxiety at Hacettepe University.

Research questions

In this study, the following questions will be addressed:

1. What is the level of speaking anxiety among Turkish EFL learners?
2. What is the relationship between learners' proficiency levels in L2 and their speaking anxiety in a Turkish EFL context?
3. What are the potential sources of speaking anxiety in a Turkish EFL context?

Significance of the study

By investigating the relationship between the proficiency level of learners in L2 and their speaking anxiety, the study aimed to provide the literature with more data about how EFL learners' overall proficiency level may affect their foreign language speaking anxiety. In other words, the part that learners' proficiency level may play in their degree of speaking anxiety may help to clarify the development of foreign language speaking anxiety.

In addition, although several studies have explored the sources of speaking anxiety in different contexts, this study may contribute to the literature by providing more conclusive evidence for the sources of foreign language speaking anxiety in a Turkish EFL context. It may also provide some classroom implications, from which other EFL contexts having similarities to Turkish EFL contexts may benefit in terms of teaching speaking to EFL learners and dealing with anxiety at different proficiency levels.

The instructors at Hacettepe University, School of Foreign Languages may also benefit from the results of this study to determine more appropriate teaching paths

for different proficiency levels and to help increase student participation in speaking classes.

Conclusion

In this chapter, the background of the study, statement of the problem, research questions, and significance of the study have been presented. The next chapter will review the literature related to the purpose of the study. The third chapter will give detailed information about the methodology, including the setting, participants, instruments, and data collection and analysis procedures of the study. The fourth chapter will present the data analysis procedures and findings. Finally, the fifth chapter will present the discussion of the findings, limitations of the study, suggestions for further research, and pedagogical implications.

CHAPTER II: LITERATURE REVIEW

Introduction

This research study investigated the relationship between learners' speaking anxiety and their proficiency level in L2. This chapter reviews the literature on speaking anxiety in three sections. In the first section, several definitions of anxiety and types of anxiety will be reviewed. The second section covers foreign language anxiety. The third section analyzes foreign language speaking anxiety, discusses the sources of foreign language speaking anxiety, and reviews the literature on the sources of foreign language speaking anxiety.

What is anxiety?

Anxiety is such a complex issue that researchers have been unable to agree on a concise definition (Zhanibek, 2001). Anxiety has been defined as “an emotional response to a threat to some value that the individual holds essential to his existence as a personality” (May, 1977, cited in Bekleyen, 2004, p. 50). In another definition, it has been called “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, cited in Horwitz et al. p. 27). Similarly, Scovel defines anxiety as an emotional state of “apprehension, a vague fear that is only indirectly associated with an object” (Scovel, 1978, cited in Cheng, 2005, p. 8).

The definitions of anxiety that have been proposed by several scholars have some common characteristics: the state of apprehension, fear, tension and feelings of uneasiness (Brown, 1994; Horwitz et al. 1991; Scovel, 1991). Ehrman (1996) states that these characteristics are associated with individuals' negative evaluations of their actions. For some reason, they become failure oriented, feel inhibited and avoid

performing tasks such as doing homework, taking an exam and even speaking in class. In some cases, people may feel anxious in specific situations or they may experience anxiety in every stage of the learning process.

Types of anxiety

The literature specifies one type of anxiety that comes from personality characteristics, which is called trait anxiety. Some people tend to be anxious in every situation, and this anxiety is permanent and stable; in other words, it is a personality trait (Brown, 1994). Trait anxiety is defined as an individual's anxiety proneness as a reaction to almost every situation (Philips, 1992). Research has shown that trait anxiety negatively affects people's memory and other cognitive features (MacIntyre & Gardner, 1991). Another type of anxiety is state anxiety, which comes from the conditions in a particular situation. Young (1991) emphasizes that it is not a permanent feature, and it is a reaction that is triggered by the conditions of a particular situation. Brown (1994) also explains that it is a type of anxiety that is temporarily aggravated by a stimulus.

Aydin (2001) points out a strong correlation between state and trait anxiety, adding that people having trait anxiety are more likely to have state anxiety. However, MacIntyre and Gardner (1991) state that people may have the same trait anxiety scores but their reactions may be different in different situations. For example, in a study conducted by MacIntyre and Gardner (1991), two subjects having the same trait anxiety scores were compared in terms of their responses to the social situations given in the subscales of the fictitious trait anxiety scale. The situations were written tests or exams, novel situations and dangerous circumstances. It was found that the first subject did not feel anxious in written exams, but felt nervous in social situations. In

contrast, the second subject felt anxious in written exams but did not feel anxious in social situations. For novel and dangerous situations, they had the same score.

In the literature, another type of anxiety, which is called situation specific anxiety, has been identified (Woodrow, 2006). Situation specific anxiety is anxiety caused by the conditions of a particular situation (Wang, 1998). In the case of language learning, situation specific anxiety refers to apprehension caused by learners' inadequate knowledge of language (MacIntyre & Gardner, 1991). Foreign language anxiety is considered to be situation specific anxiety because in the process of language learning, situation specific anxiety recurs every time the learner attempts to use the language. Public speaking, participating in class activities and written exams are some cases in which situation specific anxiety may be observed (Zhanibek, 2001).

Another distinction is made between two other types of anxiety: facilitating and debilitating anxiety. Brown (1994) points out that facilitative anxiety has a positive effect on a learner accomplishing a task. He further states that being a little anxious motivates a person to continue performing the action. Scovel (1991) agrees on the definition of facilitative anxiety in the sense that it has a motivating role. The motivating role of facilitative anxiety is exemplified by Ehrman (1996): "When I have a writing task, I generate a little anxiety to get me out of my natural tendency to procrastinate. Just enough anxiety, but no more than needed" (p. 148). This motivating role is partly associated with being a competitive language learner, which is reflected in learners' diaries (Bailey, 1983, cited in Zhanibek, 2001). A detailed analysis of learners' diaries in Bailey's (1983) study revealed that some learners' self comparison to others created a facilitative anxiety, and they studied more when they noticed that their peers performed better. This is called positive competitiveness. However, when

the self comparison interfered with learning or caused a negative competitiveness, it created a debilitating anxiety (Zhanibek, 2001). Indeed, debilitating anxiety means having some negative feelings that inhibit a learner from performing a task (Wilson, 2006). That is, learners get frustrated by some unpleasant feelings, and this frustration results in failure (Zhanibek, 2001).

The notion of facilitative anxiety has brought some researchers into conflict with other researchers. Some believe that anxiety has no motivating role at all (Ehrman, 1996), arguing that anxiety has only a debilitating role. For example, Horwitz, Horwitz and Cope (1986) accept that facilitating anxiety has a small role in easier tasks but do not accept its role in the case of language learning. The next section will look at foreign language anxiety in a more detailed way.

Foreign language anxiety

In the case of language learning, it has been observed that many people fail to learn the language, even though they are successful in other learning experiences. It is known that some people have an anxiety reaction against learning the language (Horwitz et al., 1991). It can be assumed that this anxiety reaction is developed gradually as learners try hard to make progress. When they see that they cannot make progress, they may have an anxiety reaction against learning the language. Indeed, the question of whether foreign language anxiety is the result of poor language learning or not has been controversial. While some scholars claim that having poor language skills is a cause of anxiety, some claim that anxiety is the cause of poor language learning. For example, Horwitz (2001) came to the conclusion that anxiety is the result of poor language learning. She claims that the nature of second or foreign language learning involves several instances of risk taking, which can negatively affect individuals'

social image. That is, when they make a mistake, they may worry about making an improper social image. Therefore, learners having poor language skills may tend to show apprehensive behaviors. Foreign language anxiety was identified by Horwitz et al, (1986) as a specific syndrome, which stems from three other anxieties: communication apprehension, fear of negative evaluation and test anxiety.

Communication apprehension refers to worry about oral communication (Horwitz et al., 1991). It is associated with both L1 and L2. The basic causes of communication apprehension are some personality traits such as shyness, quietness or reticence. Daly (1991) explains the causes of communication apprehension in a more comprehensive way. Individuals' genetic background might be significant in showing communication apprehension. Second, positive reinforcement of communication behaviors is significant in the prevention of communication apprehension. When individuals' communication behaviors are reinforced positively, they will be more willing to communicate (Aydın, 2001). Conversely, in early childhood negative communication experiences cause a person to have communication apprehension. If children encounter negative reactions constantly in their attempt to use the language, they may show apprehensive behaviors. Research has shown that children who were discouraged from communication tend to be more apprehensive (Daly, 1991). In terms of language learning, Tanveer (2007) discusses this from a behaviorist point of view. He states that when instructors treat students' errors negatively, their fear of making errors will be aggravated. Therefore, any attempt to speak will be hindered, whereas people who were exposed to intensive talking input in their early childhood become less apprehensive (Daly, 1991).

In second or foreign language learning contexts, learners' communication apprehension is aggravated by their peers and teachers' control over their production (Horwitz et al. 1991). Tanveer (2007) conducted an interview study to investigate the potential factors that cause language anxiety in speaking. The results showed that the participants reported anxiety when the classroom had a competitive atmosphere or this competitive atmosphere of the classroom was emphasized by the teacher.

Fear of negative evaluation refers to individuals' worries about what others think about them and believing that these thoughts are usually negative (Horwitz et al. 1991). Some learners regard using the language as a case of being evaluated. When they think that they lack the necessary linguistic competence to express themselves, they are worried about giving an improper social impression about themselves (Aydın, 2001). This results in minimum participation or avoidance of communication.

In a study conducted by Ohata (2005a) to investigate the potential sources of anxiety for Japanese learners of English, it was found that all the participants experienced fear of negative evaluation in the class. Three undergraduate Japanese students majoring in Computer Science, Journalism and Art, and two graduate students majoring in English and Adult Communication were interviewed. The results showed that their comments mainly focused on the negative sides of the classroom atmosphere. Two of the participants reported heart pounding and sweating while answering some questions and the others reported extreme stress during class presentations. Similarly, Kitano (2001) conducted a study to examine the influence of fear of negative evaluation on Japanese students' level of speaking anxiety. The findings indicated that stronger fear of negative evaluation caused higher speaking anxiety.

Test anxiety refers to learners' negative expectations about their performance in an upcoming test (Horwitz et al. 1991). Test anxiety has four different phases: test anticipation, test preparation, the test taking stage and test reaction (Covington, 1985, cited in Aydın, 2001). In the first phase, learners start to evaluate their own preparation, their previous knowledge and the level of difficulty of the test, and predict their chance of success or failure. When they see that they will be likely to fail, they start to feel anxious (Aydın, 2001). In the second phase, they start to prepare for the test, evaluating the effectiveness of their preparation. They associate success with reaching their unrealistic goals so they consider that "anything less than a perfect test performance is a failure" (Covington, 1985, cited in Aydın, 2001, p. 23). During the test taking phase, they feel inhibited and frustrated due to their anxiety and in the last stage, their negative expectations are usually realized (Aydın, 2001).

In addition to the model suggested by Horwitz et al, (1986), another model was suggested by Tobias (1986), who analyzed the effects of anxiety in the three stages of learning: input, processing and output. The input stage is the first stage, in which learners are presented with new information (external stimuli), and they encode this new information, assigning meaning to what they see or hear. Since learners have to process so many things initially, learners' anxiety in the input stage interferes with the other stages (processing and output). They may miss some of the information, and they try hard to make up for the missing input (MacIntyre & Gardner, 1994). MacIntyre and Gardner (1994) point out that rapid speech or written texts which include difficult structures are some typical cases in which learners may have difficulty in encoding information. When learners have difficulty in encoding the new information, they feel

anxious. This is associated with input anxiety, which refers to the fear that a receiver has when perceiving information from auditory or visual sources (Tanveer, 2007).

The processing stage is the second stage, in which learners process input or the information they received in the first stage. Processing involves grouping and storing input. Since anxiety interferes with the cognitive process, the time that learners spend on processing information increases. In the case of language learning, higher anxiety in this stage prevents learners from learning new linguistic forms (Onwuegbuzie, Bailey, & Daley, 2000).

The output stage is the last stage, in which learners attempt to use the information that they have learned (Onwuegbuzie et al., 2000). The success of this stage depends heavily on the input and processing stages (Aydın, 2001). In this stage, anxiety causes learners to retrieve information slowly, though they may have learned the material. The interference of high anxiety at this level results in limited output in learners' spoken and written products.

These three stages are interdependent because learning occurs when each step is successfully accomplished (MacIntyre & Gardner, 1994). For example, if learners have some difficulty in encoding new information in the input stage, they will not be able to process it in the second stage, and this will result in poor performance in the output stage. That the language learning process depends heavily on the successful completion of each stage was further supported by MacIntyre and Gardner, who defined the language learning process as follows:

Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on

both the task at hand and their reactions to it... (MacIntyre & Gardner, 1995, p. 96)

Measuring Foreign Language Anxiety

In the literature, both qualitative and quantitative methods are applied to measure foreign language anxiety (Aydın, 2001). Qualitative methods are varied depending on the purpose of the study. These methods are called self-reports, which include diaries and interviews. Diaries and interviews are usually preferred because they provide comprehensive data on how anxiety is experienced by learners (Aydın, 2001). Diary studies are thought to be particularly important since they enable researchers to see how learners feel in different situations. In diaries, learners usually write about their own experiences openly because they know that their personal information is kept confidential (Aydın, 2001). Interviews also enable researchers to examine the specific things they are interested in.

Quantitative methods involve questionnaires, the results of which are analyzed statistically. The most common anxiety scale is the Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Horwitz et al. (1986). This scale has 33 items, consisting of statements related to communication apprehension, fear of negative evaluation and test anxiety. The scale is in the form of a five point Likert scale in which the responses range from 'strongly agree' to 'strongly disagree'. Researchers measure anxiety by means of the FLCAS or its modified versions depending on the purposes of their studies. In order to investigate the relationship between anxiety and the four language skills, the statements in the FLCAS are usually modified or new scales are developed. For example, in the case of speaking, Woodrow (2006) developed a new Second Language Speaking Anxiety Scale (SLSAS), and

Huang (2004) developed a Foreign Language Speaking Anxiety Scale (FLSAS) based on Young's (1990, cited in Huang, 2004) Foreign Language Anxiety Scale. In order to see the relationship between speaking and anxiety, foreign language speaking anxiety will be discussed in the next section.

Foreign language speaking anxiety

Wilson (2006) states that for many learners speaking is one of the sources of anxiety in language learning. That is, to some extent, many learners suffer from foreign language speaking anxiety, which can simply be defined as the fear of using the language orally. In order to discuss why speaking promotes anxiety for many learners, speaking itself needs to be analyzed.

Speaking as a source of anxiety

Like writing, speaking is a productive skill but the nature of speaking differs from writing in many ways, such as grammatical, lexical and discourse patterns. In its simplest form, speaking can be defined as a productive and an interactive skill (Carter & Nunan, 2002).

From a psycholinguistic point of view, the process that the brain goes through in speaking is analyzed through an information processing model, which was developed by Levelt (1989), and it has four steps: conceptualization, formulation, articulation and self-monitoring. Conceptualization refers to a sort of pre-speaking stage in which the speaker plans what to say. This involves connecting background knowledge to the topic and the conditions in which the speech is made. During formulation, appropriate linguistic forms (words and phrases) are found and they are matched with the correct grammatical markers (affixes, articles, auxiliaries). In the stage of articulation, the speaker articulates every word by means of articulatory

organs and in the last stage, the speaker checks the speech and correct mistakes by self-monitoring. This process is completed in a very short time so it is impossible for the speaker to control all the stages. Therefore, the successful completion of the stages depends on automaticity. In the case of foreign language learning, each stage might cause L2 speakers to have some difficulties due to lack of automaticity (Carter & Nunan, 2002). Huang (1998) conducted a survey study to examine the sources of the difficulties in learning that some students majoring in different fields in the USA might have in speaking classes. It was found that one of the main sources of difficulty was learners' lack of automaticity in using the language in the classroom, which caused them to feel anxious (Huang, 1998).

According to Shumin (1997), learning to speak a foreign language effectively requires one to develop communicative competence. Communicative competence is defined as the ability to “convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, 1994, p. 227). Analyzing the elements of communicative competence enables one to identify the underlying components of L2 speaking proficiency that learners may find difficult (Shumin, 1997). One difficulty of L2 speaking may come from the complexity of communicative competence, in which several other types of competence are involved: grammatical competence, discourse competence, socio-linguistic competence and strategic competence.

Grammatical competence

Grammatical competence refers to a learner's mastery of certain grammatical elements, such as morphology, syntax, vocabulary and mechanics (Shumin, 1997). In speaking, *mechanics* is associated with the sounds, pronunciation, intonation and stress

patterns of a particular language (Scarcella & Oxford, 1992, cited in Shumin, 1997). It can be said that grammatical competence is essential, and it enables learners to develop other types of competence.

Discourse competence

Discourse competence is the knowledge of conveying messages as a coherent whole (Brown, 1994). That is, typical communication involves several instances which require speakers to refer to past and present time, to explain the causes of something or to make a comparison between two things (Shumin, 1997). To be able to connect sentences or ideas logically and meaningfully, speakers should be aware of a variety of discourse markers (Shumin, 1997).

Socio-linguistic competence

Socio-linguistic competence is associated with a learner's ability to decide the appropriate uses of language in accordance with the elements of the social context in which it is used (Brown, 1994). In the case of an interaction, these elements can be related to the closeness of the participants (mother-child or teacher-student), what they know about each other and why they interact (Brown, 1994).

Strategic competence

Strategic competence is the ability of learners to maintain communication despite some deficiencies that they may have (Brown, 1994). That is, learners should be aware of certain strategies and be able to utilize them when they encounter a difficulty in expressing ideas (Brown, 1994). In the case of speaking, these strategies are essential for effective and successful communication.

Other difficulties may come from the features of speaking. One feature is the “on-line nature of speaking” (Bozatlı, 2003, p. 11). As discussed earlier, speakers have to complete the process of speech under time pressure, which increases the risk of making mistakes. When speakers have difficulty in correcting their mistakes (failure in the self-monitoring stage), listeners cannot understand the message, and this can break the communication (Bozatlı, 2003).

The second feature can be connected with the listening side of speaking, which may be a source of difficulty. That is, speaking is a reciprocal skill in which interlocutors take turns as speakers and listeners (Feng, 2007). When the listener has difficulty in understanding what the speaker says, they cannot negotiate meaning (Bozatlı, 2003). This can lead the listener to avoid speaking due to fear of misunderstanding when it is his or her turn to listen. It can be said that the complexity of communicative competence, which requires learners to acquire four different types of competence, as well as certain features of speaking, may cause learners to have difficulties and feel anxious in oral communication.

Tanveer (2007) accepts that lack of adequate linguistic knowledge causes speaking anxiety. He discusses speaking anxiety in a very comprehensive way, considering several psychological and linguistic factors. He states that language learning is a complex process in which learners must master all the necessary linguistic forms effectively. The difficulties that learners may have in mastering the linguistic forms are likely to cause speaking anxiety because the problems that learners have in their grammatical competence are reflected in their communicative competence (Tanveer, 2007). In oral communication, the risk of misunderstanding the message and

making mistakes is high due to poor linguistic knowledge, so learners may think that they will be negatively evaluated by others and may feel anxious (Tanveer, 2007).

From the psychological perspective, learners' information processing and output capacity is limited (Tanveer, 2007). This implies that learners cannot concentrate on processing a great deal of information at one time equally well (Lighthown & Spada, 2006). As discussed earlier, speech is produced through certain stages in the brain. In any act of oral communication, speakers may have some problems in accomplishing this process so they may get frustrated and even feel anxious (Tanveer, 2007). In order to analyze foreign language speaking anxiety in a detailed way, other sources of speaking anxiety should be discussed.

Other sources of foreign language speaking anxiety

Regarding the causes of anxiety in speaking and writing classes, Aydın (2001) conducted a study in a Turkish EFL context. It was found that the learners' personal reasons, the teacher's manner in the classroom, learners' beliefs and the teaching procedures in speaking and writing classes were the four main sources of anxiety.

Personal Reasons

Personal reasons are related with a learner's self-assessment of ability and self-comparison to others. Learners usually evaluate their own capabilities. These evaluations might be positive or negative. Research shows that learners' negative evaluations promote anxiety (Price, 1991). However, if this evaluation is positive, it helps learners to develop their language skills (MacIntyre, Gardner, & Clément, 1997). In the case of speaking, self-assessment of ability refers to self-perception of speaking ability, and it is considered to be a significant anxiety-provoking factor (Kitano, 2001).

In a qualitative study conducted by Price (1991), participants were interviewed to investigate the problem of foreign language anxiety from the learners' point of view. The interviews revealed that the anxious students thought they lacked the necessary language aptitude, and that they were not satisfied by their performances in the class.

MacIntyre et al. (1997) investigated the contribution of language anxiety to self-perceived competence. The participants were asked to complete a language anxiety scale and a modified version of a can-do test, which included some speaking, writing, reading and listening tasks in French. The participants were asked to do each task, and their performances were rated by three bilingual judges. The findings indicated that the participants who declared higher anxiety showed poor performance on the tasks, and that the anxious students tended to evaluate their competence negatively.

In an attempt to discover the sources of the speaking anxiety of college learners of Japanese, 212 students were administered a survey by Kitano (2001). The participants were students taking Japanese courses in two universities in the USA. In order to measure anxiety, a modified version of the Foreign Language Anxiety Scale was used. The students' self-perceived speaking ability was measured by means of the Self Rating Can-do Scales, which were created for the study. One of these scales asked the participants to score their performances on an oral task. The other scale asked the participants to grade their self-perceived Japanese speaking proficiency in pronunciation, fluency, grammatical accuracy and overall speaking skills on a five point Likert scale, ranging from *very good* to *poor*. The results showed that the students with lower self-perceived speaking ability were more anxious than the students with higher self-perceived speaking ability (Kitano, 2001).

Self-comparison to others is associated with learners' competitive behaviors in the class (Aydın, 2001). When learners realize that they have weaker language skills than others, they start to compete with them and this causes them to feel anxious. Yan and Horwitz (2008) conducted an interview study on how language anxiety functions in language learning. At the end of the interviews, the researchers found 12 major affinities related to language anxiety. One of the affinities was the learners' self-comparisons with their peers. The majority of the participants reported comparing their language ability to that of others. For instance, one of the participants said:

When we are doing some exercises, I would feel that others get more things right than I do, and for example, when the teachers are saying something ... Others are more fluent than I am. When I am talking, I am nervous and stuttering. The difference is obvious (Yan & Horwitz, 2008, p. 166)

According to Aydın (2001), learners may also compete with their own performances and this also makes them anxious. The relationship between this type of competition and language anxiety was investigated by Gregersen and Horwitz (2002). They conducted an interview study with four anxious and four non-anxious students to specifically examine the relationship between language anxiety and perfectionism. The study was conducted in two stages. In the first stage, the interviews of eight participants' were video-taped while they were answering five simple conversational questions in English, and in the second stage they were all invited to reflect on their video-taped interviews in Spanish (their native language) one week later. The results showed that all highly anxious learners were perfectionists, and their comments revealed that they had a fear of negative evaluation, meaning that they give importance to their peers' impressions about them. In terms of the concern over errors all four of

the anxious learners noticed their errors and became upset. However, the slightly anxious learners were quite at ease while speaking and evaluating their performance.

Learners' Beliefs

Learners' own beliefs about language learning have also been found to be related to foreign language anxiety and speaking anxiety. Some students may think that particular skills are more important than others in language learning. For example, Ohata (2005a) elaborates that some learners may give more importance to the grammatical structures than pronunciation while some other learners may think that reading is the most important skill. According to Aydın (2001), learners may have unrealistic ideas about language learning, and these ideas could have negative effects on their achievement. That is, if learners' beliefs do not match the real situations, they may start to feel anxious (Ohata, 2005a).

Research shows that learners may have a variety of beliefs in language learning. For instance, a study conducted by Wang (1998) examined Chinese learners' beliefs about learning English. The study revealed that many of the participants believed that English is not a very difficult language to learn (medium difficulty), most of the participants believed in the importance of aptitude in language learning, but that they lacked the aptitude, and the majority of the participants thought that it was necessary to go to an English speaking country to learn the language better.

Research has also shown that learners give more importance to their beliefs than what they are actually able to do in learning the language. Cheng (2001) investigated the relationship between the learners' self-efficacy and giftedness beliefs and second language anxiety. In the literature, self-efficacy is defined as individuals' own evaluations or judgments of their abilities to be successful in performing a

required task (Çubukçu, 2008). It was found that highly anxious learners with low self-efficacy believed in the idea that successful language learners are gifted. It may be that the highly anxious students underestimated their capabilities, and believed that they must be gifted to be successful in language learning.

Teachers' Manner

The studies focusing on the role of teachers in foreign language anxiety and speaking anxiety reveal that the methods of error correction and the teachers' attitudes to students may promote anxiety (Aydın, 2001; Bekleyen, 2004).

Errors are a natural part of the language learning process, and the way the teacher deals with the learners' errors is important because research has shown that learners' sense of self-efficacy in language learning and their motivation are affected by the kind and amount of feedback (positive or negative) they receive (Williams & Burden, 1997, cited in Aydın, 2001).

The contribution of the teacher's harsh manner of error correction has been assumed to be an anxiety-provoking factor, and the studies indicate consistent evidence for this assumption. For example, Aydın (2001) found that the teacher's interruption to correct mistakes was a major concern among Turkish EFL learners. The following statements show how two highly anxious students reported their reactions:

I don't like speaking classes because the teacher interrupts while I am speaking and corrects my mistakes. Then I forget what to say next, don't understand my mistake. When I am interrupted I don't want to talk anymore.

In speaking classes, if the teacher interrupts to correct my mistakes or to ask what I mean, I get confused, and forget everything I know (Aydın, 2001, p. 103)

In addition to the ways of error correction, some attitudes that teachers may have towards students have been found to be anxiety-provoking. For example, Cheng (2005) conducted a study to investigate the role of teachers' manner and characteristics in language anxiety. The results revealed that teachers who were friendly, relaxed and patient were found to reduce anxiety. However, teachers who give unexpected quizzes were found to be anxiety-provoking. In addition, being a poor communicator, unpredictable and rigid were some anxiety-provoking teacher characteristics.

When the teacher ignores the efforts that some students make or only praises successful students, it can cause anxiety (Aydın, 2001). Bekleyen (2004) conducted an interview study on the influence of teachers and peers on foreign language classroom anxiety and found that the level of language anxiety increased due to negative teacher attitudes in the class. For example, one of the students commented on the teacher-student relationship as follows:

I think some teachers classify the students into two groups: successful and unsuccessful. If you are unsuccessful, they look at you rather scornfully (Bekleyen, 2004, p. 55)

Teaching and Testing Procedures

Speaking classes usually involve several different activities such as role plays, pair work or presentations that require learners to participate orally. Research has shown that learners feel rather anxious when they are supposed to speak in front of the teacher and the class, and the majority of learners find giving presentations anxiety-provoking (Aydın, 2001; Woodrow, 2006; Young, 1991). The main reason for getting anxious in giving presentations is "the feeling of conspicuousness and fear of negative evaluation" (Aydın, 2001, p. 111). This was also found in the study conducted by

Cheng (2005). The results indicated that speaking in front of the class was the major anxiety-provoking factor.

In addition to public speaking activities, being called on by the teacher has been found to be another anxiety-provoking situation. In a study conducted by Wörde (2003) to investigate the participants' beliefs about foreign language anxiety, it was found that the participants did not want to be called on by the teacher. Koch and Terell (1991) conducted a study to investigate the techniques and activities that can reduce the amount of anxiety in the class, and they found that the participants did not like being nominated by the teacher, and that they felt more relaxed in group and pair work activities.

In her study examining the sources of foreign language anxiety in speaking and writing classes, Aydın (2001) elaborated the highly and slightly anxious students' different reactions against the speaking activities as follows:

When I am by myself I speak very well, but in the class when the teacher asks me a question, I get confused and cannot speak. I completely forget everything I know. (Highly anxious).

Today I realized that when I speak in the class, I feel a little anxious. I am afraid of making mistakes in front of others. Actually my accuracy is not bad, but I think I need to be more fluent. (Slightly anxious). (Aydın, 2001, p. 107-108)

According to Aydın (2001), both highly and slightly anxious students experienced anxiety in speaking activities but the things they were anxious about were different. While the slightly anxious student worried about fluency, the highly anxious felt nervous about not being able to speak at all in the class.

In addition to teaching procedures, research has shown that most students feel anxious in testing situations due to worrying about getting low marks and not fulfilling their high expectations (Aydın, 2001; Ohata, 2005a). Research has also shown that students with high test anxiety are less successful in language tests. This was revealed in a study by Phillips (1992), who analyzed the effects of language anxiety on oral tests. He found that slightly anxious students performed better than highly anxious students, and they used more complex structures than highly anxious students.

The literature regarding the other possible factors that may affect learners' anxiety and foreign language speaking anxiety indicates that some studies have focused on certain variables such as gender, motivation and time of starting to learn English (Batumlu & Erden, 2007; Dalkılıç, 2001; Huang, 2004; Wilson, 2006). It is noteworthy that these studies, except for Huang's (2004) study, examined these variables in terms of overall foreign language anxiety. Huang (2004) explored the relationship between learning motivation and foreign language speaking anxiety in a Taiwanese context. One of the purposes of the study was to investigate the relationship between foreign language speaking anxiety and gender, learners' time of starting to learn English and their willingness to study after class. The data were collected by distributing the Foreign Language Speaking Anxiety Scale to 502 EFL learners in a university in Taiwan. The results revealed that the female participants were found to be more anxious than male participants, and that the learners who started learning English in kindergarten tended to be less anxious than those who started to learn English in junior high school. In addition, the learners who were more willing to study English after class were less anxious than those who were not.

Wilson (2006) conducted a study with 40 EFL participants at a university in Spain to examine the relationship between language anxiety and certain variables such as age, time of starting to learn English and gender. The data were collected through the Foreign Language Classroom Anxiety Scale and some oral performance criteria. Like Huang's (2004) study, the results revealed that the female participants were more anxious than males. However, there was no significant difference in learners' level of language anxiety in terms of their age or time of starting to learn English.

Some studies have investigated the relationship between foreign language anxiety and proficiency level, achievement or performance (Batumlu & Erden, 2007; Dalkılıç, 2001; Liu, 2006; Llinas & Garau, 2009; MacIntyre et al., 1997; Woodrow, 2006). Most of these studies revealed that there is a negative correlation between language anxiety and learners' proficiency, achievement or performance. For example, Batumlu and Erden (2007) conducted a study to explore the relationship between foreign language anxiety and achievement at a university in Turkey. The participants were chosen from preparatory classes from three different proficiency levels. The data were collected through the Foreign Language Classroom Anxiety Scale. The learners' level of foreign language anxiety was compared to their average scores of the two mid-term exams. The results showed that the learners with lower achievement had a higher level of foreign language anxiety (Batumlu & Erden, 2007).

Dalkılıç (2001) explored the relationship between foreign language anxiety and proficiency at a university in Turkey. First year students who were majoring in the English Language Teaching department participated in the study, and they were given The Michigan Test of English Language Proficiency and the Foreign Language Classroom Anxiety Scale. The results indicated that the students with a higher level of

foreign language anxiety had lower levels of proficiency. This finding was similar to what Batumlu and Erden (2007) found in terms of the relationship between language anxiety and achievement.

Liu (2006) conducted another study in a Chinese EFL context to investigate the relationship between foreign language anxiety and learners' proficiency levels. Liu made use of triangulation of methods: survey, observations, reflective journals and interviews. The participants (430 male and 117 female) were all first year students, taking the course English Listening and Speaking at a university in Beijing, China. Their proficiency level was based on the results of the placement test upon entering the university. In order to measure their anxiety levels the Foreign language Classroom Anxiety Scale was used. In addition, the teachers were asked to observe and record the students in different class activities throughout the semester. The students were also asked to write reflective journals weekly to express their experiences in the class. Finally, some of the students were interviewed to get a more detailed analysis of anxiety. The results of the study showed that the majority of the students reported feeling anxiety while speaking English in the class, and that the students with a higher level of proficiency felt less anxious, similar to the findings of Batumlu and Erden (2007) and Dalkılıç (2001).

Woodrow (2006) conducted a study in an ESL context to investigate the relationship between learners' oral performances and their speaking anxiety. The study was conducted with 275 second language learners. The data were collected through interviews and the Second Language Speaking Anxiety Scale, which was developed by Woodrow (2006). The participants took an IELTS type oral exam, and they were graded according to fluency, language use and pronunciation. The results indicated that

the learners with a higher level of second language speaking anxiety performed worse in the oral exam. Even though this study deals with speaking anxiety and speaking performance, the result of the study reveals a pattern similar to the findings of the studies that have investigated the relationship between foreign language anxiety and proficiency or achievement, that of higher anxiety having a negative effect on performance.

A very different pattern was seen in a study conducted by Llinas and Garau (2009). They also explored the effects of foreign language anxiety on learners of Spanish across three different proficiency levels: beginner, intermediate and advanced. The participants were 134 students taking Spanish courses at a university in the USA. The data were collected through the Foreign Language Classroom Anxiety Scale (FLCAS). The results showed that the advanced level participants were the most anxious and the beginners were the least anxious. In addition, their final grades were compared to analyze how language anxiety affected their course achievement. The results showed a pattern different from those of other studies that investigated the relationship between language anxiety and proficiency or achievement. That is, the advanced level students were the most anxious, and they had higher grades than the other participants. The researchers concluded that this could have been related to the purposes of the advanced students, who aimed to work with Spanish people. That is, for the participants in that context learning Spanish was necessary because they had to use the language in occupational environments. Therefore, they felt more pressure than students who were taking the language course simply as a requirement for graduation.

While there are some studies that have explored the relationship between foreign language anxiety and proficiency, achievement or performance, there are a

limited number of studies that have investigated the issue in terms of foreign language speaking anxiety. Saito and Samimy (1996) investigated the relationship between foreign language speaking anxiety and proficiency level with college learners of Japanese from different proficiency levels. The participants were 257 university students taking Japanese courses in a university in the USA at different proficiency levels: beginning, intermediate and advanced. The data were collected by a questionnaire with six subscales: language class anxiety, language class risk-taking, language class sociability, strength of motivation, attitude towards the Japanese class and concern for grades. The items in the language class anxiety and language class risk-taking scales were directly related to speaking anxiety. The results revealed that the advanced level learners experienced more speaking anxiety than beginning and intermediate level students. The beginning level students were found to be moderately anxious and the intermediate learners were the least anxious. The researchers made a connection with the curriculum in which reading and writing were given more importance than speaking in the advanced level Japanese classes. This may have caused lack of oral practice, as a result of which the advanced level learners might have felt less confident in speaking Japanese. The results of this study cannot be generalized to Turkish EFL contexts since it investigated the issue in terms of Japanese language learners with different learner profiles. To elaborate, those learners were learning Japanese, which is considered to be a language with significant linguistic and/or cultural differences from English (a language with a higher level of difficulty) according to the list of the languages classified by The Foreign Service Institute (FSI) of the US Department of State. In addition, American students learning Japanese in the

USA have fewer opportunities for input and practice than students learning English in Turkey.

In sum, it has been seen that the relationship between speaking anxiety and level of proficiency has not been fully investigated. Foreign language speaking anxiety can be particularly associated with EFL contexts where learners have limited or no chance to use the language (Liu, 2006), and it can be assumed that, like foreign language anxiety, learners' speaking anxiety may decrease as their proficiency level increases. However, research has shown a different tendency in foreign language speaking anxiety across different proficiency levels (Saito & Samimy, 1996). Given that the number of studies that have investigated the relationship between foreign language speaking anxiety and L2 proficiency is limited, more research should be conducted in order to provide the literature with evidence for the possible effects of learners' proficiency level on their degree of foreign language speaking anxiety.

Conclusion

In the literature, it has been found that foreign language anxiety negatively affects the process of language learning, learners' achievement or performances. The sources of foreign language anxiety and speaking anxiety have long been investigated but how foreign language speaking anxiety is experienced across different proficiency levels is not known.

In this chapter, an overview of the literature on anxiety, foreign language anxiety, speaking and the foreign language speaking anxiety was presented. The next chapter will focus on the methodology, in which the setting, participants, the instrument and the procedures of data collection and analysis will be presented.

CHAPTER III: METHODOLOGY

Introduction

This study is a survey study, which aims to examine the level and potential sources of speaking anxiety, and the relationship between speaking anxiety and the participants' level of proficiency in the target language. The study was conducted to investigate the following research questions:

- 1) What is the level of speaking anxiety among Turkish EFL learners?
- 2) What is the relationship between learners' proficiency levels in L2 and their speaking anxiety in a Turkish EFL context?
- 3) What are the potential sources of speaking anxiety in a Turkish EFL context?

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

The Setting and participants

The study was conducted at Hacettepe University, with two groups of students. The participants in the first group (164 students) were chosen from the School of Foreign Languages, Department of Basic English. They were from the intact classes whose teachers permitted the researcher to conduct the study with their students. The participants attend the preparatory class at the School of Foreign Languages. Upon entering the school, they are divided into different proficiency levels - elementary, pre-intermediate and intermediate - in accordance with the results of the placement test, which is given at the beginning of the semester. At the end of the year, they are expected to reach upper-intermediate level.

The Department of Basic English is responsible for providing its students with appropriate conditions to master English language skills that they will need in their academic life. The department is also responsible for preparing its students to express themselves effectively in different occupational and social environments where English is used. The students receive a certain amount of English instruction according to their proficiency levels. Elementary groups take 27 hours of English language courses per week, pre-intermediate groups take 22 hours, and intermediate groups take 20 hours. They study English language skills in an integrated way so they do not have a separate speaking lesson.

The participants in the second group (70 students in total) were 44 first year and 26 second year students, majoring in three different departments: the Department of International Relations, the Department of Electrical and Electronics Engineering and the Department of English Linguistics. These three departments were chosen because the students take a speaking course in their first and second year, and the medium of instruction is 100% English. The participants in this group were also chosen from the intact classes whose teachers allowed the researcher to conduct the study with their students.

The departments of International Relations, Electrical and Electronics Engineering and English Linguistics are all undergraduate programs at Hacettepe University. The language of instruction is English in the three departments. The first year students in the departments of International Relations and Electrical and Electronics Engineering take the courses ENG. 153-Speaking and Oral Presentation Skills I in the fall term, and ENG. 154-Speaking and Oral Presentation Skills II in the spring term. They take these courses for three hours per week. The second year

students in the department of English Linguistics take the courses IDB. 226-Oral Presentation Skills in the spring term. These courses are also taken for three hours per week. The table below illustrates the number of all participants according to their gender and departments.

Gender	The Department of Basic English	English Linguistics	International Relations	Electrical and Electronics Engineering
Male	91	5	8	20
Female	73	21	14	2
Overall	164	26	22	22

Table 1 - Number of students according to departments and gender

Instruments

In this study, three sets of data were collected through three different types of instruments. The first set of data was collected through an English language proficiency test, the second set of data was collected through the questionnaire – the Foreign Language Speaking Anxiety Scale (FLSAS), and the third set of data was collected by interviews.

The proficiency test

Although the participants' proficiency level in the first group (Department of Basic English) had been determined in accordance with the scores of the placement test, they were given another proficiency exam to determine their levels in relation to the participants in the second group. The exam is an adapted version of the Michigan Test of English Language Proficiency. The original test has three sections, listening, reading and grammar, with 150 multiple choice questions in total. Due to time

constraints, the test was shortened and only two sections were used, the reading and the grammar sections. The listening section was excluded in the adapted version for fear that the participants would lose concentration during the test, which would create an imprecise picture of overall proficiency. Moreover, listening is not tested in the placement test, conducted at Hacettepe University due to constraints caused by the physical conditions. Therefore, the elimination of the listening section allowed this proficiency test to reflect the same skills tested on the placement test. The adapted version of this test had 55 questions. The students were given 65 minutes to answer the questions (see Appendix A for a sample grammar and a sample reading comprehension question). In order to pilot the test, five students from each level (in total, 15 students from elementary, intermediate and upper intermediate) were invited to take the test. During piloting, no problems were reported by the students. The piloted proficiency exam showed internal reliability with a Cronbach's alpha of .718.

The Foreign Language Speaking Anxiety Scale (FLSAS)

In order to measure the level of speaking anxiety, the Foreign Language Speaking Anxiety Scale (FLSAS), developed by Huang (2004), was adapted to accord with the purposes of the present study. The original scale had two parts. In the first part, the participants' personal information was collected. The participants were asked to respond to five items on their age, gender, time of starting to learn English, willingness to study English and experience of traveling abroad. The second part of the scale had 24 statements on speaking anxiety. It was in the form of a five-point Likert Scale, in which the responses ranged from one 'strongly disagree' to five 'strongly agree' (See Appendix B for the original version of the FLSAS).

The adapted scale also had two parts. The first part had six items asking for the students' name, department, gender, time of starting to learn English, willingness to study English in general and willingness to study English after class. The second part had 28 statements about foreign language speaking anxiety. In the original scale, some items were not directly related to speaking or speaking anxiety so they were partly changed, and some items were completely changed to get more specific data on the sources of speaking anxiety. The scale was in the form of a five-point Likert Scale, in which the responses ranged from one 'strongly disagree' to five 'strongly agree'. Some of the items were negatively worded and were therefore reverse scored. The higher the score obtained on the scale, the higher the foreign language speaking anxiety.

The scale was translated into Turkish by the researcher to prevent misunderstandings on the part of the participants. The Turkish version was translated back to English by an experienced English language teacher, and this version was compared to the original one by a native English speaker, and some items were revised (see Appendix C for the adapted English version and Appendix D for the Turkish version).

In order to pilot the questionnaire (FLSAS), three students from each proficiency level (in total, nine students from elementary, intermediate and advanced) were invited to fill out the questionnaire so as to eliminate possible misunderstandings on the part of the participants. After the answers had been analyzed by the researcher, some of the items were revised and modified. It took the participants around 15 minutes to complete the questionnaire.

The interviews

In order to get a more detailed analysis of foreign language speaking anxiety, three students from each anxiety and proficiency level, nine students in total, were interviewed. The interview was semi-structured to give the participants more chance to elaborate on the ideas they had. Before the interview, the researcher had prepared ten questions, focusing on the sources of foreign language speaking anxiety. These sources were suggested in the literature review. The interview questions focused on such aspects as the participants' self perceptions of their abilities, teachers' manner and teaching and testing procedures (see Appendix E for the interview questions in English and Appendix F for the interview questions in Turkish).

Data collection procedures

The study was conducted in the spring semester of 2009. To give the proficiency exam and to distribute the questionnaire (FLSAS) to the participants, permission was received from Hacettepe University, the Department of Basic English, and three English medium departments in February, 2009.

In the first week of March, the proficiency exam was conducted by the researcher with 164 students from the Department of Basic English during their class time. The remaining 70 first and second year students from three departments at Hacettepe University were also given the proficiency exam by the researcher in their departments during their class time. The test was graded by the researcher, and in accordance with their scores, the students were categorized into three different proficiency levels: low, average and high.

In the third week of March, 164 students from the Department of Basic English were given the questionnaire (FLSAS) by the researcher outside their class time.

Permission was received from the teachers, and the students were asked to stay in the class for an extra 15-20 minutes to fill out the questionnaire. During the same week, 70 students from three departments were also given the questionnaire by the researcher outside the class time by receiving permission from the teachers, and the students were also asked to stay in the class for 15 - 20 minutes to fill out the questionnaire. In accordance with the scores of the FLSAS, the participants were divided into three groups: highly anxious, moderately anxious and slightly anxious. In the fourth week of March, three highly anxious, three moderately anxious and three slightly anxious participants were randomly chosen and invited to participate in a single session interview by the researcher. The interviews with the participants were conducted in Turkish to avoid misunderstandings, and the interviews were audio-recorded and transcribed by the researcher (see Appendix G for an excerpt of a sample interview in English and Appendix H for the excerpt in Turkish).

Data analysis

In this survey study, the researcher used the Statistic Package for Social Sciences (SPSS) version 11.00 to analyze the data quantitatively. First, in order to analyze the frequency distribution of the participants' answers for each item of the foreign language speaking anxiety scale (FLSAS), descriptive statistics were computed for each item.

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

Thirdly, the interview transcripts were analyzed according to the Constant Comparative Method, which enables a researcher to categorize the information obtained from qualitative data (Aydin, 2001). At the end of this procedure a theory is grounded based on the data. After the participants' comments were transcribed verbatim by the researcher, they were put into categories on the basis of common themes. These themes were further combined into more general categories. By means of these categories (the theory grounded based on the data), the sources of foreign language speaking anxiety were described in this EFL context.

Conclusion

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

CHAPTER IV: DATA ANALYSIS

Overview of the study

The purpose of this study was to investigate the level and the sources of foreign language speaking anxiety. The study was conducted to investigate the following research questions:

- 1) What is the level of speaking anxiety among Turkish EFL learners?
- 2) What is the relationship between learners' proficiency levels in L2 and their speaking anxiety in a Turkish EFL context?
- 3) What are the potential sources of speaking anxiety in a Turkish EFL context?

Two groups of subjects participated in the study. The first group of participants was 164 students, attending the Department of Basic English in the School of Foreign Languages at Hacettepe University, and the second group of participants was 45 first year students, attending the Departments of International Relations, and Electrical and Electronics Engineering, and 25 second year students, attending the Department of English Linguistics.

Three sets of data were collected through three different instruments. The first set of data was collected with a proficiency exam, given to 234 participants in total. The second set of data was collected with a questionnaire, distributed to all participants, and the third set of data was collected through interviews that were conducted with nine participants.

This chapter presents the findings that were obtained from an analysis of these data sets. The chapter has 3 sections for the research findings, presenting each of the 3 research questions in turn.

The level of speaking anxiety among Turkish EFL learners

The modified Foreign Language Speaking Anxiety Scale (FLSAS) was designed to measure the extent to which the participants felt anxious in speaking classes. The questionnaire (FLSAS) had two sections. The six questions in the first section aimed to obtain background information about the participants. The second section had 28 statements about foreign language speaking anxiety. The questionnaire was in the form of a five point Likert scale, ranging from one “strongly disagree” to five “strongly agree”. Since some items were negatively worded, they were reverse scored. Each participant’s total score revealed their level of foreign language speaking anxiety. Since the data were not normally distributed, non-parametric statistical methods were used to analyze the data. The descriptive statistics for the second part of the FLSAS for all 234 participants are given in Table 2.

Measure	No of items	Maximum	Minimum	Median	Mean	Std. Deviation
Speaking Anxiety	28	116	49	87.00	85.93	14.14

Table 2 - Descriptive statistics of the FLSAS scores

Considering that the highest possible score that can be taken from the questionnaire is 140, the mean and the median scores of the participants were a little more than half of the highest possible score ($M: 85.93, Mdn 87.00 > 140/2$), which indicated a moderate level of foreign language speaking anxiety. The anxiety level was also analyzed by computing the overall mean responses of the participants. The next table illustrates the descriptive statistics of the average responses of the participants to the items on the FLSAS.

Measure	Minimum	Maximum	Median	Mean	Std. Deviation
Average Response	1.17	4.21	3.10	3.06	.52063

Table 3 - Descriptive statistics for the FLSAS, average responses

As can be seen in Table 3, the mean and the median scores ($M: 3.06$, $Mdn 3.10$) were more than half of the possible average response ($3.06, 3.10 > 5.00/2$), which also indicates a moderate level of foreign language speaking anxiety. In order to divide the participants into different anxiety levels, a scale was developed according to the average responses of the participants to the items on the FLSAS. In this scale, the participants whose average responses fell between the scores 1.00 and 2.49 (or answers considered to be closer to strongly disagree or disagree) were considered to be slightly anxious, those who scored between 2.50 and 3.49 (or answers considered to be neither agreeing or nor disagreeing) were considered to be moderately anxious, and those who scored between 3.50 and 5.00 (or answers considered to be closer to strongly agree or agree) were considered to be highly anxious. The scale was used to create another scale to divide the participants according to the total speaking anxiety. In this scale, the participants who scored between 28 and 69 were considered to be slightly anxious, those who scored between 70 and 97 were considered to be moderately anxious, and those who scored between 98 and 140 were considered to be highly anxious. The next table illustrates the descriptive statistics of the scores of foreign language speaking anxiety of the slightly, moderately and highly anxious participants.

Anxiety level	Total Scores	Minimum	Maximum	Median	Mean	Std. Deviation
Slightly anxious (N = 32)	Total Score	49	69	64.50	61.16	6.80
	Average Response	1.17	2.46	2.30	2.18	0.30
Moderately anxious (N = 152)	Total Score	70	97	85.00	84.91	7.75
	Average Response	2.50	3.46	3.03	3.02	.28
Highly anxious (N = 50)	Total Score	98	116	103.00	104.26	4.59
	Average Response	3.50	4.21	3.67	3.73	0.18

Table 4 - Descriptive statistics for the FLSAS of the slightly, moderately and highly anxious participants

The median score for the total speaking anxiety was 87.00, and the median average response was 3.10, both of which fall within the range of the moderately anxious participants according to the divisions made based on the scales. As can be seen in Table 4, the majority of the participants (152 out of 234) fall into the moderately anxious level, which also indicates that the overall level of foreign language speaking anxiety is moderate. Therefore, it can be concluded that the level of foreign language speaking anxiety is moderate in this EFL context.

The level of foreign language anxiety was also analyzed in terms of gender and the department of study. The next table illustrates the descriptive statistics for the foreign language speaking anxiety scores according to gender.

Gender	Number	Minimum	Maximum	Median	Mean	Std. Deviation
Female	128	49	116	89.00	88.15	13.72
Male	106	49	113	84.00	83.25	14.23

Table 5 - Descriptive statistics for the FLSAS of the male and female participants

As Table 5 shows, the median of the female participants' foreign language speaking anxiety appears to be a little higher than that of the male participants. Their medians show that both male and female participants are moderately anxious according to the scale that was used to analyze the level of speaking anxiety. In order to analyze the difference between the male and female participants in terms of total speaking anxiety level, a Mann Whitney U test was conducted. The results revealed that the female participants (*Mdn 89.0*) are significantly more anxious than the male participants (*Mdn 84.0*), but the effect size is small ($U = 5439,000$, $p < .01$, $r = -0.17$). Indeed, this finding is in line with that of similar studies (Huang, 2004; Wilson, 2006).

In order to explore why the female participants felt a little more anxious than the males, the frequency percentages of the responses of both groups of participants to the items in the FLSAS were compared. The items with more than ten percentage points difference in combined *agree/strongly agree* between males and females were taken into consideration. The results revealed that the female participants reported a higher level of speaking anxiety for items 5 (In English class, I start to panic when I know I will be graded in oral activities), 11 (If I think my classmates speak English better than me, I am nervous about speaking), 12 (I worry about oral tests in English class), 14 (I get anxious when I cannot express my thoughts effectively while speaking

English), and a reverse scored item (27 During an oral test, I do not feel nervous). It is noteworthy that three of the items are related to oral exams. This might indicate that females are more concerned about success in language learning.

The next table shows the level of foreign language speaking anxiety of the participants according to whether they are studying in the Department of Basic English or in their departments.

Departments	Number	Minimum	Maximum	Mean	Median	Std. Deviation
Dept. of Basic English (Group 1)	164	49	116	85.55	87.00	14.18
Departments (Group 2: International Relations, Engineering, Linguistics)	70	49	114	86.83	87.50	14.09

Table 6 - Descriptive statistics for the FLSAS of the participants from different departments

As can be seen in Table 6, the median score for foreign language speaking anxiety of group 2 appears to be a little higher than that of group 1. In order to analyze the difference between the participants from group 1 (those who were from the Department of Basic English), and the participants from group 2 (those who were from the other departments) in terms of total speaking anxiety level, a Mann Whitney U test was conducted. The results indicated that there was no significant difference between participants from group 2 and those from group 1. This indicates that the first year students (group 2) still appear to suffer from moderate speaking anxiety even though they are expected to be more proficient learners than the learners in the

preparatory program. The responses to the FLSAS were analyzed in terms of the sources of foreign language speaking anxiety, and there was no significant difference between the two groups of participants in their responses to the items related to the sources of speaking anxiety. In other words, they did not identify any particular item as a more or less anxiety provoking situation in the second part of the questionnaire. There was also no significant difference among the three undergraduate departments in terms of the sources of speaking anxiety.

In this section, the participants' total foreign language speaking anxiety scores were analyzed, and their level of speaking anxiety was also analyzed in terms of their gender and departments. In the next section, the relationship between foreign language speaking anxiety and their proficiency level will be analyzed.

The relationship between proficiency level in L2 and speaking anxiety

Although the participants' proficiency levels in the first group (those from the Department of Basic English) had been determined in accordance with the scores of the department's placement test, for this study, they were given a proficiency exam to determine their proficiency levels in relation to the participants in the second group (those from the departments), who also took the proficiency test. The exam had 55 multiple choice questions. In accordance with the results of the proficiency exam, the participants were divided into three proficiency levels: lower proficiency, average proficiency and higher proficiency. The participants who scored between 0 and 19 were considered to be lower proficiency, the participants who scored between 20 and 36 were considered to be average, and those who scored between 37 and 55 were considered to be higher proficiency. These divisions largely matched their divisions

made according to the results of the placement test. The scores of the three groups on the proficiency exam are illustrated in Table 7.

Level of proficiency	Number	Minimum	Maximum	Median	Mean	Std. Deviation
Lower	49	5	19	15.00	13.90	3.34
Average	95	20	36	26.00	27.15	4.85
Higher	90	36	54	44.00	44.23	3.78
Overall Scores	234	5	54	31.00	30.9	12.54

Table 7 - Proficiency exam results of lower, average and higher proficiency participants

As can be seen in Table 7, the majority of the participants fell into the average and higher levels. After dividing the participants into three different proficiency groups, their total foreign language speaking anxiety scores were analyzed. The next table illustrates the descriptive statistics of the total foreign language speaking anxiety scores for all levels.

Level	Minimum	Maximum	Median	Mean	Std. Deviation
Lower	50	116	85.00	85.63	14.05
Average	49	113	87.00	86.00	13.19
Higher	49	114	87.00	86.02	15.27

Table 8 - Descriptive statistics of each proficiency level for the FLSAS

As can be seen in Table 8, the median scores of each proficiency level appear to be almost the same, which suggests that foreign language speaking anxiety level does not vary significantly by proficiency level. In order to investigate the difference among the lower, average and higher level learners in terms of foreign language speaking anxiety, a Kruskal-Wallis test was conducted. The results confirmed that there were no significant differences among the proficiency levels in terms of foreign language speaking anxiety.

As a result of the statistical analysis to investigate the first two research questions, it was found that the overall level of foreign language speaking anxiety was moderate, and that the female participants were slightly more anxious than the male participants. However, there was no significant difference between the participants from the Department of Basic English and the participants from the other departments in terms of foreign language speaking anxiety. It was also found that foreign language speaking anxiety level did not vary significantly by proficiency level in this EFL context. In the next section, the sources of foreign language speaking anxiety will be examined.

The sources of foreign language speaking anxiety

In order to investigate the possible role of some general factors in speaking anxiety, the responses of the participants to the items in the first part of the questionnaire were analyzed. The next table illustrates the descriptive statistics of the participants according to their time of starting to learn English.

Time of Starting to learn English	Number	Minimum	Maximum	Median	Mean	Std. Deviation
Primary School	206	49	116	87.00	85.63	14.18
High School	17	55	110	91.00	88.88	15.56
University	11	69	108	86.00	87.09	11.39

Table 9 - Descriptive statistics for the FLSAS of the participants according to their responses to item 4

As can be seen in Table 9, most of the participants started to learn English in primary school. A Kruskal–Wallis test was conducted to investigate the difference among the three groups of participants in terms of foreign language speaking anxiety. The results revealed that there was no significant difference among the participants who started learning English at primary school, those who started learning English at high school, and those who started to learn English at university. In other words, starting to learn English earlier or later did not play an important role in the participants' level of speaking anxiety.

The next table shows the descriptive statistics for the FLSAS of the participants' responses to item five (Do you like studying English?) in the first part of the questionnaire.

Like Studying English	Number	Minimum	Maximum	Median	Mean	Std. Deviation
Yes	108	51	113	85.50	84.52	14.70
No	29	62	116	88.00	88.28	12.77
Sometimes yes/ Sometimes no	97	49	114	87.00	86.80	13.86

Table 10 - Descriptive statistics for the FLSAS of the participants according to their responses to item 5

Table 10 shows that the number of the participants who did not like studying English is considerably fewer than those who liked studying English, and many of the participants liked studying English at least some of the time. A Kruskal-Wallis test was conducted to investigate the difference among the three groups of participants in terms of foreign language speaking anxiety. The results revealed that there was no significant difference in levels of speaking anxiety among the participants who liked studying English, and the participants who did not like studying English, and those who said *sometimes yes/sometimes no*.

The next table shows the descriptive statistics for the FLSAS of the participants' responses to item six (Do you like studying English after class?) in the first part of the questionnaire.

Like Studying English after class	Number	Minimum	Maximum	Median	Mean	Std. Deviation
Yes	54	49	110	85.00	82.48	16.39
No	55	50	116	87.00	87.24	13.55
Sometimes yes/ Sometimes no	125	51	114	88.00	86.85	13.19

Table 11 - Descriptive statistics for the FLSAS of the participants according to their responses to item 6

As can be seen in Table 11, most of the participants responded that they sometimes liked studying English after class and sometimes did not. A Kruskal-Wallis test was conducted to investigate the difference among the three groups of participants in terms of foreign language speaking anxiety. The results revealed that there was no significant difference among the participants who liked studying English after class, the participants who did not like studying English after class, and those who said *sometimes yes and sometimes no*. It can be said that the participants' willingness to study English in general or after class was not an important factor in their anxiety levels.

In order to investigate the sources of foreign language anxiety, each item in the second section of the FLSAS was analyzed. Since some items were negatively worded, they were reverse scored. The next table illustrates the descriptive statistics of the responses of the slightly, moderately and highly anxious participants to 28 items on the FLSAS.

Slightly anxious N=32				Moderately anxious N=152			Highly anxious N=50		
Item No	Min.	Max.	Median	Min.	Max.	Median	Min.	Max.	Median
1.	1	4	2.00	1	5	4.00	2	5	4.00
2.	1	5	3.50	1	5	4.00	1	5	4.00
3.	1	5	3.50	2	5	4.00	1	5	4.00
4.	1	2	2.00	1	5	2.00	1	5	3.00
5.	1	5	2.00	1	5	4.00	2	5	5.00
6.	1	4	2.00	1	5	2.00	2	5	4.00
7.*	1	5	2.00	1	5	3.00	2	5	4.00
8.	1	4	1.00	1	5	2.00	2	5	4.00
9.	1	2	1.00	1	5	2.00	1	5	2.00
10.	1	4	2.00	1	5	2.00	2	5	4.00
11.	1	4	2.00	1	5	3.00	2	5	4.00
12.	1	4	2.00	1	5	4.00	2	5	4.00
13.	1	5	2.00	1	5	3.00	1	5	4.00
14.	1	5	2.00	1	5	4.00	2	5	4.00
15.	1	5	4.00	1	5	4.00	1	5	4.00
16.*	1	5	2.00	1	5	2.00	1	4	2.00
17.*	1	5	2.00	1	5	3.00	2	5	4.00
18.*	1	4	2.00	1	5	2.00	1	5	3.50
19.*	1	4	2.00	1	5	2.00	1	5	3.00
20.	2	5	4.00	2	5	4.00	1	5	4.00
21.	2	5	4.00	2	5	4.00	2	5	4.00
22.	1	4	2.00	1	5	3.00	1	5	4.00
23.*	1	4	2.00	1	5	2.00	1	5	3.00
24.	1	4	2.00	1	5	3.00	2	5	4.00
25.	1	5	2.00	1	5	3.50	1	5	4.00
26.	1	4	2.00	1	5	2.00	1	5	3.00
27.*	1	4	2.00	2	5	4.00	3	5	4.00
28.	1	4	2.00	1	5	3.00	1	5	4.00

* The items which were reverse scored.

Table 12 - The descriptive statistics of the responses of slightly, moderately and highly anxious participants to 28 items on the FLSAS

As can be seen in Table 12, several questionnaire items have medians of 4.00 or higher, indicating that at least half of the participants in those groups agreed or strongly agreed with those statements. Only three of the questionnaire items for the slightly anxious participants have medians of 4.00 or more. However, the moderately anxious participants consider several of the statements as sources of anxiety, with ten

of the questionnaire items for the moderately anxious participants having medians of 4.00 or more. The highly anxious participants consider most of the statements as sources of anxiety. Twenty of the questionnaire items for the highly anxious participants have medians of 4.00 or more.

In addition to the median scores, the frequency percentages of the responses of the participants for each item were also analyzed. Considering the medians of the responses and the frequency percentages for each item, several items were chosen to analyze for two levels, the moderate and high anxiety levels. Since no particular anxiety-provoking situation was identified by the slightly anxious participants, their responses were not included in this analysis. For the moderately anxious participants, the items with a combined *agree/strongly agree* frequency of 55% and over were chosen for analysis, and for the highly anxious participants, the items with a combined *agree/strongly agree* frequency of 75% and over were chosen to analyze. The items that include a facilitating condition (2, 3, 13, 15, 20 and 21) were not taken into consideration. The next table presents the list of the items that were chosen to analyze for the moderate and high anxiety levels, ranked in descending order.

Moderately Anxious			Highly anxious		
Item No.	Median	%	Item No.	Median	%
14. I get anxious when I cannot express my thoughts effectively while speaking English.	4.00	74.3	5. In English class, I start to panic when I know I will be graded in oral activities.	5.00	94
27*. During an oral test, I do not feel nervous.	4.00	65.8	27*. During an oral test, I do not feel nervous	4.00	96
12. I worry about oral tests in English class.	4.00	65.1	1. I feel anxious while speaking English in class.	4.00	94
1. I feel anxious while speaking English in class.	4.00	64.5	11. If I think my classmates speak English better than me, I am nervous about speaking in oral activities.	4.00	94
			14. I get anxious when I cannot express my thoughts effectively while speaking English.	4.00	92
			25. I stumble when I answer questions in English.	4.00	88
			12. I worry about oral tests in English class	4.00	86
			6. I fear giving a wrong answer while answering questions in English class.	4.00	80
			24. Going to English conversation class makes me more nervous than going to other classes	4.00	78

* The items which were reverse scored.

Table 13 - Median scores and the percentages of the responses to the items that were chosen to analyze for the two anxiety levels

When the sources of speaking anxiety are analyzed based on the list of the highly anxious participants, it can be said that these items indicate the nine major anxiety-provoking situations. The two highest ranked situations are revealed by the results of the responses to items 5 and 27. What these items have in common is that they both focus on oral tests. That is, the majority of the highly anxious participants get anxious due to being graded in oral activities or oral exams. This finding is also supported by the results of the responses to item 12, which is another item about oral tests that appears on the list. The responses to item 1 confirm that the highly anxious participants suffer from speaking anxiety in general, which is consistent with their responses to two other items on the list, 24, feeling nervous about attending conversation class, and 25, stumbling while answering questions in English. When it comes to comparing their speaking abilities to those of others, which is revealed by the results of item 11, it was found that the majority of the highly anxious participants find it anxiety-provoking. The responses to item 14 show that the highly anxious participants feel nervous when they cannot express themselves. This item statement may be related to self-assessment of speaking abilities because to be able to decide that they can express their thoughts effectively, they have to evaluate their own speaking abilities, and negative self-evaluation may result in anxiety. The final anxiety-provoking situation for the highly anxious participants is stated in item 6, regarding fear of giving a wrong answer, which can be connected to the fear of negative evaluation.

For the moderately anxious participants, four anxiety-provoking situations were found. All these situations were also found on the list of the highly anxious participants. The major anxiety-provoking situation is revealed by the results of item

14. This was identified as the fifth source of anxiety by the highly anxious participants. The results indicate that like the highly anxious learners, the moderately anxious participants feel nervous when they self-assess their speaking skills. Another situation that the moderately anxious participants found to be anxiety-provoking is revealed by the results of a reverse scored item 27, which is about oral tests. This situation was seen as the second major anxiety-provoking situation on the list of highly anxious participants. This was followed by item 12, which is also about oral tests. This was identified as the seventh anxiety-provoking situation by the highly anxious participants. The last one is revealed by the results of the responses to item 1, which includes a more general statement about speaking anxiety and was seen as the third item on the list of the highly anxious learners.

When the results of the responses to the FLSAS are further analyzed, it can be said that four different sources of speaking anxiety are identified by the moderately and highly anxious participants. Oral exams are found to be one source as the results of the responses to items 5, 12, and 27 indicate. The second source is related to self-assessment of speaking abilities, which is revealed by the results of the responses to item 14. The third one is self-comparison to others, which is yielded by the results of item 11. The last source is the fear of negative evaluation, which is revealed by the results of item 6. The other items 1, 24 and 25, are thought to be general statements about speaking anxiety. Therefore, they are not classified into a particular category.

In light of the findings, it can be said that the moderately and highly anxious participants' responses to the FLSAS indicate that oral exams, self-assessment of speaking abilities, self-comparison to others, and fear of negative evaluation are major anxiety provoking factors in this EFL context.

In order to analyze the sources of foreign language speaking anxiety more deeply, nine students were interviewed. All nine students were from the Department of Basic English. Three students were randomly chosen from the three levels of proficiency (lower, average and higher) and according to the three levels of speaking anxiety (slightly, moderately and highly anxious). The interview was semi-structured, and the researcher prepared ten questions, focusing on the sources of speaking anxiety. The interviews were conducted in Turkish to avoid misunderstandings, and they were all tape-recorded for transcription purposes. After transcription, the participants' comments were put into categories on the basis of some common themes such as fear of making mistakes, self-assessment of speaking abilities, or the teachers' manner. These themes were further combined into more general categories. The discussion below is based on the responses of the participants to the questions that are directly related to foreign language speaking anxiety.

When the responses to the questions were analyzed, several common points were identified. One of the questions was about what made them nervous about speaking English. Some of the sample responses to this question are as follows:

While speaking English, one of the things that I get nervous about is that I can't remember the words so I can't speak.
Highly anxious, lower proficiency.

Pronunciation and speaking incorrectly. I am afraid of making mistakes. *Highly anxious, average proficiency.*

While speaking English I am afraid of making mistakes and lack of vocabulary makes me nervous *Highly anxious, higher proficiency.*

When the responses of all participants to this question were analyzed, it was found that four of the participants mentioned *lack of vocabulary knowledge*, three of them

mentioned *fear of making mistakes*, and one student mentioned *pronunciation* as the things that make them anxious about speaking English. It is important to note that six of the participants, two of whom were highly anxious, reported *pronunciation* as a weakness in speaking English, and one highly anxious participant reported it both as a weakness and as a factor causing anxiety. Moreover, five of the participants, two of whom were highly anxious, reported *vocabulary* both as a weakness and a source of anxiety, and three highly anxious participants reported it as a source of anxiety. It may be that having difficulties in particular areas of the language can lead learners to show apprehensive behaviors. *Pronunciation* and *vocabulary*, as two problematic features of the language, can be categorized as linguistic difficulties. Therefore, it may be possible that while speaking English, learners may be anxious about speaking due to these linguistic difficulties.

Another question was whether they worried about making mistakes. Three of the students admitted that they worried about *making mistakes*. Their responses to this question are as follows:

Yes, I do because I can't go on talking when I make mistakes.
Highly anxious, average proficiency.

I am afraid of making mistakes and this makes me nervous but I don't give up talking, I try to go on. *Highly anxious, higher proficiency.*

Yes, I am afraid of making mistakes but I try to go on talking even though I make a lot of mistakes. *Slightly anxious, higher proficiency.*

The rest of the students did not report being worried about making mistakes.

The fact that two of these responses come from the highly anxious participants is

consistent with the responses that were given to item 6 (I fear giving a wrong answer while answering questions in English class) in the FLSAS, as the majority of the highly anxious participants reported anxiety because of making mistakes. This was identified as among the nine most anxiety-provoking factors reported by the highly anxious participants. However, it was not among the most anxiety-provoking situations for the slightly or moderately anxious participants in the questionnaire. It is noteworthy that the two higher proficiency students said they tried to go on talking in spite of making mistakes. It may be possible that these students might have felt they had to go on speaking, since giving up speaking may not be an expected behavior from a higher level student.

When they were asked to comment on their teachers' attitudes towards oral mistakes, all of the participants agreed that their teachers were tolerant of their oral mistakes. Some of the representative responses to this question are as follows:

Our teacher never gets angry with us when we make a mistake but she corrects it. *Highly anxious, lower proficiency.*

She is quite encouraging. She doesn't get angry.
Moderately anxious, average proficiency.

Our teacher is not strict about mistakes. *Highly anxious, higher proficiency.*

It is noteworthy that the responses to a reverse scored item (23. I do not feel pressure when my teacher corrects my oral mistakes in class), and to item 9 (Because of being corrected by my teacher, I am afraid of going to the speaking class) in the FLSAS also indicated that the participants did not consider these situations as sources of anxiety. It might be due to their teachers' tolerant attitudes towards their mistakes. This may also give an idea about why most of the participants did not worry about

making mistakes (as a response to the interview question: Do you worry about making mistakes?), which was discussed previously.

Another question asked whether they felt nervous in oral exams and the reason they felt nervous or did not. Six of the participants said that they felt nervous in oral exams, but three of them said they did not. Here are some of their responses:

Yes, I think I feel nervous because I don't think I can express myself effectively. *Highly anxious, lower proficiency.*

Yes, because of getting low marks and I am not good at speaking. *Highly anxious, higher proficiency.*

Yes, because I am afraid of speaking in front of the others. *Slightly anxious, average proficiency.*

Their responses to this question indicate that the majority of the participants worried about oral exams although the reasons they gave varied. Three of the participants mentioned *fear of speaking in front of others*, two mentioned *inadequate speaking abilities*, and one talked about *poor pronunciation*. When their reasons for feeling nervous about oral exams are analyzed, it can be said that *fear of speaking in front of others* may be related to fear of negative evaluation, *inadequate speaking abilities* may be related to self-assessment of abilities and *poor pronunciation* is related to linguistic difficulties. Oral exams were also identified as sources of speaking anxiety in the responses that were given to the FLSAS by both moderately and highly anxious participants. Indeed, the two highest ranked items, 5 (In English class, I start to panic when I know I will be graded in oral activities) and (a reverse scored item) 27 (During an oral test, I do not feel nervous) on the list of the highly anxious participants focused on oral exams.

The next question was about what made them less nervous in a speaking class. Seven of the participants answered the questions with two particular points. Here are some of their sample answers:

I would feel less nervous if there were fewer students in the class. *Slightly anxious, average proficiency.*

Teacher's positive manners towards students make me feel less nervous. *Highly anxious, lower proficiency.*

I feel less nervous when the teacher is positive and less crowded classes make me less nervous, too. *Highly anxious, average proficiency.*

The responses suggest that *less crowded classrooms* and *teacher's positive manner* are two common characteristics of language classes that make some participants less nervous. It may be possible to come to the conclusion that the participants might feel anxious if the teacher had some negative attitudes and/or the classes were more crowded. The latter condition (more crowded conditions) echoes the responses that were given to item 13 (I would feel better about speaking in English if the class were smaller) by the highly anxious participants, whose median response to this item was 4.00.

Other factors that might help to make students less nervous in speaking classes are revealed by several of the items on the FLSAS that included facilitating conditions. Items 2, 3, 13, 15, 20 and 21 included facilitating conditions. For example, the relatively high median (4.00) for item 21 (I don't feel tense in oral tests if I get more practice speaking in class) suggests that all students, regardless of their level of anxiety, felt less anxious about oral tests when they had more practice opportunities in class. The median scores (4.00) for item 2 (I feel less nervous about speaking English

in front of others when I know them) indicate that knowing their interlocutors was a less anxiety-provoking situation for both moderately and highly anxious participants. Furthermore, the median scores (4.00) for item 3 (I feel very relaxed about speaking in English class when I study the planned contents before the class) indicate that both moderately and highly anxious participants felt less anxious when they were prepared for the lesson, which was also revealed by the median scores (4.00) for item 15 (I am more willing to speak in English class when I know the scheduled oral activities). Most of the moderately and highly anxious participants and even the slightly anxious participants felt less anxious in this situation. A final situation with a facilitating condition is described in item 20 (I am more willing to get involved in class when the topics are interesting), the median scores (4.00) of which suggest that most of the moderately, highly and slightly anxious participants tended to show more willingness to speak in class when the topics appealed to their interest. Considering that the opposite conditions in the situations described in items 2, 3, 15, 20 and 21 could make the learners anxious, *being unprepared for speaking classes, not getting enough practice in class* and *not knowing the others* in the class can be regarded as additional speaking anxiety sources. In terms of *boring topics*, it can be said that this is a factor that makes the students unwilling to participate in the lesson, regardless of their level of anxiety.

The responses to the question of whether they compared their speaking skills to those of others revealed that five of the participants compared their speaking skills to those of others. Here are some sample responses:

Yes, I do and it affects me negatively. *Moderately anxious, lower proficiency.*

Yes, but I can't say that there are a lot of people who can speak well. *Moderately anxious, average proficiency.*

I compare my speaking to that of others, it worries me. *Highly anxious, lower proficiency.*

Two of the highly anxious participants admitted that comparing their speaking skills to those of others worried them. The other three participants did not report any signs of anxiety even though they compared their skills to those of others. It could be argued that they might have thought nobody had perfect speaking skills because two participants said that there were no big differences in terms of speaking abilities in the class. However, it is important to note that self-comparison of speaking abilities was identified as one of the sources of anxiety in the analysis of the responses to the FLSAS, which was revealed by the responses of the highly anxious participants to item 11 (If I think my classmates speak English better than me, I am nervous about speaking in oral activities).

Overall, it can be said that several anxiety-provoking factors, some of which were in line with the responses to the FLSAS, were reported by the participants during the interviews. As discussed earlier, as a result of the analysis of the responses to the FLSAS, oral tests, self-assessment of speaking abilities, self-comparison to others, and fear of making mistakes were identified as common sources of anxiety. In addition, the opposite situations with a facilitating condition were identified as other anxiety-provoking situations: *crowded classrooms, being unprepared for the lesson, not getting enough practice in class and not knowing the others.* However, during the interviews, pronunciation, vocabulary, and the teacher's manner were identified as additional sources of anxiety.

It is possible to classify these factors into more general categories. For example, as mentioned earlier, vocabulary and pronunciation can be classified as linguistic difficulties; oral tests, teacher's manner, not getting enough practice in class and crowded classrooms can be categorized as teaching and testing procedures. Self-assessment, self-comparison to others, being unprepared for the lesson and not knowing the others in the classroom can be related to personal reasons, and fear of making mistakes can be classified as fear of negative evaluation. Therefore, it can be concluded that the sources of speaking anxiety were identified as linguistic difficulties, teaching and testing procedures, personal reasons, and fear of negative evaluation, as a result of the analysis of the interview responses in this EFL context.

Conclusion

In this chapter, the procedure of the data analysis was explained and the results were reported based on the data gathered. The results revealed that the level of foreign language speaking anxiety was moderate in this EFL context, the female participants were found to be a little more anxious than male participants, and that the learners' proficiency level did not play an important role in their levels of speaking anxiety. The study also investigated the relationship between foreign language speaking anxiety and other more general factors (time of starting to learn English, whether they like studying English, whether they like studying English after class). The results indicated that there was no statistically significant difference between any of these factors and foreign language speaking anxiety. In terms of the sources of foreign language speaking anxiety, the results revealed that linguistic difficulties, teaching and testing procedures, personal reasons, and fear of negative evaluation, were identified as anxiety-provoking factors in this EFL context.

CHAPTER V: CONCLUSIONS

Introduction

This study aimed to investigate the level and sources of foreign language speaking anxiety, and the relationship between foreign language speaking anxiety and L2 proficiency. The data were collected through three different instruments at Hacettepe University, School of Foreign Languages, Department of Basic English, and the departments of International Relations, Electrical and Electronics Engineering and English Linguistics.

First, a total of 234 EFL learners were given a proficiency exam. All participants were divided into three different proficiency levels (lower, average and higher) in accordance with the results of the proficiency exam. Second, they were given a questionnaire – The Foreign Language Speaking Anxiety Scale (FLSAS), adapted from Huang (2004). Based on the results of the FLSAS, the participants were also divided into three different levels of anxiety (slightly, moderately and highly anxious). Finally, nine students (three students from each proficiency and anxiety level) were interviewed in order to get more detailed data about the sources of foreign language speaking anxiety.

In this chapter, the research findings will be discussed and evaluated, referring to the relevant literature, and the limitations of the study, the pedagogical implications based on the findings, and the suggestions for further studies and overall conclusions will also be presented.

Findings and discussion

What is the level of speaking anxiety among Turkish EFL learners?

The responses of 234 participants to the foreign language speaking anxiety scale (FLSAS) revealed that the participants had a moderate level of foreign language speaking anxiety in this EFL context. This result is in line with those of other studies conducted with Turkish EFL learners (Çakar, 2009; Köse, 2005). Çakar (2009), who investigated the relationship between learners' past experiences and their foreign language anxiety, found that the participants were moderately anxious. Köse (2005) examined the level of foreign language classroom anxiety in a university in Turkey, and the results indicated a closer mean score to Çakar's (2009) study. While the result of the present study is consistent with those of other studies in Turkey that investigated the level of overall language anxiety, it conflicted with the results of Huang's (2004) study, which investigated the level of foreign language speaking anxiety in a Taiwanese context. Huang (2004) found a higher level of speaking anxiety among Taiwanese learners of English. The difference in the level of speaking anxiety might be attributed to the cultural characteristics of both EFL contexts. That is, learners in Huang's EFL context had more fear of negative evaluation, and this might be a result of the cultural characteristics of that EFL context.

The level of foreign language speaking anxiety was also analyzed in terms of gender. The results indicated that the female participants were slightly more anxious than the males. These results are in line with the findings of another study conducted by Wilson (2006), which investigated the relationship between foreign language anxiety and certain variables such as age and gender. The study revealed that the female participants were significantly more anxious than the males. Similarly, Huang

(2004) found that female participants were more anxious than males. Huang (2004) attributes this fact to the cultural characteristics of Taiwanese society, in which females seem to have more fear of negative evaluation. With regard to the findings of the present study, it was found that the female participants felt more anxious than the males in three different situations: self-evaluation of speaking skills, self-comparison to others and oral tests. Therefore, it might be said that the female participants were more critical of their own speaking skills, and with a greater tendency to compare their behaviors to those of others. Aydın (2001) suggests that self-comparison to others causes learners to show more competitive behaviors and feel more anxious. Showing competitive behaviors may be connected to giving more importance to achievement, which means that they want to be more successful. This, in turn, may cause them to be more anxious in oral exams, and also may cause them to evaluate their own speaking abilities. That the female participants were found to be more anxious in these situations than males may be connected to the attitudes of female students towards language learning or achievement. In this sense, the finding may not be considered to come as a surprise. For example, in a study conducted in Turkey to investigate the differences of grammar learning strategies in terms of certain variables, such as gender, proficiency level and achievement, the female participants were found to use certain grammar learning strategies more frequently than males (Gürata, 2008). Gürata attributes this finding to women's desire to be successful. He further states that this desire may stem from their need for "social approval" (p. 66). Similarly, in another study, which was conducted to explore factors influencing pronunciation learning strategies, it was found that the female learners were found to use more pronunciation strategies than males (Berkil, 2008). Berkil suggests that the female participants' greater strategy use in

comparison to males might be due to their learning styles, motivations and attitudes. These findings indicate that, as mentioned earlier, female learners want to be more successful in language learning. Therefore, it may be possible to come to the conclusion that their desire to be more successful makes them more ambitious, which may result in more anxiety. In spite of the findings regarding the attitudes of female learners towards language learning, further research is necessary in order to get more conclusive evidence for suggesting that there is a relationship between gender and foreign language speaking anxiety.

In addition to gender, the level of foreign language speaking anxiety was investigated in terms of the departments of the participants. The results indicated no significant difference between the participants attending the Department of Basic English and the other departments (International Relations, Electrical and Electronics Engineering and English Linguistics) in terms of foreign language speaking anxiety. There was also no significant difference among the three departments (International Relations, Electrical and Electronics Engineering and English Linguistics). In other words, the first year students, who can be expected to be generally more proficient, were not more or less anxious than the participants from the Department of Basic English. Indeed, this supports the finding that the level of proficiency did not play a significant role on the level of speaking anxiety, which will be discussed in the next section.

What is the relationship between learners' proficiency levels in L2 and their speaking anxiety in a Turkish EFL context?

When the results are analyzed in terms of the relationship between foreign language speaking anxiety and proficiency level in L2, it was found that the

proficiency level did not play an important role on the participants' levels of speaking anxiety. That is, the level of L2 proficiency did not have any facilitating or debilitating effects on the level of the learners' speaking anxiety. Yet, similar studies have found certain relationships between language anxiety and proficiency level (Dalkılıç, 2001; Llinas and Garau, 2009; Liu, 2006). Dalkılıç (2001) and Liu (2006) investigated the relationship between foreign language anxiety and proficiency, and found that the level of foreign language anxiety decreased as the level of proficiency increased. For example, Liu's (2006) study revealed that there were significant differences in terms of foreign language anxiety between the advanced and elementary participants. However, Llinas and Garau's (2009) study revealed different results. It was found that advanced level learners of Spanish had the highest level of foreign language anxiety. The researchers attributed this fact to the learners' purposes for learning Spanish, stating that the advanced level learners aimed to work with Spanish people, and felt more obligation to learn the language. The results of the present study also conflict with the results of another study, conducted by Saito and Samimy (1996), which investigated the role of speaking anxiety among college learners of Japanese across different proficiency levels. This study revealed that the advanced level students were the most anxious, the intermediate level students were found to be the least anxious, and the beginning level students were moderately anxious in their attempts to speak Japanese. Saito and Samimy suggested that the reason the advanced learners were found to be the most anxious might be the fact that reading and writing skills in Japanese were given more importance than speaking in the advanced level. This may have reduced the opportunities to speak Japanese. Therefore, the advanced learners may have been more anxious in speaking Japanese.

In this respect, it can be said the result of the present study is new in the literature. The finding that more proficient participants did not feel less anxious in speaking English may be connected to the characteristics of EFL contexts, in which learners have limited or no chance to use the language outside the class. Woodrow (2006) investigated the relationship between proficiency and second language speaking anxiety and found that learners' speaking anxiety decreased as their proficiency level increased. This may largely depend on the characteristics of ESL contexts where learners have more opportunities to improve their oral proficiency. However, EFL learners' oral proficiency might not be developed due to lack of input and practice. The fact that the advanced learners did not show a lower level of speaking anxiety in the present study indicates that their general proficiency may not be a reflection of their oral proficiency. Given that most of the studies have found a negative correlation between foreign language anxiety and the level of proficiency, it appears that the development foreign language speaking anxiety may be different from that of foreign language anxiety. That is, learners' overall proficiency (or being more proficient) does not necessarily help them to overcome their foreign language speaking anxiety.

What are the sources of speaking anxiety in a Turkish EFL context?

The responses of the moderately and highly anxious participants to the second part of the FLSAS revealed four main factors that caused them to feel anxious. First, oral tests were found to be anxiety-provoking by both moderately and highly anxious participants, which is in line with the findings in the literature. For example, Dalkılıç's (2001) study found oral tests as one of the major factors that provoked anxiety in speaking classes. Huang's (2004) study also revealed similar results. The study, which

was conducted in a Taiwanese context, yielded the results that most of the participants reported anxiety in oral tests. Wilson (2006) suggests that oral tests are considered to be anxiety-provoking because they are situations in which learners may feel the three components of language anxiety: communication apprehension, fear of negative evaluation and test anxiety, which were proposed by Horwitz et al. (1986).

Second, self-assessment of speaking abilities was found to be a source of anxiety by both moderately and highly anxious participants. This finding is parallel to those of some other foreign language anxiety studies (Aydın, 2001; Kitano, 2001; McIntyre, Gardner & Clement, 1997; Price, 1991), which revealed that highly anxious learners were not satisfied with their language abilities. The result of the present study may be attributed to the fact that self-assessment of ability becomes an anxiety-provoking factor when learners focus on their deficiencies in their language abilities (Aydın, 2001). In other words, when learners underestimate their language skills or concentrate on the causes of failure, they feel more anxious.

Third, self comparison to others was found to be another anxiety-provoking factor by the highly anxious participants in this EFL context. This result is in line with that of some similar studies (Aydın, 2001; Gregersen & Horwitz, 2002; Yan & Horwitz, 2008), which also revealed the learners' self comparison to others as a source of foreign language anxiety. Aydın (2001) attributes learners' anxiety due to self comparison to others to their competitive behavior. That is, less proficient learners compare their linguistic abilities to those of more proficient learners and start to compete with them, and this competition makes them anxious, which may explain the participants' anxiety in this EFL context.

Finally, fear of negative evaluation was also found to be a source of anxiety by the highly anxious participants. Fear of negative evaluation refers to fear of giving a wrong impression to others, and it is aggravated by the foreign language classroom atmosphere where teachers and peers are usually critical of learners' performances (Horwitz et al., 1991). Therefore, anxious learners fear making mistakes or giving a wrong answer, which was revealed by the present study. This finding is also consistent with the findings of some other foreign language anxiety studies (Kitano, 2001; Ohato, 2005a; Price, 1991).

In addition to the factors revealed by the second part of the questionnaire, the sources of foreign language speaking anxiety were also analyzed in terms of the personal information that was gathered from the first part of the questionnaire. In this part, the participants' time of starting to learn English, and their willingness to study English in general and after class were explored. The results revealed that there was no relationship between speaking anxiety and any of these variables. These results conflict with the findings of a study conducted by Huang (2004). Huang found that the participants who started learning English in kindergarten had a lower level of speaking anxiety than those who started learning English in junior high school. It was also found that those who liked studying English after class had less speaking anxiety than those who did not, due to being more motivated and confident.

In terms of the finding of the present study, it appears that being more willing to study English in general and after class might not have been enough for the learners to improve their speaking skills because it requires extra oral practice. Therefore, unlike the participants in Huang's (2004) study, willingness to study English in general and after class might not have had any effects on their level of speaking anxiety.

Regarding the time of starting to learn English, Huang (2004) suggested that an earlier start in language learning enabled learners to improve their speaking skills, which resulted in a lower level of speaking anxiety. In terms of the finding of the present study, it could be argued that although some participants started learning English earlier than the others, this might not have helped them to improve their speaking skills. This might be related to the quality of English language instruction in Turkish EFL contexts, in which most of the university students who are to attend the preparatory class have poor language skills (Çetinkaya, 2005). That is, even though learners receive a certain amount of English instruction in junior and senior high school, they still have poor language skills. Having poor speaking skills might also be related to crowded classroom conditions (30-35 students in each class) in this EFL context, which may lead to lack of oral practice. Indeed, less crowded classrooms were identified as less anxiety-provoking by the highly anxious participants' responses to the item 13 (I would feel better about speaking in English if the class were smaller) in the FLSAS. The median scores (4.00) for this item showed that they felt less anxious in less crowded classrooms. Large and crowded classrooms were also identified as a source of foreign language anxiety by Yan and Horwitz (2008). In their study, some participants reported that if the class was less crowded, they would feel more relaxed and all students could find a chance to participate in the class.

It is noteworthy to say that, in addition to crowded classes, three other anxiety provoking factors emerged in the responses to the items in the second part of the questionnaire: the teacher's negative manner, being unprepared for speaking classes and not knowing the other class members or interlocutors. The teacher's negative manner was also found to be an anxiety-provoking factor in several studies (Aydın,

2001; Bekleyen, 2004; Yan & Horwitz, 2008; Wörde, 2003). Although the kinds of negative attitudes of teachers varied in these studies, they were considered to be an important factor of anxiety. In terms of being unprepared for speaking classes and not knowing the interlocutors, Huang (2004) found similar results. Most of the participants felt less anxious about speaking when they were prepared for the lesson and knew the others in the class. Bekleyen (2004) also found that being unprepared for the lesson aggravated the foreign language anxiety in the class. It may be that being prepared for the lesson makes learners more confident and motivated so they feel less anxious, and knowing the other class members may be related to fear of negative evaluation. It is possible that when learners know the others in the class they may not care about being negatively evaluated by their classmates.

The interview analysis revealed some similar results to what was found in the analysis of the responses that were given to the FLSAS. In the interviews, oral exams, self-assessment of speaking abilities, self-comparison to others, and fear of negative evaluation were also identified as anxiety-provoking factors, which were discussed earlier. However, there were also additional sources identified: lack of vocabulary knowledge and poor pronunciation, which can be classified as *linguistic difficulties*.

Pronunciation was mentioned as a source of anxiety. It was also identified as a source of anxiety in another study conducted by Tanveer (2007), who investigated the reasons that lead EFL/ESL learners to language anxiety in developing their speaking skills. Tanveer (2007) states that improving pronunciation skills largely depends on the improvement of listening skills. An inadequate amount of time devoted to listening in the language class may cause lack of input. This lack of input may be a problem for EFL learners who do not have opportunities to hear the language outside the class, and

it may result in poor pronunciation (Tanveer, 2007). Furthermore, learners may have difficulties in producing some English sounds with which they are thoroughly unfamiliar, and indeed, this requires a lot of practice (Tanveer, 2007). Considering that the participants from the Department of Basic English receive 20 to 27 hours of English instruction in an integrated course program per week and that only three to four hours per week are allocated to listening, it can be said that they have limited amount of input. Moreover, they do not get a separate pronunciation course.

Pronunciation is taught in an integrated way, which is inadequate for the learners to improve their pronunciation skills. In terms of the first year students, it can be said that they have also a limited amount of input. They take an oral presentation course three hours per week, and half of the instruction time is devoted to listening and pronunciation, which is not enough to improve their pronunciation skills.

With regard to the lack of vocabulary knowledge, Tanveer (2007) revealed similar results to what was found in the present study. The participants reported anxiety due to difficulties in retrieving some vocabulary items, which was also mentioned by some of the participants in the present study. Tanveer (2007) makes a connection with the nature of speaking, which requires people to process a great deal of information at the same time. Unlike writing, speaking has an instantaneous nature, which entails automaticity on the part of learners (Carter & Nunan, 2002). Due to problems with automaticity, learners may not remember the words and thus may not be able to go on speaking, which causes anxiety (Tanveer, 2007).

When the sources of speaking anxiety are analyzed, it appears that they are interdependent. Some sources of anxiety, such as oral exams and linguistic difficulties (pronunciation and lack of vocabulary knowledge), may be associated with fear of

negative evaluation. Fear of negative evaluation is caused by fear of making mistakes because individuals might be worried about giving an improper social impression about themselves (Aydın, 2001). In this respect, the sources (linguistic difficulties and oral exams) involve situations in which there is a risk of making mistakes and thus being negatively evaluated. For example, oral exams which carry the risk of making mistakes may aggravate the fear of being negatively evaluated. Furthermore, as a result of the analysis of the interviews, it was found that learners gave three main reasons for being anxious in oral exams: fear of speaking in front of the other class members, inadequate speaking abilities and poor pronunciation. Fear of speaking in front of other class members can also be connected to fear of negative evaluation; inadequate speaking abilities, which also carry the risk of making mistakes, can be related to self-evaluation of speaking abilities and poor pronunciation can be related to linguistic difficulties, which also leads to making mistakes because when learners have a difficulty in producing a difficult sound, they are highly likely to make a mistake. Therefore, it can be concluded that fear of negative evaluation may underlie all these sources.

Pedagogical implications

In light of the findings of this study, instructors should be aware of the fact that learners suffer from a certain amount of foreign language speaking anxiety regardless of their proficiency level in this EFL context. Considering the potential detrimental effects of anxiety on the students' learning process, some recommendations can be made.

The learners should be positively encouraged to participate in oral activities, and they should be provided with positive feedback in a comfortable classroom

atmosphere where the instructor acts as a facilitator and behaves in a friendly way. It can be said that positive manner is essential in language learning as it was found to be less anxiety-provoking by the participants of this study. Ohata (2005b) conducted an interview study with some language teachers to investigate language anxiety from the teachers' perspective. The study included six questions that focused on the teachers' perceptions of foreign language anxiety. One of the questions was about the measures and instructional procedures that the teachers used to reduce student anxiety in the classroom. The suggestions, which can also be made for speaking classes, were as follows:

1) more use of display questions (open-ended) than of referential questions, 2) encouraging group works 3) setting different expectations for different students (asking different questions according to their proficiency levels) and 4) more use of recasting for error correction. (Ohata, 2005b, p.147)

It can also be recommended that the instructors be alert to signs of anxiety in the students, especially in females, as they were found to be more anxious than males in this EFL context. Observations can enable the teachers to identify the students who tend to show more apprehensive behaviors, and provide them assistance in overcoming their apprehension. In addition to observations, the students may be asked to keep weekly or monthly journals in which they can feel free to write about their feelings, their positive and negative opinions about the lesson and their suggestions for the problems they identify. These journals can be in the form of dialogue journals, which is emphasized by Köse (2005). Dialogue journals are a sort of informal writing in which the teacher and student share their ideas or write about the topics that they are mutually interested in over a period of time (Köse, 2005). Indeed, dialogue journals can help the teachers to see the problems that they are not aware of. They can also help

them to identify the students who may focus on their deficiencies in speaking, or those who may focus on their potential failure, which is related to self-assessment of speaking ability. These journals should be collected to be given feedback.

Considering that some of the learners compare their speaking skills to those of others, it seems to be a good idea to pay particular attention to treating the students fairly and giving praise not only to the stronger students but also to the weaker ones. This may increase the self-confidence of weaker students and help them not to overestimate the abilities of others. Moreover, the instructors should not emphasize the competitive nature of the classroom.

Since some students seem to fear making mistakes, the teachers should emphasize the fact that making mistakes is a natural part of language learning. Instead of nominating the students randomly to participate in oral activities, volunteer participation can be encouraged since some students may not feel free to speak the language aloud until they make sure that their answer is correct. Considering that most of the students reported less anxiety when they knew the other class members, encouraging pair and group work activities can help learners get to know each other and thus may reduce the level of anxiety caused by fear of negative evaluation.

The study confirms the findings of previous studies in the sources of speaking anxiety, which found that oral exams are one of the major sources of anxiety. With regard to this problem, some rehearsing sessions can be arranged. In these sessions, oral exam conditions can be created as a preparation to the real testing situation. Some volunteer students can be asked to participate in these exams, and they can be provided with some feedback by the teacher and peers so that the others can benefit from the feedback. The scale that is used to assess their performance can be explained in detail

to clarify what is expected from the students in the test. At the end of the test, the teachers can give written feedback, emphasizing the positive aspects of the students' performances to reduce anxiety.

Regarding the other anxiety-provoking conditions (crowded classrooms and being unprepared for the lesson), it can be said that the number of the students should be decreased in the classrooms. Research has shown that there is a negative correlation between crowded classes and oral language achievement (Oberg, 1993). In terms of preparation, Bekleyen (2004) suggests giving the topic of the lesson in advance. When it comes to speaking classes, the topic of the lesson may be given beforehand, and students can be provided with a list of vocabulary related to the topic so that they can express their ideas easily. In addition, they can be asked to find some information about the topic of the lesson to motivate them and increase class participation.

Since the study, as a result of the interviews, also confirmed that pronunciation and lack of vocabulary knowledge were considered to be additional sources of anxiety, the students should be provided with more effective instruction and practice in both pronunciation and vocabulary. This may be achieved by allocating more time to pronunciation instruction and training in pronunciation learning strategies. Indeed, Peterson (1997) proposed a comprehensive list of pronunciation strategies, which learners and teachers can benefit from (see Appendix I for the list of pronunciation strategies). Similarly, anxiety caused by lack of vocabulary may be reduced through systematic instruction and emphasizing vocabulary learning strategies. The learners should be encouraged to make intelligent guesses as to what a particular word may mean in a particular context, and they should be provided with opportunities where they can use the words that they have learned.

Overall, since some sources (linguistic difficulties, oral exams, fear of speaking in front of the other class members, inadequate speaking abilities) seem to be associated with fear of negative evaluation, the suggestions that were made earlier for reducing anxiety caused by these sources may help learners to reduce their level of speaking anxiety caused by fear of negative evaluation. Ultimately, as was discussed earlier, creating a comfortable classroom atmosphere where everybody respects one another, and where making mistakes is considered to be a natural part of language learning might also contribute to decreasing the degree of speaking anxiety caused by fear of being negatively evaluated.

Limitations of the study

Due to time constraints a limited number of students from the departments of English Linguistics, Electrical Electronics Engineering and International Relations participated in the study. If more students from these departments had been included in the study, a broader perspective on the level and sources of speaking anxiety and relationship between anxiety and L2 proficiency could have been obtained.

Another limitation of the study was that only the participants from the Department of Basic English were invited to the interviews due to time constraints. If a larger number of students (from the other departments) had been involved in the interviews, a much more detailed analysis could have been obtained. The interviews were also conducted in a limited amount of time, which resulted in only a limited amount of information about the sources of speaking anxiety.

In addition to the interviews, additional limitations were caused by the use of the questionnaire. Dörnyei (2007) states that questionnaires are useful to collect information with a large number of people in a limited time if they are carefully

designed and administered. However, he acknowledges the fact that questionnaire items do not provide the respondents with a larger perspective. That is, item statements are written in the shortest and simplest way possible for practicality purposes, and this may not enable researchers to add more details. Therefore, open ended questions can be included in the questionnaires to get more detailed information about the topic.

The study was conducted in only four departments at Hacettepe University. Therefore, the results concerning the level and sources of foreign language speaking anxiety, and relationship between anxiety and L2 proficiency cannot be generalized to other settings.

Suggestions for further research

Considering the findings of the study, some suggestions can be made for further research. First, this study investigated the sources of foreign language speaking anxiety from the perspectives of the learners. Therefore, another study can be conducted to investigate both teachers' and learners' perspectives on the sources of foreign language speaking anxiety by using both quantitative and qualitative methods, and the results can be compared.

Second, this study can be replicated with a larger number of learners from different ages and occupations in a different EFL context in order to get a detailed analysis of the sources of foreign language speaking anxiety.

Third, since this study was conducted in a limited period of time, another longitudinal study can be carried out with a lower level group of participants to investigate how the sources and level of speaking anxiety change over time, and the study can be continued with the same group of participants as they become more proficient.

Fourth, given that the relationship between foreign language speaking anxiety and proficiency level appears to be different from the relationship between foreign language anxiety and proficiency level, a nation-wide study can be conducted to investigate how foreign language speaking anxiety and foreign language anxiety relate to each other.

Next, since it was revealed in the present study that the learners' overall proficiency is not a reflection of their oral proficiency, another study can be conducted to investigate the relationship between foreign language speaking proficiency and foreign language speaking anxiety.

Finally, further research into the relationship between listening and foreign language anxiety (sources of listening anxiety) may contribute a great deal to the literature as listening and speaking are two interrelated skills.

Conclusion

This study has revealed that the level of foreign language speaking anxiety of the participants is moderate and that the level of speaking anxiety differs in terms of gender. It has also revealed that the learners' speaking anxiety level did not vary according to their proficiency levels. The sources of speaking anxiety have been identified as oral exams, self-comparison to others, self-assessment of speaking skills and fear of negative evaluation. The self-reports of the students in the interviews indicated that certain linguistic difficulties (pronunciation and lack of vocabulary), the teacher's manner and crowded classrooms were additional sources of speaking anxiety in this EFL context. In light of these findings and the pedagogical implications presented in this chapter, learners might be provided with assistance in reducing their foreign language speaking anxiety.

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APPENDIX A: A sample grammar and a reading comprehension question

A sample grammar question:

- *The four underlined parts of the following sentence are marked A, B, C and D. Identify the one underlined word or phrase that must be changed in order for the sentence to be correct.*

Today providing parks for public recreation and enjoyment is a recognized

A

B

C

responsibility of city, state, and nation governments.

D

A) A B) B C) C D) D

A sample reading comprehension question:

- *Choose the best answer according to the passage.*

What happened to Edmonia Lewis in 1876?

- (A) She was born.
- (B) She became a student at Oberlin.
- (C) She received an award at a national exhibition.
- (D) She was introduced to William Lloyd Garrison

(Due to test security reasons, it is not possible to reproduce the reading passage here).

APPENDIX B: The Foreign Language Speaking Anxiety Scale (original)

The following statements concern the situations of foreign language speaking anxiety. There are no right or wrong answers. Please rate how much these statements reflect how you feel or think personally. Please select the choice corresponding to the degree of your agreement or disagreement.

1 = Strongly disagree, 2 = Disagree, 3 = No comment, 4 = Agree,
5 = Strongly agree

1. I would feel anxious while speaking English in class.
2. I would feel less nervous about speaking English in front of others when I know them.
3. I feel very relaxed in English class when I have studied the scheduled learning contents.
4. I am anxious in class when I am the only person answering the question advanced by my teacher in English class.
5. I start to panic when I know I will be graded in English class.
6. I fear giving a wrong answer while answering questions in English class.
7. I enjoy English class when I know that we are going to discuss in English.
8. I feel shy when I speak in English on the stage in front of the class.
9. When it comes to being corrected by my teacher, I am afraid of taking English class.
10. I am so nervous that I tremble when I am going to attend the English oral tests.

11. I get frustrated when I am asked to discuss with classmates in English in a short period of time.
12. I worry about the oral test in English class.
13. I would feel better about speaking in English if the class were smaller.
14. I feel relaxed in English class when I preview very well.
15. I am more willing to speak in English class when I know the scheduled oral activities.
16. I stumble when I answer questions in English.
17. I like going to class when I know that oral tasks are going to be performed.
18. I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others.
19. I like to volunteer answers in English class.
20. I am more willing to get involved in class when the topics are interesting.
21. I don't feel tense in oral tests if I get more practice speaking in class.
22. I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class.
23. I feel pressure when my teacher corrects my oral mistakes in class.
24. Going to English conversation class makes me more nervous than going to other classes.

(Huang, 2004, p.120)

APPENDIX C: The Foreign Language Speaking Anxiety Scale (adapted)

Dear Student,

I have been working at Hacettepe University, School of Foreign Languages, and the department of Elective Foreign Language Courses. Currently, I am in the process of completing my Master's Degree at Bilkent University, Graduate School of Education, in Teaching English as a Foreign Language Program.

The purpose of this study is to investigate learners' attitudes towards speaking a foreign language. As part of the study a proficiency exam and a questionnaire will be administered.

You are required to fill in your name and all responses will be kept strictly confidential. By taking the proficiency exam and completing the questionnaire, it is assumed that you give permission to use your answers in this study. If you have any questions, please feel free to contact me, or my advisor. I would like to thank you in advance for your cooperation and contribution.

Best regards.

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Foreign Language Speaking Anxiety Scale

PART I:

Personal Information:

1) Name:

2) Department:

3) Gender: Female Male

4) When did you start learning English?

Primary School High School University

5) Do you like English lessons?

Yes No Sometimes yes, sometimes no

6) Do you like studying English after class?

Yes No Sometimes yes, sometimes no

Part II: The following statements are about foreign language speaking anxiety. There is no wrong or right answer. Please read the statements carefully and select (✓) the choice corresponding to the degree of your agreement or disagreement.
1 = Strongly Disagree, 2 = Disagree, 3 = No comment, 4 = Agree, 5 = Strongly agree
 A plus sign (+) indicates the positively worded statement.
 A minus sign (-) indicates the negatively worded statement.

	1	2	3	4	5
1. I feel anxious while speaking English in class (+)					
2. I feel less nervous about speaking in English in front of others when I know them. (+)					
3. I feel very relaxed about speaking in English class when I study the planned contents before the class. (+)					
4. I am anxious in class when I am the only person answering the question asked by my teacher in English class. (+)					
5. In English class, I start to panic when I know I will be graded in oral activities. (+)					
6. I fear giving a wrong answer while answering questions in English class. (+)					
7. I enjoy English class when I know that we are going to discuss in English. (-)					
8. I feel very embarrassed when I speak in English at the front of the class. (+)					
9. Because of being corrected by my teacher, I am afraid of going to the speaking class. (+)					
10. I feel nervous when I take part in a group discussion in class. (+)					
11. If I think my classmates speak English better than me, I am nervous about speaking in oral activities. (+)					
12. I worry about oral tests in English class. (+)					
13. I would feel better about speaking in English if the class were smaller. (+)					
14. I get anxious when I cannot express my thoughts effectively while speaking English. (+)					

	1	2	3	4	5
15. I am more willing to speak in English class when I know the scheduled oral activities. (+)					
16. I feel relaxed in pair-work activities (-)					
17. I like going to class when I know that oral tasks are going to be performed. (-)					
18. I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others. (-)					
19. I like to volunteer answers in English class. (-)					
20. I am more willing to get involved in class when the topics are interesting. (+)					
21. I don't feel tense in oral tests if I get more practice speaking in class. (+)					
22. I feel uncomfortable when my teacher asks other students to correct my oral practice in class. (+)					
23. I do not feel pressure when my teacher corrects my oral mistakes in class. (-)					
24. Going to English conversation class makes me more nervous than going to other classes. (+)					
25. I stumble when I answer questions in English. (+)					
26. I feel nervous in group work activities. (+)					
27. During an oral test, I do not feel nervous. (-)					
28. Even if I am well prepared for the planned contents, I feel anxious about speaking English. (+)					

APPENDIX D: The Foreign Language Speaking Anxiety Scale (Turkish Version)

Sevgili Öğrenci,

Hacettepe Üniversitesi, Yabancı Diller Yüksek Okulu, Seçmeli Yabancı Dil Dersleri Birimi'nde okutman olarak görev yapmaktayım. Halen, Bilkent Üniversitesi, Eğitim Bilimleri Enstitüsü, Yabancı Dil olarak İngilizce Öğretimi Yüksek Lisans Programında öğrenciyim.

Bu çalışmanın amacı öğrencilerin yabancı dil konuşmaya karşı tutumlarını araştırmaktır. Çalışmanın amacı gereği, bir anket ve dil yeterlilik sınavı uygulanacaktır. Sınava katılarak ve anketi tamamlayarak, yanıtlarınızın çalışmada kullanılmasına izin verdiğiniz varsayılmaktadır. Kişisel bilgileriniz saklı tutulacaktır. Sorularınız için benimle ve ya tez danışmanım ile irtibata geçebilirsiniz.

Katkılarınız için teşekkür ederim.

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Yabancı Dil Konuşma Kaygısı Anketi

Bölüm I:

Kişisel Bilgiler:

1) Adı Soyadı:

2) Bölümü:

3) Cinsiyeti: Kız Erkek

4) İngilizce öğrenmeye ne zaman başladınız?

İlköğretim Lise Üniversite

5) İngilizce dersini sever misiniz?

Evet Hayır Bazen evet, bazen hayır

6) Dersten sonra İngilizce çalışmayı sever misiniz?

Evet Hayır Bazen evet, bazen hayır

BÖLÜM II: Aşağıdaki ifadeler yabancı dil konuşma kaygısı durumuyla ilgilidir. Doğru ya da yanlış yanıt yoktur. Lütfen ifadeleri dikkatle okuyunuz ve kendinize uygun olan seçeneği (✓) işaretleyiniz.

Seçenekler:

1 = Kesinlikle Katılmıyorum, 2 = Katılmıyorum, 3 = Yorum yok, 4 = Katılıyorum, 5 = Kesinlikle Katılıyorum

	1	2	3	4	5
1. Sınıfta İngilizce konuşurken kendimi kaygılı hissedirim.					
2. Tanıdığım kişilerin yanında İngilizce konuşurken kendimi daha az gergin hissedirim.					
3. Sınıfta İngilizce konuşurken, programda önceden belirlenen konuları dersten önce çalıştığım zaman kendimi çok rahat hissedirim.					
4. İngilizce dersinde öğretmenim tarafından sorulan soruyu yanıtlayan yalnızca ben olduğumda kaygılanırım.					
5. İngilizce dersinde sözlü aktiviteler sırasında notlandırılacağımı bildiğimde paniklemeye başlarım.					
6. İngilizce dersinde soruları yanıtlarken yanlış bir cevap vermekten korkarım.					
7. İngilizce olarak tartışacağımızı bildiğimde İngilizce derslerinden hoşlanırım.					
8. Sınıfın önünde İngilizce konuşurken çok utanırım.					
9. Hatalarımın öğretmenim tarafından düzeltilmesi yüzünden İngilizce dersine girmekten hoşlanmam.					
10. Derste İngilizce olarak bir grup tartışmasına katıldığımda kendimi gergin hissedirim.					
11. Sınıf arkadaşlarımdan benden daha iyi İngilizce konuştuğunu düşünürsem, sözlü aktivitelerde konuşurken kendimi gergin hissedirim.					
12. İngilizce dersinde sözlü sınavlar konusunda kaygılanırım					
13. Sınıfta daha az öğrenci olsaydı, İngilizce konuşurken kendimi daha iyi hissedirdim.					
14. İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.					

	1	2	3	4	5
15. İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.					
16. Programda önceden belli olan sözlü aktiviteleri bildiğim zaman İngilizce dersinde konuşmaya daha istekli olurum.					
17. İkili aktivitelerde kendimi rahat hissederim					
18. Sözlü aktiviteler yapılacağını bildiğim zaman derse gitmeyi severim.					
19. İngilizce konuşurken herkesin hata yapacağını bilirim, bu yüzden başkaları tarafından bana gülünmesinden korkmam.					
20. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermeyi severim.					
21. Konular ilginç olduğunda derse katılmaya daha istekliyimdir.					
22. Derste daha çok pratik yaparsam, sözlü sınavlarda kendimi gergin hissetmem.					
23. Öğretmenim, sözlü ifadelerimi diğer öğrencilerden düzeltmelerini istediğinde kendimi rahatsız hissederim.					
24. Öğretmenim derste sözlü hatalarımı düzelttiğinde baskı hissetmem.					
25. Sözlü aktivitelerin yapılacağını bildiğimde, İngilizce dersine gitmek beni diğer derslere gitmekten daha gergin yapar.					
26. Sorulara İngilizce cevap verirken bocalarım.					
27. Grup aktivitelerinde kendimi gergin hissederim.					
28. Sözlü sınav esnasında kendimi gergin hissetmem.					

APPENDIX E: Interview questions

1. Do you think learning English is difficult or easy? In what ways do you find learning English difficult or easy?
2. What makes you nervous while speaking English?
3. What are your strengths or weaknesses in speaking English? / Prompts:
Fluency, accuracy, pronunciation?
4. Do you compare your speaking skills to that of others in the class?
5. What is your teacher's attitude towards your oral mistakes?
6. Do you want your oral mistakes to be corrected immediately?
7. Do you worry about making mistakes while speaking?
8. What do you think the important things are in learning English? / Prompts:
Grammar, vocabulary, pronunciation, reading, listening, writing speaking?
Why?
9. Do you feel nervous in oral exams? Why or why not?
10. What makes you less nervous in a speaking class?

APPENDIX F: Görüşme soruları

1. Sizce İngilizce öğrenmek ve konuşmak zor mu, kolay mı? Hangi bakımlardan İngilizce öğrenmeyi zor ya da kolay buluyorsunuz?
2. İngilizce konuşurken hangi durumlar sizi kaygılandırır?
3. İngilizce konuşurken zayıf ve güçlü yanlarınız nelerdir? Örneğin, akıcılık, doğruluk ve ya telaffuz vb.?
4. İngilizce konuşma becerilerinizi diğer öğrencilerin becerileriyle kıyaslar mısınız?
5. Öğretmeninizin sözlü hatalarınıza karşı tutumu nasıldır?
6. Sözlü hatalarınızın hemen düzeltilmesini ister misiniz?
7. Konuşurken hata yapmaktan korkar mısınız?
8. İngilizce öğrenirken nelerin önemli olduğunu düşünüyorsunuz? Örneğin, dilbilgisi, kelime, telaffuz, okuma yazma, dinleme, konuşma? Neden?
9. Sözlü sınavlarda kendinizi gergin hisseder misiniz? Neden?
10. Konuşma dersinde sizi neler daha az gergin yapar?

APPENDIX G: Transcript of an excerpt from a sample interview

Interviewee: I **Information about the participant:**

Researcher: R Anxiety level: High

Proficiency: Higher

R: Do you think learning English is difficult or easy? In what ways do you find learning English difficult or easy?

I: Actually, it is easy. We've been learning English since we started the primary school. I think grammar is not difficult but listening and speaking are difficult. Motivation is important.

R: What makes you nervous while speaking English?

I: Poor pronunciation and speaking incorrectly make me nervous. I am afraid of making mistakes. When I start speaking, I can somehow express myself.

R: What are your strengths or weaknesses in speaking English? / Prompts: Fluency, accuracy, pronunciation?

I: Actually, I am not good at speaking. I can't make complex sentences.

R: Do you compare your speaking skills to those of others in the class?

I: Yes.

R: Does this affect you negatively?

I: Hmm. Yes. When I see that the others are good at pronunciation, I get anxious.

R: What are your teacher's attitudes towards your oral mistakes?

I: She corrects them.

R: Does she correct very often?

continues...

APPENDIX H: Öğrenciyle yapılan görüşmeden bir bölüm

Araştırmacı: A

Öğrenci hakkında bilgi:

Öğrenci: Ö

Kaygı düzeyi: Yüksek

Dil yeterlilik düzeyi: Yüksek

A: Sizce İngilizce öğrenmek ve konuşmak zor mu, kolay mı? Hangi bakımlardan İngilizce öğrenmeyi zor ya da kolay buluyorsunuz?

Ö: Bence İngilizce öğrenmek kolay. İlkokula başladığımızdan beri öğreniyoruz.

Bence dilbilgisi zor değil ama dinleme ve konuşma zor.

A: İngilizce konuşurken hangi durumlar sizi kaygılandırır?

Ö: Kötü telaffuz ve yanlış konuşma beni kaygılandırır. Hata yapmaktan korkarım ama başladığım zaman bir şekilde devam edebilirim.

A: İngilizce konuşurken zayıf ve güçlü yanlarınız nelerdir? Örneğin, akıcılık, doğruluk ve ya telaffuz vb.?

Ö: Aslında konuşmada iyi değilim. Kompleks cümleler kuramıyorum.

A: İngilizce konuşma becerilerinizi diğer öğrencilerin becerileriyle kıyaslar mısınız?

Ö: Evet.

A: Bu sizi olumsuz yönde etkiler mi?

Ö: Hmm. Evet. Diğerlerinin telaffuz açısından iyi olduklarını gördüğümde kaygılanırım.

A: Öğretmeninizin sözlü hatalarınıza karşı olan tutumu nasıldır?

Ö: Hatalarımızı düzeltir.

A: Çok sık düzeltir mi?

...

APPENDIX I: A list of pronunciation learning strategies

Memory	<ol style="list-style-type: none"> 1. using phonetic symbols or one's own codes to remember how to pronounce something 2. making up songs or rhymes to remember how to pronounce words
Cognitive	<ol style="list-style-type: none"> 3. imitating native speakers or one's teacher 4. repeating aloud after a teacher or native speaker 5. repeating aloud after tapes, television or movie 6. repeating silently 7. taking aloud to oneself 8. saying things silently to oneself 9. reading aloud 10. doing exercises/practicing to acquire target language sounds 11. practicing sounds first in isolation and then in context 12. listening to pronunciation errors made by target language speakers speaking one's native language 13. noticing mouth positions, watching lips 14. concentrating intensely on pronunciation while listening to the target language 15. forming and using hypotheses about pronunciation rules 16. trying to recall how one's teacher pronounced something 17. trying to recall and imitate one's teacher's mouth movements 18. practicing words using flash cards 19. listening to tapes/television/movies/music 20. concentrating intensely on pronunciation while speaking 21. speaking slowly to get the pronunciation right 22. recording oneself to listen to one's pronunciation 23. noticing or trying out dialects of Spanish 24. practicing saying words slowly at first and then faster 25. noticing contrasts between Spanish and English pronunciation 26. mentally rehearsing how to say something before speaking
Compensation	<ol style="list-style-type: none"> 27. practicing a difficult word over and over
Metacognitive	<ol style="list-style-type: none"> 28. acquiring a general knowledge of phonetics 29. reading reference materials about target language pronunciation rules 30. seeking out models for sounds 31. seeking out individuals to correct one's pronunciation 32. purposefully avoiding practicing inappropriate native language sounds 33. deciding to focus one's listening on particular sounds 34. deciding to focus one's learning on particular sounds 35. deciding to memorize the sounds (or the alphabet) right away 36. choosing to memorize, rather than read, a presentation 37. for a presentation poster paper, writing difficult words very large
Affective	<ol style="list-style-type: none"> 38. having a sense of humor about mispronunciations 39. having fun with pronunciation, such as imitating the overall target language sound with native language words
Social	<ol style="list-style-type: none"> 40. asking someone else to correct one's pronunciation 41. talking with others in English 42. asking someone to pronounce something 43. studying with someone else 44. tutoring, teaching, or helping someone else with the language

(Peterson, 1997)