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**THE RELATIONSHIP BETWEEN STUDENTS' SUCCESS AND THEIR
LEVEL OF FOREIGN LANGUAGE ANXIETY AND THE PRIMARY
SOURCES OF FOREIGN LANGUAGE SPEAKING ANXIETY**

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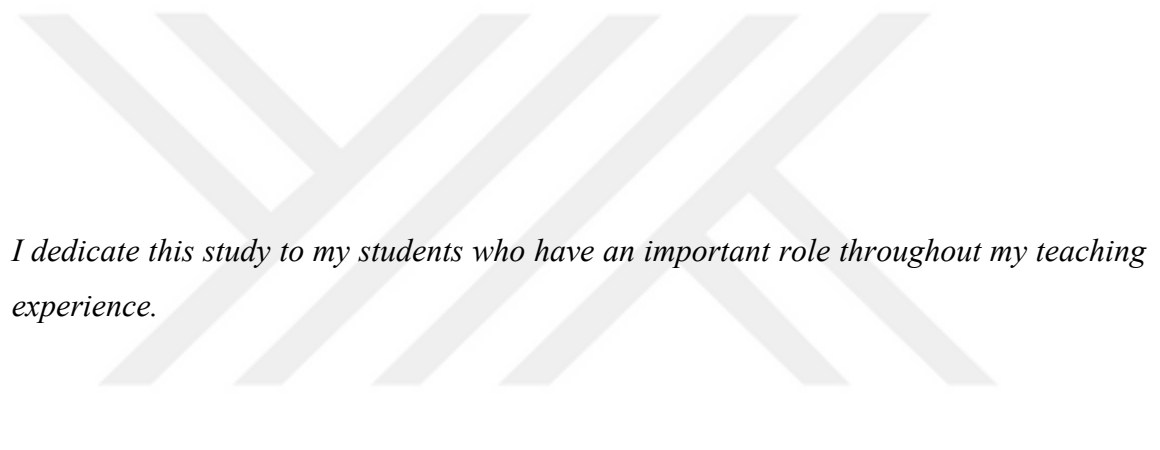


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DEDICATION

I dedicate this study to my students who have an important role throughout my teaching experience.

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ABSTRACT**THE RELATIONSHIP BETWEEN STUDENTS' SUCCESS AND THEIR
LEVEL OF FOREIGN LANGUAGE ANXIETY AND THE PRIMARY
SOURCES OF FOREIGN LANGUAGE SPEAKING ANXIETY****Cansu Özkan****Masters of Arts, Department of English Language Education****Supervisor: Dr. Seden TUYAN****January 2019, 94 pages**

This thesis aims to examine the relationship between students' success in English and their foreign language anxiety level. For this purpose, 147 first year students in Mersin University were chosen as the participants. At the same time, the relationship between students' genders, departments and their foreign language anxiety level were investigated. The other purpose of this study is to investigate the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular from students' perspective. In order to find out the sources, five students were chosen randomly among the 147 participants and they contributed the study with their own opinions and perspectives.

For this study data were collected by implementing a questionnaire and applying interview questions to the participants. Moreover, the data collected from participants were analyzed considering variables such as gender and department. At the result chapter, the analysis were defined and discussed in order to be a source and a different perspective for the further researches.

The findings of the study presented that students' genders and departments were not anxiety-provoking factors. There was a significant relationship between students' success and anxiety levels. The more success level increased, the less anxiety level decreased. The moderate negative correlation was found between them. Finally, the primary sources of foreign language speaking anxiety were found as fear of making mistake, lack of vocabulary, and teachers' manner as a result of this study.

Keywords: Foreign Language Anxiety, Speaking Anxiety, Gender, Success

ÖZET

ÖĞRENCİLERİN YABANCI DİLDEKİ BAŞARILARI VE YABANCI DİL KAYGI SEVİYELERİ ARASINDAKİ İLİŞKİ, VE SINIFLARDA İNGİLİZCE KONUŞMA KAYGISININ TEMEL SEBEPLERİNİN İNCELENMESİ

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Bu çalışmanın amaçlarından biri, öğrencilerin İngilizce başarı seviyeleri ile yabancı dil kaygı seviyeleri arasında bir ilişki olup olmadığını incelemektir. Başka bir deyişle, yabancı dil kaygı seviyelerinin, sınıftaki başarılarına olumsuz bir etkisi olup olmadığını saptamaktır. Bu amaçla, Mersin Üniversitesi'nde okuyan belirli şubelerin 1.sınıf öğrencileri katılımcı olarak seçilmiş ve bu öğrencilere Yabancı Dil Kaygı Ölçeği uygulanmıştır. Aynı zamanda bu öğrencilerin kaygı seviyelerinde, demografik değişkenlerin etkisinin olup olmadığı da incelenmiştir. Bu çalışmanın bir diğer amacı ise yabancı dil kaygısı ve yabancı dil konuşma kaygısının temel sebeplerini, öğrencilerin bakış açısından yararlanarak araştırmaktır. İngilizce konuşma kaygısının temel sebeplerini bulmak için, 147 öğrenci içinden 5 öğrenci röportaj yapmak için seçilmiştir. Bu çalışma süresince veriler anket ve röportaj yolu ile toplanmıştır. Bu toplanan veriler çalışmanın sonuç kısmında analizler ve yorumlar ile beraber gelecek çalışmalara fikir ve yol gösterici olması için verilmiştir.

Bu çalışmanın sonuçları öğrencilerin “cinsiyet” ve “bölüm” gibi değişkenlerinin, yabancı dil kaygı seviyeleri üzerinde olumlu ya da olumsuz hiçbir etkisi bulunmadığını göstermiştir. Bunun yanı sıra öğrencilerin dil yeterlilikleri ile yabancı dil kaygı seviyeleri arasında önemli bir farklılık saptanmıştır. Bir diğer deyişle, öğrencilerin kaygı seviyesi arttıkça, başarı oranları düşmektedir. Son olarak; yabancı dil konuşma kaygısının temel sebepleri ise hata yapma korkusu (özellikle telaffuz hataları), kelime bilgisi eksikliği ve öğretmenin tutumları olarak belirlenmiştir.

Anahtar Kelimeler: Yabancı dil kaygısı, Konuşma kaygısı, Cinsiyet, Başarı

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ABBREVIATIONS

- FLCAS** : Foreign Language Classroom Anxiety Scale
EFL : English Foreign Language
WTC : Willingness to Communicate
CLT : Communicative Language Teaching
L2 : English as a Second Language



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CHAPTER I

1. INTRODUCTION

Considering the fact that anxiety is a significant problem for people in every stage of life, especially for students, the researcher intended to examine the sources of the foreign language anxiety in general and foreign language speaking anxiety in particular. There are plenty of researches about foreign language anxiety and speaking anxiety in the literature and as this study is one of them which is conducted in a different context, it may be a source for further researches. The first purpose of this study was to find out the foreign language anxiety levels of the English as a Foreign Language (EFL) students. Accordingly, the other purpose was, investigating whether the gender and departments of the students are determinant factors for their anxiety level or not. Following, the relationship between success in English classrooms and foreign language anxiety levels were discussed. Finally, primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular were aimed to be examined. Therefore, the study will focus on both foreign language anxiety in general and foreign language speaking anxiety in particular.

In this chapter there will be the background of the study and the researcher will inform readers about the main topic before going deep into foreign language anxiety problem. After that, there will be a statement of the problem and research questions. In the last part, significance of the study will be presented.

1.1. Background of the Study

Learning is such a complex process that students have to be ready to receive the information. For a fruitful learning process, students need to desire to learn something new and prepare themselves mentally. If students do not feel comfortable, this affects their success and negative emotions comes out. The affective domains are defined as emotions, feelings, self-esteem, self-confidence, some cases that trigger people's state of mind, the sense of empathy, and self-consciousness (Brown, 2014). These factors influence people in both positive and negative ways like facilitating and debilitating. A new language is a new beginning for people who start to work on it. A new beginning is a new struggle to learn because writing, reading, speaking and listening in the second language are so challenging for people. According to Horwitz, the relation between

language learning and anxiety can be defined as language learning anxiety (Horwitz, & Cope, 1986). Language learning anxiety is such a common problem for both students and teachers. Especially in classrooms, students avoid to participate, contact with the teacher, communicate with other students, hesitate to express their feelings, and suffer from the fear of making a mistake in the classroom. They also avoid being in front of the class during oral performances. Aydın (2001) states that, during language classroom interactions, language learning anxiety is a risk for the students, teachers may not control the whole classroom, some of the students prefer to avoid making mistakes, they do not want to participate, and they also think the risk of being humiliated. Therefore they keep silent.

There are also some anxiety-provoking factors that increase the anxiety level. These factors are different from psychological factors like negative emotions. According to students, language learning may be a stressful process, and it is not like learning other branches such as mathematics and science. Generally, students find foreign language learning as a challenging process especially in classroom activities, and they become stressed when they face negative emotions (Horwitz, Horwitz & Cope, 1986). So, what is the reason that makes students stressful? Apart from psychological and outside factors, there is an apparent reason, which makes students feel nervous and prevent them from participating in that is anxiety. Before examining the sources of anxiety, what language learning anxiety is should be questioned.

Anxiety is a situation that can arouse from disappointment, fear of making mistakes, and negative feelings. Students who suffer from language learning anxiety are unable to convey their ideas in second language. Therefore this may cause lack of self-confidence (Rashid & Alias, 2018). According to Horwitz, Horwitz & Cope, negative emotions in the foreign language classroom can be combined into one term which is “foreign language anxiety” (1986). Foreign language anxiety and general communication anxiety are identified as similar in some ways like fear of making mistakes, desire to be the perfect one in the classroom, hence according to their framework, foreign language anxiety, is different from general communication anxiety (Saltan, 2003). General communication anxiety is a provoking factor for language learning anxiety because if people have communication anxiety, communication in a foreign language makes them highly anxious in oral performances. The framework “foreign language” gives people chance to look at the world with another view, with another culture. Even though this is considered different and attractive, according to

some people this is another source of being anxious for language learning because of the fear of lack of self-expression.

According to MacIntyre and Gardner (1994), foreign language learning anxiety has been identified as the feeling of fear, hesitation, apprehension of second language learning in the literature. Both qualitative and quantitative methods have qualified Foreign Language Anxiety (FLA). Generally, most of the researchers have used the questionnaire as a research instrument such as Foreign Language Classroom Anxiety Scale (FLCAS), as a quantitative method. FLCAS is designed by Horwitz et al. (1986). According to Aydın (2001), this questionnaire was prepared to handle three items which are communication apprehension, fear of negative evaluation and test anxiety. Besides the questionnaire, some instruments also measure foreign language anxiety. Interviews and dairies are used to get data from participants, and these instruments are measured by qualitative methods. Foreign language anxiety is such a broad case that influences other fields in the foreign language learning process. Foreign language skills such as speaking, writing, reading and listening are the essential parts of the language learning process. According to Gürbüz and Öztürk (2014), students in foreign language classrooms generally state that speaking in a foreign language is the most anxious experience compared to others (p. 3). Therefore, considering most of the students, foreign language speaking anxiety is the most challenging problem in the case of foreign language anxiety. Learners' fear of lack of self-expression is an apprehensive factor for their learning process. Considering this, it can be stated that most of the foreign language learners have difficulty while speaking and they try to cope with foreign language speaking anxiety and its sources. In this study, foreign language anxiety and foreign language speaking anxiety were discussed together because speaking anxiety was just a part of a whole case and it was a part of the foreign language anxiety.

Expressing "self" is considered more difficult than reading, writing or listening.

Self-expression in mother tongue may be so difficult for many people but expressing ideas, emotions, and feelings in a foreign language are more challenging situations. To examine the sources and factors which initiate the foreign language speaking anxiety, the first step is being aware of the important relationship between speaking and language learning. According to Carter and Nunan (2002), if a speaker wants to be active and engage in group activities, he/she has to be prolific and communicative (Carter & Nunan, 2002). For a better learning process, learners need to

be active, and they need to feel comfortable, safe and they should be enthusiastic for learning.

According to Aydın (2001), foreign language anxiety can be classified into four categories that include some sources of language speaking anxiety in classrooms, which are; personal reasons, teachers' attitudes in the classroom, learners' beliefs, testing and teaching procedure. Self-confidence, comparing self to others, past experiences, not being aware of the potential of their own are some of the personal reasons that were mentioned before. Self-confidence is a reflection of their ability to speak, their communication skills, their strengths and weaknesses about their language skills. The negative experiences and negative opinions about the self may cause the increasing speaking anxiety level. Negative opinions about the self, which are also known as self-evaluation, like comparing the success with other learners, thinking that others can speak fluently, others knowing more vocabulary items, others getting higher points, are trigger factors which also increase the speaking anxiety level. The competition in the classroom makes students nervous while makes some others become ambitious. Price's (1991) study reveals that the learners who have the desire to be the perfect tended to be more anxious in the fields of speaking and language anxiety. This statement is also supported by Gregersen and Horwitz' (2002), they find out that, the desire to be the perfect one is highly related to being nervous because they are more rigorous and critical about their abilities.

Considering foreign language anxiety and speaking anxiety, the teachers' attitudes are so important and have a huge role for students' motivation. Strong and reliable relationship between teachers and students is so essential for a healthy learning process. Learners' beliefs about themselves are also considered as the other important factors which affect the language anxiety level. They have to be aware of themselves, their performance, and they have to dream about plausible purposes otherwise they can feel anxious. To give an example; some students believe that they can be successful, if they do, they can speak fluent or they can be successful in the classroom. Such purposes which are called "implausible" may be the source of disappointment. According to testing and teaching procedures, oral exams are defined as the most common reason that triggers the level of anxiety (Aydın, 2001). Some learners find group discussions easier than individual oral performances because preparing and speaking individually is more stressful than working with others. If it is necessary to examine the foreign language anxiety without speaking anxiety, there were some studies about the variables that affect

anxiety level which are gender, motivation and time of starting foreign language (Balemir, 2009). According to Huang's (2004) study, gender is a valid factor in anxiety because female students were defined as the most anxious ones among the students. In that study, male students were not as anxious as female students. Huang's (2004) study also concerns with time of starting to learn a foreign language is essential, and the ones who start early are less anxious than others. Also, motivation is another item that influences the anxiety level. In other words, motivation makes students feel comfortable while speaking and learning a foreign language.

For the foreign language learning process, there are also some studies that examine the relationship between students' anxiety level and their success in English. According to the studies, Batumlu and Erden (2007), and Liu (2006), it is found out that learners who are unsuccessful and unable to learn a foreign language are more likely to be anxious. In other words, lower success in learning and speaking English means high anxiety. Woodrow (2006) discusses the relationship between learners' oral proficiencies and their speaking anxiety level. The study shows that if students are good at speaking the foreign language, this means that they do not suffer from anxiety. Therefore, like the other studies, higher foreign language anxiety causes poor oral performance and poor success in English.

1.2. Statement of the Problem

In this study, foreign language anxiety and speaking anxiety were discussed together, because speaking anxiety was defined as a source of foreign language anxiety and it was claimed to arouse from foreign language anxiety. Accordingly, both of them affected learners' language learning process.

This study was conducted with the first year students who took the "English" as a common compulsory course at Mersin University. During the course, basically grammar rules were taught in elementary and pre-intermediate level. Students' reading, listening and speaking skills were supported by the activities in the course book. After the teacher finished the grammar topic, students started to use that topic and new vocabulary items in the sentences, they read them aloud and they discussed their opinions. Students took the English course four hours in a week and each week the related topic was completed and the exercises in the workbook were finished. The participants were from different departments. There were different characters, different

stories, and different levels in the classroom. Some of them were willing to participate while some others were reluctant to come to the classroom. When the teacher asked a question in the classroom, it was evident that who knew and who did not know the answer. Some of them did not participate in discussions even if they had ideas about the topic. What was the reason that laid beneath their reluctance? As the researcher of the study, in order to answer this question; firstly, the researcher aimed to investigate the level of my students' foreign language anxiety and its relation with their genders and departments. Secondly, the researcher wanted to know if students' anxiety levels were related to their success. Batumlu and Erden, (2007), and Liu (2006) investigated in their studies that, there was a relationship between learners' success and their foreign language anxiety level. Concerning the early studies, negative correlations have been found, but not enough evidence has been gathered to support this finding. And also, students perspectives were collected about the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular.

1.3. Research Questions

1. What is the anxiety level of Turkish EFL students in tertiary context?
2. Is department a determinant factor in students' foreign language anxiety?
3. Is gender a determinant factor in students' foreign language anxiety?
4. Is there any relationship between EFL students' success in English and their foreign language anxiety levels?
5. What are the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular as perceived by the tertiary level EFL students?

1.4. Significance of the Study

The researcher has personally determined that foreign language anxiety problem restrains learners to engage in the classroom and this problem causes the failure mostly in the exams, and oral performances. Therefore, in this study, the main arguments are about both the foreign language anxiety and foreign language speaking anxiety. By researching the relationship between the students' successes and their anxiety levels, the study has aimed to ensure more data about how foreign language anxiety plays an important role for being a successful learner. This study also has provided an essential

opportunity to get students' perspectives and experiences of foreign language anxiety. During the study, the researcher has also improved her understanding of speaking comprehension. By examining the sources of the foreign language anxiety in general and foreign language speaking anxiety in particular, this study aims to contribute different perspectives for the further studies in the related literature.



CHAPTER II

2. LITERATURE REVIEW

This study aimed to show the relationship between learners' foreign language anxiety level and their success level in English classrooms. In this chapter; at first, the definition of anxiety will be clarified with examples. The following section respectively discusses foreign language anxiety, foreign language speaking anxiety as well as its sources.

2.1. Definition of Anxiety

The definition of anxiety varies according to different researchers and studies because it is such a broad issue that there is not any specific definition. Anxiety was such a complicated problem that the researchers have not found any specific definition for it (Balemir, 2009). In psychology literature, anxiety is a ubiquitous problem, and it is open to discussing for each researcher. Balemir (2009) also stated that anxiety could be defined as an emotional stimulus. According to Spielberg (1966), there were a lot of effective filters like worry, anger, sadness but the anxiety is different from them according to its combination and psychological effects (p. 9). Aydın and Zengin, (2008) defined that anxiety consisted of three situations which are personality, status, and case (p. 83). The anxiety that was related to the case was mostly affected by the other factors like other people, outside, other opinions.

According to Tas (2006), anxiety was clarified as a case that when a person comes across with stimuli then their physical, mental and emotional changes play as trigger role in their mind. Anxiety was defined as a "concern emotion" which is formed towards non-objective factors (Ocaktan, Keklik & Çöl, p. 2). In Chapman, Freud stated that, anxiety affected a person's life functions with the pros and cons that come from the physical and sociological environment (Chapman, 2007, p. 34). When a person is in a stressful situation, the body starts to alert by feeling unsafe and anxious. The first day of school or work, going to a job interview, or giving a speech in front of many people might cause most people to feel fearful and nervous (Holland, 2018). The fear or anxiety influenced daily functions and the effects of this last at least six months (Parekh, 2017). As stated in the article considering Abraham Maslow's theories, social interaction with other students was so essential and necessary ("Social Networks",

Rutledge, 2011). Accordingly, a school is a place that is being judged and criticized by others is expected and usual, struggling and coping with this problem may cause adverse situations, and these negative situations make the anxiety problem more difficult to overcome.

In another related article, students often felt anxious during some activities and they were terrified to be active in the classroom because of the fear of anxiety (“About Social”, n.d.). These students do not prefer to attend these school activities, and they avoid interaction with other students. Because of their rejection to interact with other people, these students are negatively affected and this negative effect cause social and emotional problems, they also cannot develop their self-esteem, and they get worse day by day. Students who suffered from anxiety preferred to be away from school activities such as sports, choir, and band for fear of being criticized. Others saw these same students as loners, snobby, or just uninterested in anyone or anything (“Going to School”, n.d.).

In the classroom, students with anxiety disorder generally wanted to be invisible, and teachers focused on other students rather than deal with the students who were anxious, so they were often overlooked by the teachers. They did not want to get any help from teachers due to the fear of making a mistake thus their grades continue to fall. Sometimes the anxiety level was so high that students choose to drop out of school (“Life with Social”, n.d.). According to the article, research showed that some students suffered from anxiety disorder mentally and they had become worse even they hesitate, and they were scared to speak and interacted with other students in classrooms or other educational areas. To simplify that, when students face being anxious and feel unsafe, these affect their social life, and these problems prevent them from being social and active, they prefer to escape from others because of the fear of being criticized.

2.2. Foreign Language Anxiety

People face with the effects of anxiety in every area of their lives such as in a meeting, an airplane, or school. Foreign language anxiety is an essential type of anxiety that forces students in their classrooms while attending, participating, and speaking. Students are exposed by some outside factors and they also effected by their past experiences.

Horwitz and Cope (1986) discussed that “Learning anxiety topic” has been studied for 48 years and the results of these studies has revealed that the primary effects of the anxiety on foreign language learning are so difficult to observe. According to Hajebi (2017), anxiety was a complex issue to measure, and it caused lots of problems on people and also it was a manipulating factor, and it could be quantified. However, the findings of the earliest studies about learning anxiety showed that the degree of learning anxiety in foreign language learning must be decreased.

Students mostly experienced foreign language anxiety in educational areas such as foreign language classrooms (Hasan & Fatimah, 2018, p. 184). According to Horwitz et al. (1986), “foreign language anxiety was as ‘a distinct complex of self-perception, opinions, emotions, and manners related to classroom language learning arising from the uniqueness of the language learning process’. Gregersen and MacIntyre (2014) suggested that expressing one’s feelings and thoughts were nearly related to self-concept. When people faced with worry, the negative thoughts and emotions started to fill people’s brain, and it encountered in foreign language classrooms where students expressed their selves (p. 3).

According to Alpert and Haber (1960), there were two types of language anxiety: facilitating anxiety and debilitating anxiety which were different from each other. Facilitating anxiety influences the learner positively, and it encourages students to cope with a challenging task and supports students enthusiastically hence, debilitating anxiety is the opposite. It included the unpleasant feelings such as worry and sadness that influenced students’ learning process negatively and discouraged them (Alpert & Haber, 1960). To give a facilitating anxiety example, when the students compared themselves with other students in the classroom and this comparison made contribution to the students in order to advance their skills in language classes while in debilitating anxiety, students faced problems in learning, and language learning process was affected negatively (Hajebi, 2017, p. 43). Horwitz et al. (1986) dealt with foreign language anxiety in three parts: the first one was communication apprehension that related to learners’ capability to express their feelings and convey their ideas accurately and discuss their thoughts easily. The second one was fear of negative social evaluation that related to the positive feedback that a learner’s expectation from society, and impressing other people positively and the last one was test anxiety, which was the anxiety about academic evaluation. According to Gregersen and MacIntyre (2014), in these situations, learners processed the input and kept it stored to use in the future.

When the language anxiety appeared, the learners sat with blank looks on their faces, and their mouths were gaping as they struggled to find the vocabulary item that was difficult to remember or as they heard it the first time in their life.

Foreign language anxiety was categorized in different ways. Fear of making mistakes or being perfect one among the other students caused anxiety (Horwitz, & Cope, 1986). “Researchers had tried to identify and define the construct of anxiety, a key individual difference in language learning, for many years and anxiety literature suggested some possible arguments explaining why language learners became anxious” (Kılıç, 2018, p. 2). Horwitz et al. (1986) stated that “foreign language anxiety was a unique type of anxiety specific to foreign language learning and other theorists supported the concept” (p. 3). There were some linguistic difficulties, and these were experienced by foreign language learners which caused learning anxiety on them while using the second language (Hashemi & Abbasi, 2013 as cited in Elaldi, 2016, p. 220). There are lots of sources for foreign language anxiety like linguistic difficulties, and this problem cannot be simplified. According to Kılıç (2018), communication anxiety was defined as the negative emotion which people felt while they were communicating with others. However, in foreign language anxiety, the learner had the additional burden of dealing with the problem, which was the language that learner was not familiar enough.

2.3. Foreign Language Speaking Anxiety

Foreign language speaking anxiety is a source and a part of the foreign language anxiety. Although speaking anxiety is defined as more specific than foreign language anxiety, the sources and the effects of the speaking comes from language anxiety problem because speaking anxiety is considered as a field of foreign language anxiety. Horwitz et al. (1986) stated that, listening and speaking were the more challenging skills that caused anxiety and forced learners while they were learning the foreign language. When learners faced an unpredictable situation, they were expected to give a speech, and this situation became anxiety provoking. Anxiety, foreign language anxiety, and foreign language speaking anxiety are the statements that bound to each other. Foreign language anxiety, its effects on success, the sources of foreign language anxiety problems have been searched for a long time. Speaking anxiety has been investigated in foreign language learning contexts (Takkaç, 2018, p. 314). Foreign language speaking anxiety has been a big problem in every stage of the education system, in elementary

school, in high school, at the university and even after finishing school. According to Horwitz et al. (1986) communication apprehension has a close relationship with anxiety because communication means speaking with other people. Communication apprehension has a huge effect on foreign language anxiety. If people had difficulties and worries about communication in their language, they also had problems communicating in the foreign language (Kılıç, 2018, p. 21). Apart from speaking, there were some other anxiety-provoking factors such as listening activities, teaching methods, techniques, and fear of making mistakes (Baş, Baş & Özcan, 2018).

Becoming communicatively active and successful can be considered difficult for the students because, some influential factors influence students' communication whether he/she is good at communication or not. According to Hanifa (2018), "among a large number of effective factors which influenced foreign language learning process especially while speaking, anxiety appeared to be the essential factor that had a debilitating effect on the oral performance of students in their classroom" (p. 233). Since language was so necessary for communication, it was essential to improve speaking skill in the language learning process.

Speaking anxiety prevents students from classroom interactions. Students who suffered from anxiety, appear to struggle difficulties in concentrating and completing tasks rather than other students who have poor performance and poor achievements (Brown, 2004). According to Young (1991), students stated that speaking activities like acting in front of class increased the level of their anxiety and they also stated that speaking was the most challenging task among the other skills. During the researches about relationship between anxiety and language learning, the focus has always been speaking problem based on the perspectives of the students (Saltan, 2003).

Learners should use productive skills like speaking and writing, a contrast to receptive skills like reading and listening. Sometimes speaking can influence learners negatively and result in a high level of anxiety because speaking is a challenging task for learners (Dinç, Kılıç & Eryılmaz, 2018, p. 3). For example, research suggested that individuals who suffered from high level of public speaking anxiety, were more prone to imitate other people's facial looks than the other individuals who had lower public anxiety level (Dimberg & Thunberg, 2007). People's face should be expressionless in order not to impress the performer. (Bartholomay & Houlihan, 2018, p. 2).

According to MacIntyre, (1995), language anxiety was the result of some situations like social environment or difficult conditions in people's lives. To give an example, competitions, televisions contests, jobs that needed to be active like interviewer or presenter, presenting in front of the people. These conditions trigger anxiety level, and this problem shows that when a person faces anxiety, the shame, fear, and anger come out and affect people's lives especially a students' education life. "Negative evaluation apprehension is about learners' fear of being negatively judged by others, and this can be extended to different social situations, not necessarily within classroom practice" (Lem & Hang, 2018, p. 2). In a social anxiety disorder, people represent some common speech dysfluencies which are related to behavior, and this dysfluency problem can understand face to face conversations easily. Anxious people tended more to stammer, repeat their sentences, tried to avoid eye contact, used some verbal crutches like "um," "uh", they needed to stop and gave pauses and they had poor communication skills than other individuals (Leary & Kowalski, 1995).

Nowadays, language teaching methods have turned to use more communication skills which are also known as Communicative Language Teaching (CLT) approach. In traditional method, grammar and vocabulary are the most important aims, and in language classes, there is a massive attention to them. In CLT classroom, the aim of the language learning has transformed to using students' real-life communication and conversation abilities (Wen & Clément, 2003).

2.4. Sources of the Foreign Language Speaking Anxiety

Anxiety disorder influenced both the learning process and communicative performance and skills (MacIntyre & Gardner, 1991). There are different perspectives and different ideas about the real sources of speaking anxiety. For instance, "when students were supposed to perform in front of the other students, it was considered as the anxiety-provoking factor, and they preferred to abstain from speaking (Young, 1991). In addition to that, speaking in front of the other students caused to increase anxiety level because of the fear of making pronunciation mistakes and fear of being laughed by other students (Price, 1991). There was a crucial relationship that occurred between the students' anxiety level, their success and their achievement in speaking lectures (Dalkılıç, 2001). Students have to be productive and creative during speaking foreign language rather than other three skills. Sometimes they have to perform orally in

front of a group, and they prepare oral presentations, or they have to participate in group discussions. They are usually called on by their teacher to present or give an answer in the foreign language. All these challenging speaking tasks influenced the learners and cause such sentences uttered by the learners (Gürbüz & Öztürk, 2014, p. 3).

“I always feel nervous when speaking English.”

“I feel bad in my mind because I wonder why I cannot speak English very well.”

“My English appear is not good enough; I cannot express very well.”

“Sometimes I feel stupid, and some people look at me, a strange man, cannot speak well.”

(Tanveer, 2007, p. 1)

“Willingness to Communicate is commonplace that EFL learners, whether the learners are good at English or not, are usually reluctant to speak the foreign language” (MacIntyre, 2007 as cited in Lem & Hang, 2018, p. 1). Gardner et al. (1997) found that the more a learner had linguistic ability the more he/she got profit about communicative confidence and the subjective feelings of being capable of using the foreign language. The self-reliance on accomplishing something gave the learner confidence that the learner was affected positively and become a willingness to communicate. In the model proposed by MacIntyre (1994), stored second language (L2) capability and anxiety were signals of WTC, which also affected the frequency of L2 communication with other learners. It can be, hence, predicted that Willingness to Communicate could influence learners’ linguistic performance and success by supporting and encouraging of interesting with the foreign language production practice. For instance, Alemi and Pahmforoosh (2011) studied variables that affected 49 Iranian EFL learners’ WTC and showed that foreign language success was related to willingness to communicate. Biria and Jouybar (2016) found that there was a correlation between three items which were language success, oral success and the willingness to communicate. They studied with 60 Iranian students who took Oxford Placement Test and a WTC questionnaire. The results showed that students’ WTC was related to not only the participants’ language success but also speaking ability positively.

Furthermore, there has been a lot of previous studies which were related to the willingness to communicate. However, according to Lem and Hang (2018), there was also an experienced proof that language learners’ WTC could not impressively affect

their language success. Individuals suffering from speech anxiety might experience negative consequences such as poorer grades, disappointment, when joining the workforce. Public speaking anxiety made some people feel unsafe and caused some physical disorders like not sleeping when they were supposed to give a speech in front of so many people (Raja, 2017, p. 98). Speaking anxiety caused other problems such as lower grades, embarrassment, and difficulties of challenges (Bartholomay & Houlihan, 2018). Oral communication is the other skills like reading and writing activities, during the oral performance, learners can be disturbed easily and this affects their self-reliance. While learners were speaking, they did not have chances to look at the dictionary, check the grammar usage and find the correct pronunciation (Turek, 2018, p. 97). Low participation is another problem that often encountered during oral communications and oral presentations. It has been noticed that while some students participated in the lesson actively, others avoided being active, they prefer to be passive (Turek, 2018, p. 97). These sources of the foreign language speaking anxiety push students into some challenging situations like high-level anxiety and the outcomes that affect students' educational lives. In language learning contexts, as Horwitz (1991) reported that, facilitating anxiety did not increase the level of the motivation because anxiety was defined as a debilitating factor that affect people negatively. Therefore, these sources affected learners both mentally and physically in negative ways.

There are different kinds of variables that cause foreign language anxiety for foreign language students, and these variables are related to each other that also force students negatively and make the learning process more challenging. Social interaction is dramatically based on the relationship between students and teacher. The teacher should be a bridge in students' social relations, such as, the teacher can coordinate family relationships to convince them to support their children to increase their communication skills (Dastpak & Sadighi, 2017, p. 112). According to the students, it has been observed that there are some specific sources of foreign language speaking anxiety and these sources can be categorized into three topics which are educational, individual and environmental. According to Gürbüz & Öztürk (2017), it was stated that the sources of foreign language speaking anxiety were mostly the cause of individual factors (p. 9). For example, most students thought that foreign language as a phobia and they coded that they could not manage to learn the second language, be successful anytime and they were afraid of learning a new foreign language because of the fear of making mistakes. For this reason, students should not be forced to express themselves in

the target language unless they are proficient enough to do so or they are equipped with the necessary items and word knowledge of the topic that implementing in the classroom (Gürbüz & Öztürk, 2017, p. 9). In addition to this, it was obvious that “the fear of making mistakes” and “lack of self-esteem” were other essential individual factors which were transmitted by students as the specific sources of speaking anxiety (Gürbüz & Öztürk, 2017, p. 9).

2.5. The Relationship between Anxiety and Achievement, and the Other Sources

Cognitive factors also impress students and their language performance in their classrooms. At first, students should be familiar with the topic after that they use this topic to communicate with other students actually, cognitive factors related to learners' past experiences because they affect learners' speaking performance. The learners tended to be more anxious and feel unsafe when they were supposed to speak those different topics which they had not encountered before (Hanifa, 2018, p. 231). Tuan and Mai (2015) along with Kasbi and Shirvan (2017) discussed that being unprepared could cause speaking anxiety which also led to the reluctance of speaking and unwilling to participate in the classroom.

The learners who are anxious and do not feel safe while speaking in front of the people usually prefer to avoid situations that they are supposed to speak, and also when they face with these situations, they suffer from stress and high level of anxiety. When people have to deal with the situations that they become the focus of the other people, they start to feel negative emotions like fear, worry, anxiety, and they also start to sweat because of the pressure that they feel. Most of the people tried to escape from these adverse situations where they were supposed to perform or speak in public and hence in certain and unpredicted situations, and they handled the problem by enduring the stress (Raja, 2017, p. 96).

The teacher has an essential role in the educational and social sources of speaking anxiety. Nicolson and Adams (2010) stated that facilitative factors and debilitating factors could make the classroom either a comfortable or a disruptive environment. These researchers also stated that students who suffered anxiety, thought that they had to speak in the classroom and they cannot overcome this problem. According to the classroom observations the researchers have worked for ten years, Adams and Margaret (2012) stated that, feeling uncomfortable in the classroom was

occurred according to the ways that, “what students were asked to do it, how they were asked to do it, or who they had to do it with”. When students believed that their teacher is reliable and supportive in the classroom, they could trust the teacher manners towards presenting teaching materials easily (Cao, 2011). Also, according to Hammad (2013), in some classrooms, students were afraid of their teachers, they avoided to express their thoughts in order not to discuss with the teacher, and they hesitated from the teacher’s reaction. A healthy classroom atmosphere had to be created well by having a quality conversation, and the teacher had to encourage students to be aware of themselves and self-confident (AlKhouday & Siddig, 2018, p. 87). Social interaction and healthy communication between student and teacher are crucial in order to get a higher profit from the lecture. The interaction is the basic need that students can easily consult teachers. Face to face and one by one conversation is a basic need in pedagogy. There are not only internal emotions that discourage students but also sometimes external emotions that cause negative attitudes towards speaking. For example, the syllabus should be comprehensible to complete oral tasks, and the teachers should supply adequate examples of the tasks that they can easily understand and complete the work. Teachers should also give beneficial homework that helps students to practice well. According to another research by Dinçer and Yeşilyurt (2013), it was observed that, students did not feel comfortable, and they had lack of self-esteem when they were exposed to speaking tasks, and this affected their success and enthusiasm.

Another source that causes foreign language speaking anxiety is observed in the gender issue. The level of speaking anxiety can vary according to gender differences. For example, female students had a high level of foreign language speaking anxiety than male students in oral performances (Karçiç & Çetin, 2015). There is not a particular statement about this issue hence may be defined by the different mutual effects between females, their family and society. Their research showed that females had poor communication and interaction with their fathers in the family and the arguments between parents, misunderstandings might cause hesitation to make a connection with family members especially fathers. Also, it was observed that females were more willing to learn a foreign language and they were more enthusiastic than males (Gürel, 2017). The study of Gaibani and Elmnefi (2016) researched gender issue in foreign language speaking anxiety among 108 graduate students at EFL at the University of Utara, Malaysia. Most of the participants stated that the foreign language which they were exposed, affect them negatively, they felt confused and anxious. The

participants stated that these negative emotions were the results of the lack of speaking ability and lack of self-reliance. In Mahmoudzadeh's study (2012), 74 Iranian students participated, and they stated that their foreign language speaking anxiety was because of the semantic system of their common language. The results of this study showed that gender difference had a significant role in being anxious because female students showed more negative emotions than males in the study.

Among these foreign language anxiety sources, the social, personal and educational sources are significant. For example, in Ayaz, Kara and Dündar's study (2017), it is found that the vital source of speaking anxiety was the inability of the students to speak in English. According to Ayaz et al. (2017), the grammar teaching method was the most common approach to teach foreign language in Turkey, but the learners wanted to learn how to speak fluently, how to interact with people orally instead of learning basic grammar rules. The students are not used to engage in classrooms orally so they have to be engaged and the teachers should pay attention to speaking skills rather than grammar. Also, Çetintaş (2010) and Haznedar (2010) stated that the biggest problem in Turkey's education system was a traditional approach which was form focused and lack of oral practice. The students should be asked for new materials in the classrooms because they tend to be bored quickly. According to Ayaz et al. (2017), "Sometimes, classroom activities can be boring or aimed at the wrong level" (p. 73). Also, in classrooms, teachers prefer to use their mother tongue rather than target language. "If teachers, whose role was also to serve as a model, were not willing to speak the target language, they could not expect from the learners to overcome their inhibitions while speaking" (Turek, 2018, p. 98). In this case, teaching the fundamental and proper is the teacher's role in encouraging students to participate in oral communication.

Many studies have researched the sources of foreign language speaking anxiety from different views. In Subasi's study (2010) 55 Turkish students and their oral anxiety were examined and it was observed that negative evaluation had a considerable effect on students' self-efficacy which triggered their anxiety level.

Enhancing a relationship between society and learners is so essential to understanding the real life that's why teachers should support students to be strong and make healthy communication with their families and interact with the real world by using oral performance and other skills appropriately. To support this perception, researchers such as Bernstein et al. (2008) pointed out that people who suffered from

social anxiety, especially speaking, were lack of self-confidence, lack of social skills, have difficulties to engage in a conversation and they pay less attention and more fear of making a mistake. Therefore, teachers should direct their students to make them feel self-confident and they should encourage them about being enthusiastic for learning new things to improve their success and performance (Richards & Rodgers, 2004). To sum up, Lui (2006) defined the sources of foreign language anxiety for 98 EFL language students in their English language classes (p. 23, 25). Lui (2006) reported these findings in his research such as, poor concentration, limited vocabulary usage, low level of success, lack of self-reliance, not understanding the lessons well, fear of making mistakes, lack of enthusiasm, lack of grammar rules, fear of being laughed at, avoiding completing tasks, hesitate of reading a passage loudly, lack of interaction with other students. In addition, being unfamiliar with the tasks in the classrooms, fear of negative feedback from students and teachers, fear of having the whole attention in the classrooms especially oral presentations, inability to made a sentence with incorrect words, fear of conveying their ideas, lack of patience, lack of studying, weak memory, family problems, lack of familiarity with the practices in classroom, lack of familiarity with the school were the other sources of foreign language anxiety.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

The purpose of this study was to explore the relationship between language success and foreign language anxiety level. As a secondary aim, the study aimed to find the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular. In this chapter, the research design, the participants, instruments that are used in the research, data collection methods and finally data analysis are presented.

3.2. Research Questions

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

1. What is the anxiety level of Turkish EFL students in tertiary context?
2. Is department a determinant factor in students' foreign language anxiety?
3. Is gender a determinant factor in students' foreign language anxiety?
4. Is there any relationship between EFL students' success in English and their foreign language anxiety levels?
5. What are the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular as perceived by the tertiary level EFL students in Turkish context?

3.3. Participants and Context

This study was conducted in 2018-2019 academic year at Mersin University in Mersin, Turkey. The participants of the study were a group of first- year students studying in different departments. The group consisted of 147 students and 82 of them were male and 65 of them were female (see Table 1). In addition, five students were chosen randomly among 147 students as interviewee for this study. The students participated in this study took English lecture as a common compulsory course at Mersin University. At the beginning of the semester an exemption exam was applied and the students whose foreign language knowledge was adequate, passed the exam and

the ones who could not pass the exam had to take English course as a common compulsory lecture and they were studying this lecture four hours a week. All of the participants were not assumed to be at the same level, as there were both beginners and intermediate level students within the group. In the classrooms two different source books were used, the course book and the workbook. The aim of this course was to encourage the students to teach English as a foreign language by utilizing four skills speaking, writing, listening and reading.

Table 1.

Gender of the Participants Descriptive Statistics

	N	%
Male	82	55.8
Female	65	44.2
Total	147	100

As seen in Table 1, the participants in this study consisted of 65 females and 82 males. A range of the participants is %55.8 male students while % 44.2 female students. Apparently, the findings represented that male students are scarcely higher than female students.

As it was mentioned before, English is a common compulsory lecture for the participants and, each of them was studying in different departments. There was not any language departments and the success level of these students were similar to each other like elementary and pre- intermediate level.

Table 2.

Departments of the Participants

	N	%
Art	3	2.0
Biology	1	.7
Biotechnology	9	6.1
Ceramic	2	1.4
Engineering	18	12.2
Finance	7	4.8
History	18	12.2
International Relations	7	4.8
Journalism	11	7.5
Labor Economics	2	1.4
Marine	1	.7
Maths	10	6.8
P.E.	23	15.6
Philosophy	12	8.2
Radio Cinema Tv	5	3.4
Sculpture	1	.7
Sociology	6	4.1
Textile	1	.7
Turkish Literature	10	6.8
Total	147	100.0

There were 20 different departments and 147 students from these departments. According to Table 2, participants were mostly in the P.E (Physical Education) program. The number of the students who were in the P.E department is (N=23, %=15.6.) Following departments is History; (N=18, %12.2) and Engineering; (N=18, %12.2). There was just one participant from Textile, Sculpture, Marine, and Biology departments.

3.4. Instruments

In this research, the well-known questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS), was implemented to 147 participants to evaluate their foreign language anxiety levels. In order to investigate the relationship between success and anxiety, participants' midterm results were analyzed with the results of the FLCAS. Besides the questionnaire, interview questions were implemented to five participants to identify and classify the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular from students' perspective.

3.4.1. Foreign Language Classroom Anxiety Scale (FLCAS)

FLCAS questionnaire was adapted from another researcher and utilized in this study namely, Foreign Language Classroom Anxiety Scale which was designed by Horwitz et al. (1986) in order to enhance a standard scale for the researchers to investigate the foreign language classroom anxiety level. The reason why this scale was implemented in this study is the reliability of the instrument that was widely used by other researchers. In order to restrain any misunderstandings, the translated version of the adapted FLCAS was implemented to the participants because, their success level was not as adequate as to understand the items with ease. The original version was translated into Turkish by using back translation technique and adapted from; Aydın, Harputlu, Güzel, Çelik, Uştuk, Genç's (2016) study. Cronbach alpha of the Turkish version was coefficient .86, and the Cronbach alpha of the original version was .77. Concerning these values, both versions of the study have reliability and they were acceptable to be used in the literature (Aydın et al., 2016). In the original version of the scale, 33 items of the questionnaire were designed to apply participants but in the present study, one of these items was removed because there were two questionnaire items which were directly about foreign language speaking anxiety. In the questionnaire part, the main argument was not foreign language speaking anxiety that's why one of these items were removed in order to focus on foreign language anxiety mostly. Therefore, 32 items were implemented for the participants. Considering the specific points of each questionnaire, 12 of them focused on communication apprehension (items 1, 4, 9, 14, 18, 26, 28, 29) which could be related with foreign language speaking anxiety in particular for this study. Other items focused on fear of feedback (items 2, 7, 13, 19, 23, 30, 32) and fear of language tests items (3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21,

22, 24, 25, 27) which could be also related with foreign language anxiety in general. The questionnaire was graded with five points Likert scale, enhancing participants to answer each item with a single response like 1; Strongly disagree, 2; disagree, 3; neither agree nor disagree, 4; agree, 5; strongly agree. The FLCAS score was calculated for each student and the scale was divided into three parts based on the scores; low anxious: 33-69, moderate: 70-89, high: 90-132 (Cheng, 2005). FLCAS scores were also compared with other instruments in this study, such as, interview and midterm scores of the participants.

3.4.2. Interview

In order to provide more information from the participants, concerning the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular, semi-structured interviews were applied to five students for the qualitative part of the study. The interview questions were adapted from Balemir (2016). There were both Turkish and English versions of the interview questions. However; in the present study, the adapted Turkish version of the interview questions were used in order to prevent any misunderstandings. To get participants' perspectives about the related literature, eight interview questions were asked. During the interview the responses were recorded and these recordings were subsequently transcribed into English by the researcher. These individual interviews aimed to find out the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular from the students' perspectives. The interview questions were mainly about students' use of English, as well as the possible influence of teachers' manners, the participants' psychological conditions and their educational environment. The interviewee students were also asked to interpret their responses to FLCAS and their related scores.

3.4.3. Midterm Scores

The aim of this study was to investigate the relationship between foreign language anxiety level and students' success. Before implementing the FLCAS to the participants, they were conducted midterm exam in the Mersin University. The exam consisted of multiple choice questions and there were 20 questions. Five of the questions were related to reading passage which was given in the exam paper. The rest

of them were about basic grammar rules. The level of the students were close to each other, they could be categorized as elementary level and pre-intermediate level. Therefore, for the first semester, there was only one grammar topic which was Simple Present Tense. The whole semester alphabet, numbers, prepositions, personal items, jobs and Simple Present Tense was taught. Therefore, the exam questions were so clear and simple to understand. Each question was scored as five points and students coded their answers to optic form during the exam. Optic reader calculated each score and the results were sent to teachers then they entered the results into student information system. There were lots of students who did not code the answers to the optic form and who did not have the exam, and these students had zero point automatically. Therefore, there were many zero points among the midterm results. In the present study participants' midterm scores were utilized with the aim of comparing the results of FLCAS and Midterm scores.

3.5. Data Collection Procedures

For data collection, two different instruments were used in the study. The 147 students were asked to answer the questionnaire from their perspective. At first, the instruments were analyzed concerning the convenience for the implementing process. The researcher got permission from Çağ University about the suitability of the questionnaire and interview questions then, the researcher got permission from Mersin University to apply these instruments to the students. After the midterm exam which was conducted in the second week of November, the implementation process started. Before starting the questionnaire, students were informed about the purpose of the study and the importance of this topic for the literature and they were informed that only their responses to this questionnaire would be used, their names and other information would be kept in confidently. They were asked to complete all of the questionnaires, not leave any item without an answer. Therefore, the 147 questionnaire items were collected without any problem and missing tool. For the interview part of the study, the students were informed in the matter of the aim of the study, and they were informed that their responses would be helpful to investigate the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular. Besides, they were told that their names would be kept confidential and their responses would be used in the present research. The interview process was completed one by one, and the

responses were recorded, and the following, each response was transcribed and translated into English.

3.6. Data Analysis

Utilizing both qualitative and quantitative data collection methods ensured a deep comprehension about the foreign language anxiety. The first implementation of the study, FLCAS, was analyzed by SPSS version 2.0. Firstly; In order to calculate the frequency distribution of the participants' responses in FLCAS, descriptive statistics of each item were calculated. The scores were also interpreted regarding the variables of gender and department. Also parametric statistical tests were applied to find out the differences in foreign language anxiety in general considering the variables, including gender and department.

Secondly; maximum, minimum, mean and standard deviations of the foreign language classroom anxiety points and students midterm scores were calculated. Further, in order to find the relationship between foreign language anxiety level and success level, parametric statistical tests were applied once again.

Finally, the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular were collected from the interviewees' responses. During the interview, the response of each participant was recorded, transcribed and translated into English afterwards. The responses were coded and analyzed. The data collected from participants' FLCAS were checked out and compared with the responses given during the interview.

CHAPTER IV

4. RESULTS

4.1. Introduction

This chapter presents the findings of the study. The findings are presented in two sections. The first section investigates the findings that was provided from the quantitative data by means of the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et.al., 1986) (see Appendix C), and the second section shows the findings provided from qualitative data collection instrument; semi-structured interviews (Balemir, 2009) (see Appendix E). This research was conducted to find out the answers to these following research questions:

1. What is the anxiety level of Turkish EFL students in tertiary context?
2. Is department a determinant factor in students' foreign language anxiety?
3. Is gender a determinant factor in students' foreign language anxiety?
4. Is there any relationship between EFL students' success in English and their foreign language anxiety levels?
5. What are the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular as perceived by the tertiary level EFL students in Turkish context?

4.2. Data Analysis of Quantitative Data

4.2.1. Test of Normality

For quantitative studies, the distribution of the variables is so significant to apply either non-parametric tests or parametric test, regarding the data collection tool. Therefore, test of normality was applied to Foreign Language Classroom Anxiety Scale (FLCAS).

Table 3.
Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness	Kurtosis
	Statistic	N	p.	Statistic	N	p.	Statistic	Statistic
Foreign Language Speaking Anxiety Scale points	.090	147	.005	.984	147	.093	.142	-.437

N, number of the items; *p*, significance

In Table 3, according to Kolmogorov- Smirnov ($n > 50$) test results, the variables did not distribute normally ($p < 0.05$) which meant that parametrical tests could not be used in this research. However; as seen in Table 3, there were two other analyses, Shapiro-Wilk and Skewness Kurtosis that could be employed. If Kolmogorov-Smirnov results showed that, the variables did not distribute normally, the researcher could accept the Skewness Kurtosis results. As Skewness Kurtosis values of the FLCAS score were among the normal distribution variables (± 1.5)*, parametrical tests could be used in this research and the values distributed normally. According to Tabachnick and Fidell (2013), if the data was not appropriate for normality test, it is possible to interpret the data by looking at Kurtosis Skewness values and the variables of these values had to be among -1.5 and +1.5. Considering these values, in the present study, it was determined to apply parametric statistical tests to the data collected by FLCAS.

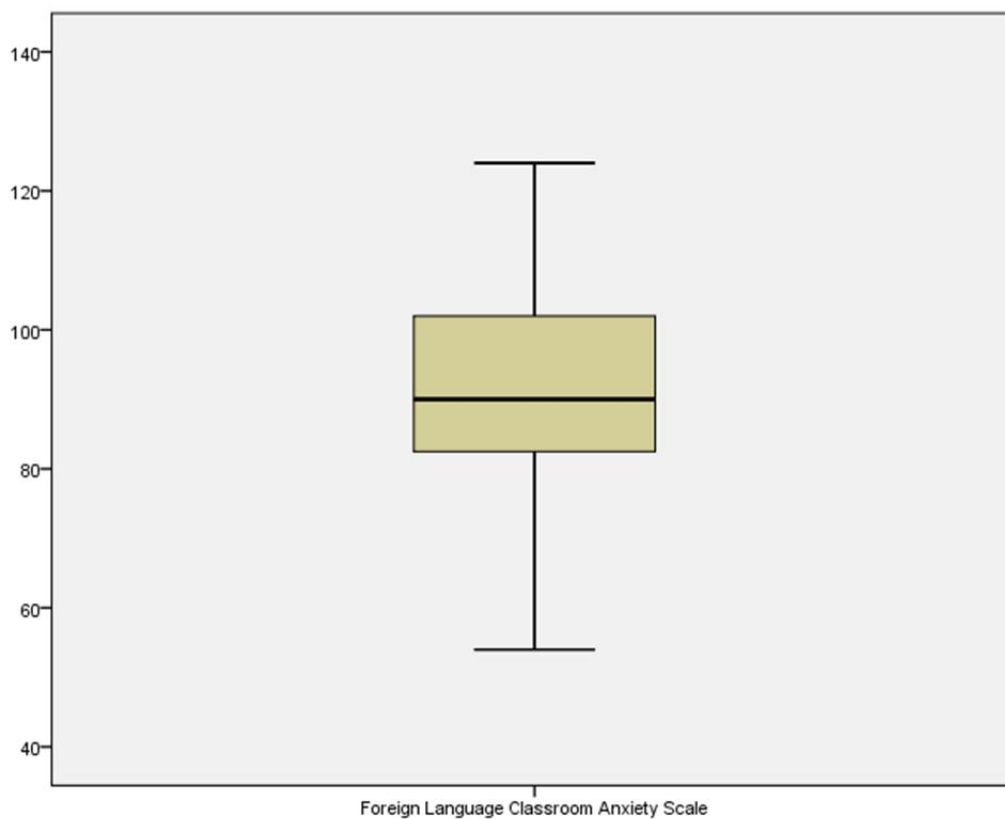


Figure 1. Test of normality for FLCAS

As also seen in Figure 1, the variables of the FLCAS were distributed normally.

4.2.2. Findings of the EFL Students' Anxiety Levels based on FLCAS

FLCAS was developed by Horwitz, et.al. (1986) with the aim of measuring the level of foreign language anxiety in a classroom setting through a paper-based questionnaire. FLCAS scores ranged depending on the different anxiety levels (see Table 4 for anxiety score ranges).

Table 4.

Anxiety Score Ranges

Anxiety Level	Score Range
Low	33-69
Moderate	70-89
High	90-132

R.Q.1.What is the anxiety level of Turkish EFL students in tertiary context?

Table 5.

Mean Scores of FLCAS

	N	Minimum	Maximum	Mean	Std. Deviation
Foreign Language Classroom Anxiety Scale points	147	54	124	91.69	13.568

N, number of the items

As can be seen from the data in Table 5, the mean score of the FLCAS (M=91.69) showed that the anxiety level of the participants of this study was “high anxious” considering the anxiety score ranges shown in Table 4. Therefore, the participants of this study could be put into the “high anxious” category.

Foreign Language Classroom Anxiety scale was designed to investigate the anxiety level in particular areas such as; communication apprehension, fear of feedback by peers and teachers, and fear of language tests. Each of the questionnaire items were divided into such topics by Horwitz et.al (1986):

- Communication apprehension (items 1, 4, 9, 14, 18, 26, 28, 29)
- Fear of feedback by peers and teachers (items 2, 7, 13, 19, 23, 30,32)
- Fear of language tests (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 24, 25, 27)

The general distribution of the responses of Foreign Language Classroom Anxiety Scale which indicated participants’ foreign language anxiety level in particular areas were presented below in Table 6, Table 7 and Table 8.

Table 6.

General Distribution of the Communication Apprehension

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Q1. I never feel quite sure of myself when I am speaking in my foreign language class.	17	11.6%	49	33.3%	25	17.0%	52	35.4%	4	2.7%
Q4. It frightens me when I don't understand what the teacher is saying in the foreign language	29	19.7%	64	43.5%	7	4.8%	46	31.3%	1	0.7%
Q9. I start to panic when I have to speak without preparation in language class.	11	7.5%	29	19.7%	28	19.0%	62	42.2%	17	11.6%
Q14. I would not be nervous speaking the foreign language with native speakers.	15	10.2%	62	42.2%	37	25.2%	30	20.4%	3	2.0%
Q18. I feel confident when I speak in foreign language class.	15	10.2%	33	22.4%	42	28.6%	46	31.3%	11	7.5%
Q26. I get nervous and confused when I am speaking in my language class.	30	20.4%	53	36.1%	41	27.9%	21	14.3%	2	1.4%
Q28. I get nervous when I don't understand every word the language teacher says.	17	11.6%	43	29.3%	38	25.9%	41	27.9%	8	5.4%
Q29. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	10	6.8%	37	25.2%	41	27.9%	50	34.0%	9	6.1%

N, number of the items

The researcher analyzed each of the questionnaire items regarding of the particular areas. For the items which indicated *Communication Apprehension*; (items 1, 9, 14, and 29) almost half of the participants 44.9% disagreed that they are never quite sure of themselves, 53.8% of them start to panic when they have to speak without preparation. Also %52.4 of the participants remarked that, they felt nervous whether the person that they talked was native or not and 40.1% of them indicated that they felt overwhelmed by the number of rules that they had to speak foreign language. For the items (4, 18, 26, 28); 63.2% of the participants did not feel anxious when they did not understand what their teacher said, and also it was found that 38.8% of them feel

confident while they were speaking in the classroom. 56.5% of the participants indicated that they did not get confused while they were speaking and according to the item 28, 30.3% stated that they did not get nervous when they did not understand their teacher. According to participants' responses on FLCAS, it could be considered that, students felt confident and relaxed in the classroom, but they felt nervous when they had to speak unpreparedly.

Table 7.

General Distribution of the Fear of Feedback by Peers and Teacher

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Q2. I don't worry about making mistakes in language class.	14	9.5%	52	35.4%	27	18.4%	45	30.6%	9	6.1%
Q7. I keep thinking that the other students are better at languages than I am.	8	5.4%	40	27.2%	56	38.1%	36	24.5%	7	4.8%
Q13. It embarrasses me to volunteer answers in my language class.	24	16.3%	66	44.9%	10	6.8%	43	29.3%	4	2.7%
Q19. I am afraid that my language teacher is ready to correct every mistake I make.	24	16.3%	59	40.1%	30	20.4%	28	19.0%	6	4.1%
Q23. I always feel that the other students speak the foreign language better than I do.	19	12.9%	42	28.6%	53	36.1%	26	17.7%	7	4.8%
Q30. I am afraid that the other students will laugh at me when I speak the foreign language.	35	23.8%	41	27.9%	21	14.3%	40	27.2%	10	6.8%
Q32. I get nervous when the language teacher asks questions which I haven't prepared in advance.	31	21.1%	38	25.9%	24	16.3%	49	33.3%	5	3.4%

N, number of the items

For the items which indicated *Fear of Feedback by Peers and Teachers* (items 2, 7, 13, 19, 23, 30, 32), 44.9% of the participants disagreed that they did not worry making mistakes. 32.6% of the participants disagreed that other students were better than they are. It was also indicated that 61.2% of the participants disagreed that being a volunteer in the language classroom made them feel nervous. Over the half of the participants 56.4% disagreed that they were afraid of being corrected by their teachers

and 41.5% of them disagreed that others could speak better than they are. Also, it was found that 51.7% of them disagreed that they were afraid of other students would laugh at them when they were speaking while 34% of them agreed this item. Item 32 showed that, 47% of the participants disagreed that they got nervous when the language teacher asked questions and they could not be prepared in advance. Regarding these responses, it could be considered that most of the students were not afraid of getting feedback from peers and teachers.

Table 8.

General Distribution of the Fear of Language Test Items

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Q3. I tremble when I know that I'm going to be called on in language class.	27	18.4%	55	37.4%	15	10.2%	44	29.9%	6	4.1%
Q5. It wouldn't bother me at all to take more foreign language classes.	3	2.0%	28	19.0%	42	28.6%	48	32.7%	26	17.7%
Q6. During language class, I find myself thinking about things that have nothing to do with the course.	13	8.8%	42	28.6%	57	38.8%	33	22.4%	2	1.4%
Q8. I am usually at ease during tests in my language class.	4	2.7%	49	33.3%	22	15.0%	57	38.8%	15	10.2%
Q10. I worry about the consequences of failing my foreign language class	5	3.4%	40	27.2%	29	19.7%	58	39.5%	15	10.2%
Q11. I don't understand why some people get so upset over foreign language classes.	2	1.4%	33	22.4%	51	34.7%	45	30.6%	16	10.9%
Q12. In language class, I can get so nervous I forget things I know.	7	4.8%	29	19.7%	29	19.7%	66	44.9%	16	10.9%
Q16. Even if I am well prepared for language class, I feel anxious about it.	17	11.6%	55	37.4%	24	16.3%	45	30.6%	6	4.1%
Q17. I often feel like not going to my language class.	31	21.1%	65	44.2%	26	17.7%	23	15.6%	2	1.4%
Q20. I can feel my heart pounding when I'm going to be called on in language class.	21	14.3%	42	28.6%	20	13.6%	41	27.9%	23	15.6%
Q21. The more I study for a language test, the more confused I get.	32	21.8%	54	36.7%	20	13.6%	30	20.4%	11	7.5%

Q22. I don't feel pressure to prepare very well for language class.	16	10.9%	24	16.3%	24	16.3%	65	44.2%	18	12.2%
Q24. Language class moves so quickly I worry about getting left behind.	27	18.4%	82	55.8%	16	10.9%	21	14.3%	1	0.7%
Q25. I feel more tense and nervous in my language class than in my other classes.	36	24.5%	59	40.1%	18	12.2%	31	21.1%	3	2.0%
Q27. When I'm on my way to language class, I feel very sure and relaxed.	4	2.7%	31	21.1%	22	15.0%	73	49.7%	17	11.6%

N, number of the items

For the items which were primarily about *Fear of Language Tests* (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 24, 25, 27), it was stated that 55.8% of the participants agreed that they felt confident when they were called in the classroom and 49% of them were at ease during the class. Half %50.4 of the participants agreed that they could take more language classes. 55.8% of them agreed they could get so nervous when they forget the things. 65.3% of the participants disagreed that they often felt like not going to language class. Over the half of the participants disagreed that, the more they study, the more they got confused and 56.4% of them agreed that they did not feel any pressure in the language classroom. Based on the responses of the participants, most of them felt confident and they did not suffer from text anxiety.

4.2.3. “Gender” and “Department” variables in FLCAS

As previously mentioned, the aim of this study was to investigate whether “gender” and “department” are determinant factors in foreign language anxiety or not. Therefore, for the “department” variable, one way ANOVA test was applied and for the “gender” variable, T-test was applied in this study.

R.Q.2. Is department a determinant factor in students’ foreign language anxiety?

Table 9.

One way ANOVA test

	N	Mean	Std. Deviation	Minimum	Maximum	F	*p.
Others	10	86.30	15.896	65	115	.982	.469
Biyotecnology	9	94.22	16.361	69	119		
Engineering	18	89.39	8.651	74	106		
Finance	7	96.00	12.910	81	110		
History	18	97.89	10.660	85	119		
İnternation Relat.	7	89.29	18.954	68	124		
Journalism	11	95.82	13.652	81	121		
Marine	11	92.82	15.296	69	114		
P.E.	23	90.22	11.273	65	110		
Philosophy	12	88.83	15.741	68	115		
Radio Cinema TV	5	96.80	18.377	72	113		
Sosyology	6	90.83	11.600	74	104		
Turkish Lit.	10	85.50	15.565	54	107		
Total	147	91.69	13.568	54	124		

*N, number of the items; p, significance*** One way ANOVA test results*

Considering the findings of this study, no significant difference investigated between students' departments and students' foreign language anxiety levels. As can be seen in Table 9, according to Anxiety Score Range (see Table 4) foreign language anxiety levels of the participants from the "Turkish Literature", and the "Philosophy" departments were determined as "moderate" while the other participants were determined as "high anxious". According to the findings, no significant difference existed between the departments and FLCAS ($p > 0.05$). Therefore, in this study, the department was not a determinant factor in students' foreign language anxiety.

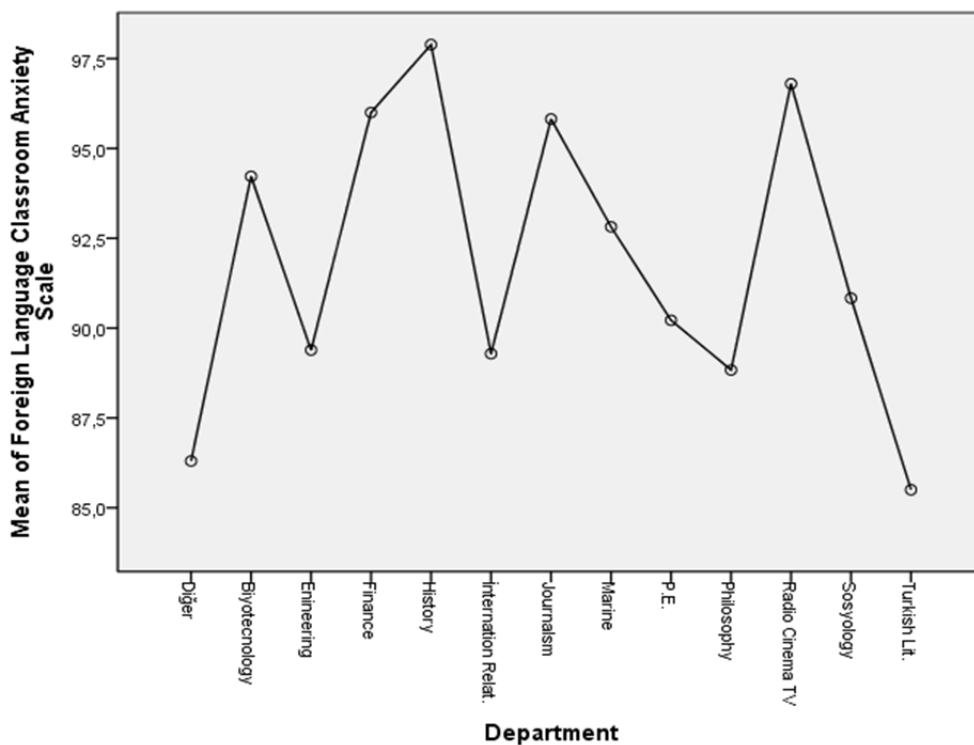


Figure 2. Mean scores between departments and FLCAS

R.Q.3. Is gender a determinant factor in students' foreign language anxiety?

Table 10.

Demographic Variables /Gender

	N	Mean	Std. Deviation	Minimum	Maximum	T	*p.
Male	82	92.66	13.263	65	121	.968	.335
Female	65	90.48	13.951	54	124		
Total	147	91.69	13.568	54	124		

N, number of the items; p,significance

** Independent T-test results*

As can be seen in the Table 10, no significant difference was found between the mean scores of the male participants and the mean scores of the female participants. Concerning the data provided by FLCAS, the answer to the second research question, "Is gender a determinant factor in foreign language anxiety?" appeared to be negative evidently. According to Table 10, the mean scores of the male and female participants' "foreign language classroom anxiety" were so close to each other. Considering

“Anxiety Score Range” (see Table 4), the findings presented that both female and male participants were ‘high anxious’ regarding the scores of (Mm= 92.66) and (Mf= 90.48). Also, the independent t-test results revealed that, no significant difference existed between the male and female participants’ anxiety levels ($p>0.05$). Therefore, in this study, it can be concluded that gender was not a determinant factor in students’ foreign language anxiety.

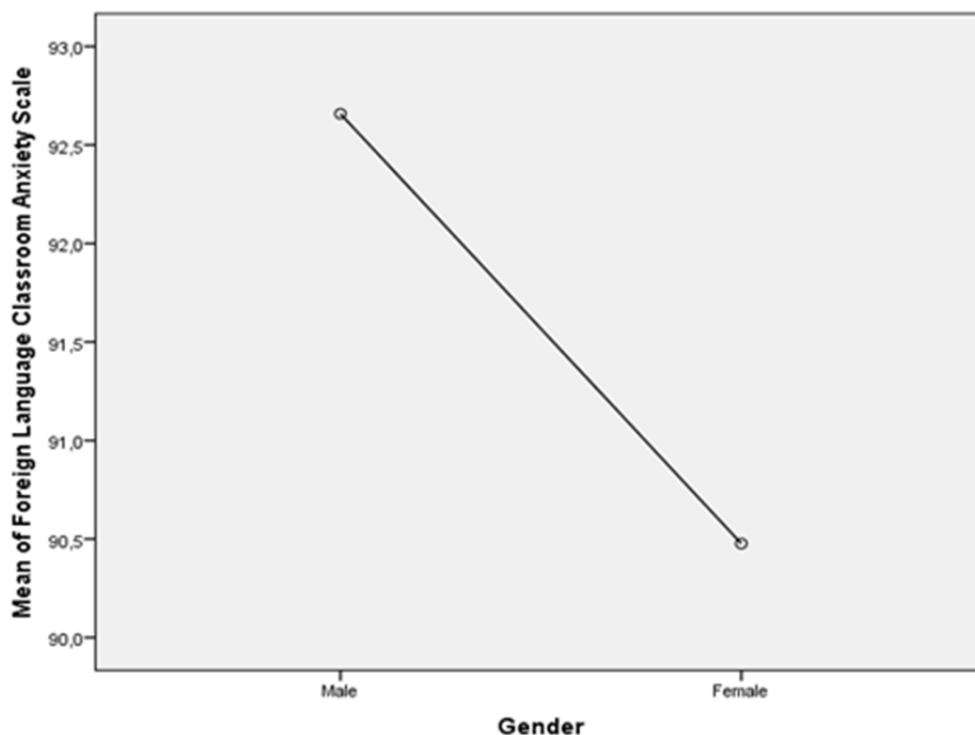


Figure 3. Mean scores of the FLCAS based on gender

4.2.4. Findings from the Relationship between Success and Foreign Language Anxiety

Table 11.

Mean Scores of Midterm Results and FLCAS

	N	Minimum	Maximum	Mean	Std. Deviation
Midterm	147	0	100	67.52	20.301
Foreign Language Classroom Anxiety Scale points	147	54	124	91.69	13.568

N, number of the items

R.Q.4. Is there any relationship between EFL students' success in English and their foreign language anxiety levels?

Considering the aim of this research in order to examine the relationship between success in English and foreign language anxiety levels, first of all, midterm scores of the participants were calculated based on their Minimum, Maximum, Mean and Standard Deviation. The mean score of the midterm scores was (M=67.52). Regarding the questionnaire, as it was mentioned earlier, the mean score of the FLCAS was (M= 91.69) which implied a significant foreign language anxiety problem in the classroom.

Table 12.

Correlation between midterm results and FLCAS points

		Midterm
Foreign Language Classroom Anxiety Scale points	R	-.434**
	p.	.001
	N	147

r: Pearson Correlation value

***.* Correlation is significant at the 0.01 level

The findings presented in Table 12 demonstrated that there was a moderate negative correlation between students' success levels and foreign language anxiety levels as measured by FLCAS ($r = -.431$, $p < .001$). According to the results, students' success levels were affected negatively when they felt anxious during the classroom and exams. Regarding these results, foreign language anxiety was determined as a negative factor for students' success levels.

4.3. Qualitative Data Findings and Discussion

This section of the study indicates the findings gathered by qualitative method: semi-structured interviews. As mentioned previously, follow-up semi-structured interviews were conducted with five students in order to find out the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular.

R.Q.5.What are the primary sources of foreign language in general and foreign language in particular as perceived by the tertiary level EFL students?

Semi-structured interviews were applied to five randomly selected participants whose exam results were different from each other. Therefore, in the group, there were both successful and unsuccessful students in order to get the results confidently and fairly. Interview questions were consisted of eight questions (see Appendix E). After the class, the interviewees were invited to the classroom one by one. The interview questions were implemented in Turkish in order to avoid any misunderstandings and the responses were recorded during the interview. All qualitative data gathered from the interviews, and the responses were transcribed, and translated into English. The responses and comments were analyzed and some specific themes were identified.

In the study, first and seventh interview questions were about the foreign language in general. For the first interview question, students were asked that learning English is difficult or easy? In what ways do you find learning English difficult or easy?

- Learning English can be easy but speaking is not as easy as learning. Because speaking fluently and speaking without making any mistake are so challenging for students. I suffer from lack of vocabulary items and I cannot pronounce the words correctly. (Participant 1)
- I find learning English easy because our teacher makes it easy for us. She tries to find enjoyable practices, and exercises. She corrects our pronunciation until we learn the truth and creates a respectful environment. (Participant 2)
- I think learning foreign language is so difficult. Until the elementary school we have learnt English but we cannot speak or we cannot make a sentence easily. Teachers mainly focus on the grammar and the grammar rules have not been attractive for years. (Participant 3)
- I find learning English as a difficult process because most of the students including me, are afraid of making mistake. I was humiliated by my English teacher when I was in elementary school. Therefore, it has become a phobia for me. (Participant 4)
- I think learning foreign language is so enjoyable but it also depends on my teacher and my peers. I want to be encouraged by them rather than discouraged.

Because I mostly have difficulty about speaking and I want to feel confident when I speak in front of the others. (Participant 5)

According to the students' perspectives, they stated that English can be considered as difficult. They referred that, teachers' and peers' manners were so essential because they were afraid of making mistakes and they suffered from lack of vocabulary items.

For the seventh interview question, students were asked about "The most important ones among these items; reading, speaking, writing, listening, vocabulary and grammar". There are some examples of the responses as follows:

- I think vocabulary and speaking are the most important ones. Because I cannot speak without words so I have to learn more and more vocabularies. Speaking is important because the best way of expressing yourself is speaking. (Participant 1)
- Listening and speaking are more important than others. Because when we listen to something, it enters our mind automatically and we get familiar to hear that word. Pronunciation of the word is saved in our mind and we can remember it quickly. (Participant 2)
- I think all of them are important. If we learn a language, we should learn completely. (Participant 3)
- All of them are necessary because we cannot use one of them without others. They related to each other. (Participant 4)
- I think that Speaking is the most important and the most challenging one among the others, because people know grammar rules but they do not know how to use these rules while speaking. We need more speaking practices in the schools. (Participant 5)

Majority of the participants reported that speaking was so essential because people need more practice, otherwise they cannot improve their speaking skills. Some others reported that all of them are important because people use a language totally not partially.

The other interview questions mainly focused on the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular. For the second and third interview questions, it was inferred that one of the primary sources of foreign language speaking anxiety was **lack of vocabulary knowledge**. There are some instances from participants' responses for the second interview question which was about the factors that make students nervous while speaking English:

- I mostly have difficulties to find correct words to make a sentence. (Participant 1)
- The thing that makes me nervous while I am speaking English is making pronunciation mistakes and speaking incorrectly. (Participant 2)
- I have difficulties to make a sentence, inability of self-expression for the fear of misunderstandings. Also, I get nervous when I forget the words or using an improper word in the sentence. (Participant 3)
- I mostly have difficulties about speaking fluently. Generally, I am nervous and this makes me feel anxious so I am afraid of making pronunciation mistake and I cannot speak fluently. (Participant 4)
- I feel nervous when I am speaking because I do not remember the correct word and I have to give pause and force myself to remember. Therefore, I cannot speak, I make pronunciation mistakes and this frightens me to speak with others. (Participant 5)

These were some responses that reflect common problems in speaking anxiety. Considering the responses of the second interview question, it was indicated that there were basic problems that made participants nervous such as fear of making pronunciation mistake, lack of vocabulary knowledge and inability of self-expression.

The third interview question was the strengths and weaknesses based on speaking English in the classroom. Students answered that what absences made them nervous while they were speaking English and in what ways they saw themselves strong while they were speaking English, thus there are some responses to these:

- I want to speak properly and fluently but I cannot. (Participant 5)
- I know the words, I know the grammar but I cannot read or speak fluently what I write on a paper. (Participant 3)
- I know the vocabulary but I cannot pronounce words correctly. (Participant 2)
- My weakness is my lack of self-confidence. I know but I am afraid to use my knowledge for the fear of making mistakes. (Participant 1)
- I have difficulty while I am speaking because I did not talk to anybody until I start to learn English. The educational system gives importance grammar so we could not improve our speaking skills. We just learn rules but we do not know how to use these rules orally. I do not understand when my teacher says a word but I understand when she writes the word on the board. I do not know how to pronounce so I do not understand the words when I hear them. (Participant 4)

Participants explicitly claimed that they did not know how to pronounce and they could not speak fluently. One of the participants reported that students were not encouraged to speak they were exposed to learn grammar rules. As it was stated in the FLCAS, for item 12, “In language class, I can get so nervous I forget things I know” %44.9 of the participants were found to agree with this item. The five of the participants also responded this item “strongly agree” which also considered that FLCAS supported interview responses through foreign language speaking anxiety in particular. According to students’ responses, fear of making pronunciation mistake and lack of vocabulary were the most common problems for the foreign language speaking anxiety.

Regarding of the participants’ responses, **teachers’ manners** could be considered as another primary sources of the foreign language speaking anxiety. For the fourth, fifth and eighth interview questions which were about teacher’s attitudes in the face of oral mistakes, almost all of the students reported that teacher’s manner was so essential to learn foreign language fruitfully. Their teacher was nice and considerate towards to all of the students in the classroom. There are some of the responses to the fourth question:

- She is so patient and helpful to us. She knows that every person can make a mistake and she acts like this to all of us, she is so understanding. (Participant 2)

- First, our teacher says the word then expect us to pronounce properly. She keeps correcting until we say the word correctly. (Participant 3)
- My teacher is so nice and friendly. She tries to do her best and encourage us. When we are discouraged and give up, she manages to catch our attention again. She corrects my mistakes and she does not humiliate us because of the mistakes that we make. (Participant 1)
- When we do not want to speak because of lack of self-confidence, she does not ignore us. She keeps us within the group and she changes the topic that interests us. (Participant 4)
- Our teacher can fix the balance in the classroom. All of us cannot speak fluently and make lots of pronunciation mistakes but there is a safety zone that we do not hesitate when we are speaking and this is the consequence of our teacher's positive manner. (Participant 5)

As can be understood from the verbal data above, the aim of this study was also investigating the primary sources such as the possible influence of teachers' manners. Participants were found to give huge importance to teacher's manners. They stated that this affected their performance and the educational process.

There are some of the responses from the fifth interview question. "Do you want your oral mistakes to be corrected immediately?"

- Yes, I want. Because I have to learn the correct answer to understand my mistakes. (Participant 1)
- I always want my oral mistakes to be corrected but the teacher should correct students' failures with respect. The teacher should not approach students with discouraging attitudes. In contrast, He/she should encourage us to learn the truth from our mistakes. (Participant 2)
- Actually, I want but I am afraid that other students will laugh at me because of my mistakes. (Participant 3)
- I want to learn the correct one but I need to feel safe at first. (Participant 4)
- If my teacher corrects my oral mistakes friendly and without any judgment, I always want to learn the truth rather than avoid. (Participant 5)

For the item 19 in FLCAS, “I am afraid that my language teacher is ready to correct every mistake I make” the majority of the participants’ (40.1%) disagreed to this. It was evident that whether they suffered from anxiety in the classroom or not, they did not feel under heavy pressure by virtue of teacher’s attitudes. They want to learn the truth but they have to feel safe and they need to be encouraged by the teacher.

The eighth interview question was “What makes you less nervous while speaking in the classroom? There are some responses to this question:

- Generally, I am nervous while I am speaking. I always think that unless I can speak. However; our teacher makes me feel comfortable. (Participant 1)
- My teacher’s attitudes determine my stress level. If my teacher corrects my mistakes scathingly, I lose my interest in this lesson. (Participant 2)
- If all of the students are at the same level, I do not be anxious. When I realize a student that knows everything, answers everything, this discourages me because I start to think that she/he knows but I do not know so I am a problematic student. (Participant 5)
- In the classroom, teacher and students should be respectful so this makes me less nervous. (Participant 3)
- The learning environment is so important. I want to share my opinions without hesitation and want to establish a healthy dialog with my teacher. A safe environment is necessary to express ourselves. (Participant 4).

In FLCAS, item 13, “It embarrasses me to volunteer answers in my language class” Majority of the participants (44.9 %) disagreed. This showed that they did not hesitate to be a volunteer in the classroom, they have a fruitful atmosphere and they have a healthy relationship between the teacher and the students. The responses showed that the outside factors were so essential. They needed to feel safe to convey their ideas and they wanted to be respected by other students and teachers. The quality of the learning environment mostly depended on the attitudes of other people in the same place.

Regarding of the responses of the participants, another source of foreign language anxiety was **fear of making mistake** in the classroom. The sixth interview question was about the students’ fear of making mistakes in the classroom and all of the

participants stated that they were afraid of making mistakes in the classroom especially in front of the other people. There are some of the responses to this question:

- Yes, sometimes I am afraid of making mistakes but this also related to the teacher. If he/she is a nice towards us and an understanding person, I do not hesitate to make mistake. (Participant 5)
- I am afraid that even if my English is good, I will be reluctant to speak in English class and I mostly have difficulty in getting negative feedback from my peers and teacher. (Participant 1)
- Yes, I am afraid not to response correctly and when I realize the mistake, I stop talking and this makes me more anxious. (Participant 4)
- Yes, I am afraid because of the lack of self-confidence. I know something but I convince my mind that I cannot use the vocabulary items properly. That's why I do not like speaking in the classroom. (Participant 2)
- I mostly have difficulty about fear of making mistake. I want to be corrected but I hesitate from other students because I cannot make a sentence properly and I am afraid to be misunderstood. (Participant 3)

The whole participants reported that they were afraid of making mistakes. For the item 18 in FLCAS, "I feel confident when I speak in foreign language class". Five of the participants disagreed which promote the fear of making mistake a problem in the study. This was an important and provoking problem for their success and improvement. The participants also stated that when they start to feel negative emotions, they prefer to stop speaking rather than continuing. Item 18 in FLCAS integrated both foreign language anxiety in general and speaking in particular because responses for the interview question were not directly about the speaking problem. It could be related with the fear of feedback by peers and teachers.

The responses of the interviewees were coded and categorized like fear of making mistake considered for a source foreign language anxiety in general, fear of pronunciation mistake considered for the source of foreign language speaking anxiety in particular. Lack of vocabulary was also one of the primary sources of foreign language speaking anxiety, and the aforementioned teacher's attitude could be indicated as a source of both foreign language speaking anxiety in general and speaking in particular.

There were also personal reasons like; lack of self-confidence and inability of self-expression. Therefore, as a result of the interview questions, it was found that the primary sources of the foreign language anxiety in general and speaking in particular were defined as fear of making mistake, teachers' manners, lack of vocabulary and psychological conditions such as inability of self-expression.

Firstly, considering the findings, the participants of this study were found to be high anxious based on the mean scores of FLCAS ($M=91.69$). Secondly, no significant relationship was found between gender and department variables on FLCAS, in other words, gender and department variables were not determinant factors that influence anxiety level. Thirdly, negative correlation was found between students' success in English and their foreign language anxiety levels. When students feel anxious, their success levels start to decrease. Finally, the researcher interviewed some students to get their perspectives on the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular. Fear of making mistake, lack of vocabulary knowledge, teachers' manners were defined as the primary sources of the both foreign language anxiety in general and foreign language speaking anxiety in particular.

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

The aim of the study was to investigate the level of the students' foreign language anxiety and its relation with their genders and departments. Secondly, the researcher wanted to know if students' anxiety levels were related to their success. Final aim of the study was to get students' perspectives on the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular. Mainly the study was focused on foreign language anxiety in general and foreign language speaking anxiety was also investigated particularly. In the study, two different instruments were used to collect the data from students who took English as a common compulsory course from different departments at Mersin University, the School of Foreign Languages. At first, in order to measure 147 participants' success in EFL classroom, the midterm exam was conducted by the researcher. Following, FLCAS was applied to the participants. The range of the participants' anxiety level was determined, gender and department variables were tested to find out whether they were determinant factors affecting students' foreign language anxiety levels or not. Students' midterm scores were analyzed with FLCAS scores in order to know if students' anxiety levels were related to their success. Considering the last aim of the study, five students chosen randomly were interviewed to get their perspectives and interpretations on the primary sources of the foreign language anxiety in general and foreign language speaking anxiety in particular. In this chapter, the findings of the research will be discussed. Further, the limitations of the study, and the pedagogical implications of this research will be deliberated. After that, there will be suggestions based on the results.

5.2. Findings and Discussions

5.2.1. The Foreign Language Anxiety Level of the Turkish EFL students in tertiary context

In order to examine the level of the foreign language anxiety, FLCAS was conducted to 147 participants which was developed by Horwitz et.al. (1986)(See Appendix C). To gather statistical data accurately and without misunderstandings, the

Turkish- translated version of the FLCAS was utilized, which was adapted from Aydın et.al (2016) (See Appendix D). Participants completed the scale during class time. Considering the “Anxiety Score Range” (see Table 4), the findings of the FLCAS was presented that both male and female students were high anxious. In order to observe deeply, each item of the questionnaire was analyzed and supported by the interpretations. FLCAS was designed through the aim of analyzing findings into three sections such as communication apprehension, fear of feedback by peers and teachers and fear of language test. Considering these three categories, the findings of the FLCAS presented that students mostly suffered from communication anxiety. 44.9% of the participants agreed for item 1 “They were not sure of themselves while they were speaking in foreign language class”. Over half of the participants agreed that “they start to panic when they had to speak without preparation”. Participants had high anxiety levels while they had to communicate with others. As a secondary research topic, foreign language speaking anxiety and communication apprehension were found to support each other in this study. Students disagreed that “the more they study for a language test, the more confused they get” and most of them also disagreed to this item that “they often felt like not going to English classes”. Items 21 and 17, were related to the fear of language test. However, considering the scores of them, it was evident that students did not suffer from test anxiety. For the last category in FLCAS, students thought that being a volunteer in the classroom made them feel embarrassed. Also, item 30 presented that, while half of the participants were not afraid that the other students would laugh at them when they speak, the other half were afraid of being laughed in the classroom. The findings showed that most of the participants feel comfortable in the classroom which supported the third category in FLCAS, fear of feedback by peers and by teachers. To sum up, most of the students were found high anxious based on the mean scores of FLCAS. In order to understand the source of this anxiety, each item was analyzed and the findings showed that, students had communication apprehension also provided as foreign language speaking anxiety in this study.

5.2.2. Findings from FLCAS Considering “Gender” and “Department”

So far as the results of the FLCAS have shown, most of the participants were found to be high anxious. The 147 participants consisted of 55.8% male and 44.2% female learners. Concerning the “gender” factor, the results presented that, there was

not a significant difference between male and female participants' anxiety levels. Both of them were found high anxious considering the FLCAS scores. The researcher aimed to investigate whether gender was a determinant factor on foreign language anxiety or not. The findings of the FLCAS presented that gender was not a determinant factor, because the mean scores of the male participants and female participants were so close to each other. There were plenty of studies that measured gender as a determinant factor in foreign language anxiety. Balemir (2009), stated that the findings of his study presented that, "female participants are significantly more anxious than the male participants" (p. 48). Fatimah and Hasan (2018) investigated that there were significant differences considering male and female participants' scores such as male students were more anxious than females regarding "negative evaluation" while females were more anxious on "communication apprehension". Therefore, the findings of their study presented that females and males showed different anxiety levels in different fields of FLCAS. There was another study that was conducted on Taiwanese students by Tien (2018), a significant difference was found between males and females that females were more anxious than males. According to Tien (2018), there were some previous studies that was congruent with his research. Huang (2004) investigated that the reason why females were more anxious than males might be related with a culture of Taiwanese society. Cultural differences might be the reason of the different findings about the related literature. According to Balemir (2009), the results presented that female learners were a little bit more anxious than male participants. Balemir (2009) also claimed that these results are parallel with the results of another study by Wilson (2006), which examined the age and gender factors on foreign language anxiety and the study revealed that female participants were more anxious than males. In this study, the results revealed that there was not any significant difference found between the gender variable and the foreign language anxiety level, in other words gender was not a determinant factor on foreign language anxiety in this study.

In addition to gender, department was also another variable analyzed into this study in order to investigate whether it was a determinant factor on foreign language anxiety or not. Concerning the findings of this study, it was presented that, there was not any significant difference between departments of the students and their foreign language anxiety, based on FLCAS. According to Anxiety Score Range (see Table 4), participants from "Turkish Literature", "Philosophy" departments, were determined as "moderate anxious" while the other participants were determined as "high anxious".

Eventually in this study, “department” variable was not a determinant factor on foreign language anxiety as gender. Concerning Balemir’s research (2009), the findings presented that, there was not found any significant relation between departments such as Engineering, English Linguistics and the Department of Basic English. In his research, he conducted some specific departments and compared these departments regarding of foreign language anxiety level.

5.2.3. The relationship between learners’ foreign language anxiety levels and their success in English classrooms.

The statistical findings from FLCAS and midterm scores, there was a significant difference observed between students' success levels and their foreign language anxiety levels. Subsequently, the findings investigated that, moderate and negative correlation was found out between students’ success levels and foreign language anxiety levels as measured by FLCAS ($r = -.431, p < .001$). This finding suggested that the more students felt anxious, the less they became successful in the classroom. According to the results, foreign language anxiety could be considered as a debilitating factor on students’ success. In addition to this study, there were previous studies that investigated a significant relationship between foreign language anxiety and success level. Dalkılıç (2001) and Liu (2006) examined while students’ success was increasing, their foreign language anxiety level was decreasing. Liu’s (2006) study represented the differences in the anxiety levels between advanced level and elementary level. However, two other studies conflicted with this study. Llinas and Garau’s (2009) research represented that advance level students were more anxious than the elementary level students considering their success made them feel anxious and nervous. Supporting these studies, there was another research that agreed with Llinas and Garau. Saito and Samimy’ (1996) revealed that the most anxious group was the advanced level students in the classroom and then the intermediate level followed it and at the end, beginning level students were found the least anxious group in the classroom. According to Saito and Samimy’s study, while advanced students presented high success in the classroom, this could not be considered that they could speak fluently. Besides not suffering other skill based anxieties, the advanced students struggled foreign language anxiety. The present study and the previous studies have presented that negative correlation was mostly found between foreign language anxiety level and success.

5.2.4. The Primary Sources of Foreign Language Anxiety in General and Foreign Language Speaking Anxiety in Particular Based on Students' Perspectives

According to the responses of the students, it was considered that the primary sources of foreign language anxiety in general was fear of making mistake, particularly, fear of making pronunciation mistake on foreign language speaking anxiety. Also, teachers' manners, lack of vocabulary were the common sources observed for both of categories. Considering students' perspectives, lack of vocabulary, fear of making mistakes, teachers' attitude were defined as anxiety-provoking factors for learning and speaking foreign language. However, fear of making a mistake was also defined as pronunciation mistake by some students which was observed as a primary source of foreign language speaking anxiety. Fear of pronunciation mistake and lack of vocabulary can be seen as linguistic difficulties. Besides these sources, inability of self-expression was considered as another source which students reported. They were afraid of being misunderstood by other people because they had difficulties expressing themselves with appropriate words and they could not speak appropriately. Pronunciation mistakes made them feel anxious. Tanveer (2007) found out that pronunciation was a source of speaking anxiety. According to Tanveer (2007), listening and speaking were connected, because students hear how to pronounce a word from the teacher in the classroom. However; there was inadequate interest for this in the classroom; therefore, students cannot improve their pronunciation skills. In other words, they do not listen to the instructor. If they do not hear, they struggle of lack of input. Tanveer (2007) also stated that this lack of input may pose a problem for the students who cannot hear the reading of the words and leads to poor communication and fear of pronunciation mistake. Like Tanveer (2007), Carter and Nunan (2002) revealed that speaking was not like writing, it was an immediate issue.

Consequently, the primary sources of the foreign language anxiety in general and foreign language anxiety in particular were determined as fear of making mistake, lack of vocabulary knowledge and teachers' manner. As it was mentioned in FLCAS, the problematic category, investigated as communication apprehension among other categories, also supported these primary sources of the foreign language speaking anxiety as well as foreign language anxiety in general.

5.3. Pedagogical Implications

Considering the findings of the research, it is evident that learners dramatically have high anxiety level in the EFL context and there is a negative relationship between their success and anxiety levels. Regarding the primary sources of foreign language anxiety in general and foreign language speaking anxiety in particular, there may be some suggestions for learners' educational process.

At first, the learners should be aware of themselves and their potential; therefore, they should be encouraged to trust themselves. They should be encouraged to decide plausible ambitions for their future in order not to be disappointed. They also should be encouraged to engage in classroom activities without hesitation and fear of making a mistake. They should get positive feedback from the teachers even if they are wrong, and they should be encouraged by positive and motivating sentences. At this part, teachers have a significant role in motivating their learners. The most common source of anxiety is the fear of feedback by peers and the teacher; therefore, there should be a comfortable atmosphere in the classroom, and teachers should approach problematic learners positively in order not to increase their anxiety level. Ohata (2005 as cited in Král'ová, 2017), stated that teachers' consideration is so essential and they have significant roles to enhance the healthy learning process. They should create a safe and comfortable atmosphere, and they should observe learners, their manners, and their success in order to diagnose the problem. After diagnosing the problem, teachers should help learners to deal with it. Therefore, the teachers should be alert in order to specify anxious learners. These observations help both the teacher and learner, teachers can easily recognize the learner and then they can be an encouraging and a supportive factor to overcome the anxiety problem. If students hesitate from oral communications even if the teacher approaches them positively, they can write a letter, and they can share their feelings, opinions, emotions freely like dialogue journals. They can also suggest the learning process like which situations make them feel anxious. Dialogue journal is an informal version of the written dialogue between people, especially between teacher and students. The dialogue journal can be seen as a writing activity because it may attract many learners. According to Balemir (2009), teachers can easily make a connection between learners with dialogue journals, and they can identify the problems.

Ohata (2005) stated that in the classroom, where traditional methods are used, there might be more anxious learners because of the methods that make learners

stressful. Traditional methods also make learners' reluctant to participate in the classroom. According to Gatcho and Hajan (2018), "a communicative approach in language teaching needs to be adopted to provide those language learners who have limited exposure to the English language with more chances to fully practice their speaking skills" (p. 14).

Many students are afraid of making mistakes, and they prefer to be silent in the classroom activities. However; the teacher should inform students about the nature of the learning process, teachers should try to make them feel better by saying that making a mistake is so reasonable and necessary to learn the correct. In the classroom, the teacher should prioritize to the students who are the volunteer and let other students think and speak when they are ready and feel free to engage in activities. Group work activities and pair work activities give students a chance to know each other, and this may decrease the level of anxiety in the classroom because many students abstain from other students. At the end of every exam, test, and presentation, teachers can give feedback, but this feedback should be encouraging not discouraging. The teacher should give importance to positive aspects rather than negative aspects. Another source of anxiety may be the crowded classrooms. Teachers cannot pay attention to each, and they can ignore problematic students unconsciously. Oberg (1993) stated that smaller classes affect students' oral performance positively (p. 26). The activities that are conducted in classrooms should not be, and the teacher can observe them. If they struggle to answer, the teacher can make it easier. Teachers can start with secure practices to make students warm up then students can be satisfied by the responses that they give and they start to trust themselves and feel relaxed (Gatcho & Hajan, 2018). Students are also afraid of being called without preparation in the classroom. Writing may be less complicated rather than speaking; therefore, the topic of the discussion may be given before the class, and they have a chance to prepare. Besides, students may avoid individual works in the classrooms because group work makes their job easier. Hanifa (2018) stated that performing an individual oral task is usually harder than performing with group members, if the students do not know the answer or do not have any idea about the topic, they can receive support and help from other colleagues. When they face to individual oral performances without preparation, their anxiety level can increase dramatically. In the study, according to some of the interview responses, fear of making pronunciation mistake and lack of vocabulary problem make them nervous. Students stated in the interview that, when they start to speak, they forget the correct

word and they cannot make sentences properly. For the fear of pronunciation and lack of vocabulary, the teacher should practice more. In the study, students complained about using traditional methods. Therefore, there can be more attention on communicative approach while teaching, because with this approach the pronunciation and vocabulary problems can be decreased with practices. Fear of making mistakes, avoiding from oral performances in front of other people, lack of vocabulary, classroom size, classroom atmosphere, lack of speaking skills are the most common sources of both foreign language anxiety and speaking anxiety. For this reason, the suggestions of the past researches may help teachers and students to reduce their foreign language anxiety level. Otherwise, the learning process is profoundly affected by these negative factors and success is affected by anxiety. As a result, in order to create the healthy educational environment, providing a comfortable atmosphere, making students feel better about themselves, practicing in speaking skills, giving positive feedbacks are the basic needs for reducing foreign language anxiety level and raising self-conscious students.

5.4. Limitations of the Study

The first limitation of the study was participants' language success levels, as most of them were beginner level students. Due to the limited number of students from the researcher's classes at Mersin University, 147 students participated in the research. These 147 students had to attend lectures, but some others who took the lecture second or third time, did not have to come. Therefore, the researcher only reached 147 of them in the classroom. If more participants attended the research, there could be more sources of language anxiety and the researcher could analyze the results from a more comprehensive perspective. The data would be gathered from more participants, and the results would be more illustrative. There were many studies about the "gender" variable which was investigated as anxiety- provoking factor. However; in this research, no significant difference was found between genders and learners' anxiety levels. Therefore, the short number of participants could have changed the results. Besides, for the questionnaire part, some participants gave wrong answers, because, during the term, the researcher observed them and while the researcher was analyzing the scales by looking the names of the participants, it was found that, some students showed themselves differently. For example, some of the participants seemed high anxious during lectures and they got lower points from the midterm exam, but they were not

anxious based on the responses from the questionnaire. Therefore, there might be some students that did not give answers correctly. Additionally, during the interview time, some students did not feel comfortable even though there were not any students in the classroom. Thus, some participants' responses were short, and when their responses were recorded, they felt nervous. The interview questions were asked to five participants, and there might be more participants in order to obtain a more detailed analysis. In the study, the interview questions were adapted from another study to investigate the sources of foreign language anxiety in general and foreign language speaking anxiety in particular. For the questionnaire part, the researcher aimed to find out the foreign language anxiety level of the students. The other purpose was to investigate the relationship between success in English and the foreign language anxiety levels of students. In the research, the moderate and negative difference was found between foreign language anxiety level and students' success in English. However; some of the previous studies had not found any significance and concluded that foreign language anxiety was not a debilitating factor for students' success.

5.5. Suggestions for Further Research

Based on the results of the research, there may be some suggestions for further researches. At first, in order to find out the relationship between participants' departments and their foreign language anxiety, there can be some basic departments, and these departments can be compared with departments of English. Therefore, the difference between students' anxiety level can show the difference of the students from different departments. In this study, the researcher did not have a student from the department of English, and they were from different departments. Another purpose of this study was to investigate the sources of foreign language speaking anxiety level. In order to find this, interview questions were conducted to some of the participants. Therefore, other studies can also compare the responses of the Department of English students and other students. Also, as it was mentioned before, this study can be conducted to a larger number of participants in order to get the data from a broader perspective. The questionnaire may be conducted twice. The questionnaire can be given to the participants at the beginning of the semester, and the results may be compared with their midterm exam results. Towards the end of the semester, the questionnaire can be conducted again, and this time, the results of the questionnaire can be compared with

the final exam results. In the end, the researcher may see the difference about their anxiety level between the beginning and the end of the semester. For further research, listening and writing skills and the relationship between listening or writing and foreign language anxiety level can also contribute to the literature.



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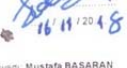









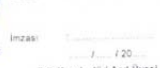

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7. APPENDIX

Appendix 1: Ethics Committee Permit Document

T.C. CAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA İZİNİ/ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU ÖĞRENCİ BİLGİLERİ		
T.C. NOSU	21797128074	
ADI VE SOYADI	CANSU ÖZKAN	
ÖĞRENCİ NO	20168045	
TEL. NO.'LARI	05367381192	
E-MAİL ADRESLERİ	cansuozkann@gmail.com	
ANA BİLİM DALI	Sosyal Bilimler Enstitüsü İngiliz Dili Ve Eğitimi	
PROGRAM ADI	İngiliz Dili ve Eğitimi Tezli Yüksek Lisans Programı	
BİLİM DALININ ADI	İngiliz Dili ve Eğitimi	
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez	
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018-2019 GÜZ dönemi kaydını yeniledim DÖNEMİ KAYDINI YENİLEDİM / YENİLEDİM	
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER		
TEZİN KONUSU	Öğrencilerin derste İngilizce konuşma kaygısının nedenleri ve bu öğrencilerin dil yeterlilikleri ile kaygı seviyeleri arasındaki ilişki	
TEZİN AMACI	Öğrencilerin en önemli sorunlarından biri olan İngilizce konuşma kaygısının sebeplerini aramak ve bu problem uygun çözümler üretmek.	
TEZİN TÜRKÇE ÖZETİ	Öğrencilerin derslerinden verim alamamalarının sebeplerinden biri de derste kendilerini kaygılı hissetmeleridir. Bunun yanı sıra İngilizce derslerinde öğrendikleri bilgileri pekiştirme ve kullanma adına uygulanan konuşma aktivilerine öğrencilerin katılmak istememesi, bu aktivitelerde kendilerini rahat hissetmemeleri ve bunların sonucunun dil yeterlilik seviyelerine olumsuz yansımalarının altında yatan sebepleri öğrenciler üzerinde yapılan analizler ile ortaya çıkartmak ve beraberinde çözüm önerileri sunmak.	
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Mersin Üniversitesi Yabancı Diller Yüksekokulu	
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Mersin Üniversitesi Yabancı Diller Yüksekokul Müdürlüğü Çiftlikköy-Yenişehir/MERSİN	
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Mersin Üniversitesi Yabancı Diller Yüksekokulu 1. Sınıf Ortak Zorunlu YD-101 İngilizce dersi alan; A8, D4, D8, E5, E6 şube öğrencileri. İsim hakları saklı.	
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Foreign Language Classroom Anxiety Scale by Horwitz- Anket Röportaj soruları- Interview Questions (adapted)	
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) FLCAS by Horwitz- 2 pages, 33 questionnaires- 33 sorudan oluşan 2 sayfalık anket 2) Interview questions 1 page, 8 questions/ Röportaj soruları 1 sayfa 8 soru 3) Öğrencilerin dil yeterlilikleri ile kaygı seviyeleri arasındaki ilişkiyi kurmak için uygulama yapacağım 147 öğrencinin 19 kasım 2018 tarihinde yapılacak olan vize sınav sonuçlarından da yararlanacağım.	
ÖĞRENCİNİN ADI - SOYADI: CANSU ÖZKAN	ÖĞRENCİNİN İMZASI: 	TARİH: 16 / 11 / 2018
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU		
1. Seçilen konu Bilim ve İy. Dünyasına katkı sağlayabilecektir.		
2. Anılan konu faaliyet alanı içerisinde girmektedir.		

SOBE-1896

1. TEZ DANIŞMANININ ONAYI		2. TEZ DANIŞMANININ ONAYI (VARSA)		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ ONAYI		A.B.D. BASKANININ ONAYI	
Adı - Soyadı: Seden Tayan	Adı - Soyadı:	Adı - Soyadı: Muhterem	Adı - Soyadı: Sehnaz	Adı - Soyadı: Muhterem	Adı - Soyadı: Sehnaz	Adı - Soyadı: Muhterem	Adı - Soyadı: Sehnaz
Unvanı: Dr. Öğretim Üyesi	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: 	İmzası:	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 
16.11.2018	...../...../20.....	16.11.2018	...../...../20.....	16.11.2018	...../...../20.....	16.11.2018	...../...../20.....
ETİK KURULU ASİL ÜYELERİNE AIT BİLGİLER							
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası:	İmzası:	İmzası:
16.11.2018	...../...../20.....	16.11.2018	...../...../20.....	16.11.2018	...../...../20.....	...../...../20.....	...../...../20.....
Etik Kurulu Jüri Başkanı - Asil Üye	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi
Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:
Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:
İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:
...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....
Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi
Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:	Adı - Soyadı:
Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:	Unvanı:
İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:
...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....	...../...../20.....
Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi
OY BİRLİĞİ İLE <input type="radio"/>	OY BİRLİĞİ İLE <input type="radio"/>	OY BİRLİĞİ İLE <input type="radio"/>	OY BİRLİĞİ İLE <input type="radio"/>	OY BİRLİĞİ İLE <input type="radio"/>	OY BİRLİĞİ İLE <input type="radio"/>	OY BİRLİĞİ İLE <input type="radio"/>	OY BİRLİĞİ İLE <input type="radio"/>
OY ÇOKLUĞU İLE <input checked="" type="radio"/>	OY ÇOKLUĞU İLE <input checked="" type="radio"/>	OY ÇOKLUĞU İLE <input checked="" type="radio"/>	OY ÇOKLUĞU İLE <input checked="" type="radio"/>	OY ÇOKLUĞU İLE <input checked="" type="radio"/>	OY ÇOKLUĞU İLE <input checked="" type="radio"/>	OY ÇOKLUĞU İLE <input checked="" type="radio"/>	OY ÇOKLUĞU İLE <input checked="" type="radio"/>
Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Oçekleri 16.11.2018 tarihinde Etik Kurulu Asil Jüri Üyeleri ile görüşmüştür. 16.11.2018 tarihinde Etik Kurulu Asil Jüri Üyeleri arasında uygulanmak üzere gerekli izin ve vefatları tarafımızca uygundur.							

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLERİ: Foreign Language Classroom Anxiety Scale by Horwitz/İngilizce original versiyonu ve Türkçe'ye uyarlanmış (alıntı yapılmıştır) versiyonu her biri 2 şer sayfa toplam 4 sayfa. Röportaj soruları/İngilizce ve Türkçe versiyonları (alıntı yapılmıştır) ile beraber 2 sayfadır.

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Appendix 2: The Foreign Language Classroom Anxiety Scale (adapted)**Semi-Structured Interview Questions (adapted)**

Dear Student, I have been working at Mersin University, School of Foreign Languages. At this process, I am completing my Master's Degree at Çağ University, Institute of Social Sciences, in English Language and Teaching Program. The purpose of this study is to find out the relationship between learners' foreign language anxiety levels and their success in EFL classrooms. As part of the study a questionnaire and semi-structured interview questions will be implemented. You, as participants in this study, are required to answer the questions, all of the answers and names will be kept confidently. By completing the interview questions and a questionnaire, it is accepted that you give permission to the researcher to utilize your responses in this research. I would like to thank you for your contribution.

Best regards.

Cansu Özkan

Mersin University

School of Foreign Languages

Çiftlikköy/ MERSİN

Phone: +905367381192

E-mail: cansuozkann@gmail.com

Appendix 3: Foreign Language Classroom Anxiety Scale Original Version
(adapted)

Personal Information:

1. **Name:**

2. **Department:**

3. **Gender:** Female Male

1) Strongly Disagree 2) Disagree 3) Neither Agree nor Disagree 4) Agree 5) Strongly Agree

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class
23. I always feel that the other students speak the foreign language better than I do.

24. Language class moves so quickly I worry about getting left behind.
25. I feel more tense and nervous in my language class than in my other classes.
26. I get nervous and confused when I am speaking in my language class.
27. When I'm on my way to language class, I feel very sure and relaxed.
28. I get nervous when I don't understand every word the language teacher says.
29. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
30. I am afraid that the other students will laugh at me when I speak the foreign language.
31. I would probably feel comfortable around native speakers of the foreign language.
32. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Horwitz, Horwitz, et.al. (1986)

Appendix 4: Yabancı Dil Kaygı Ölçeği

Kişisel Bilgiler:

1. İsim:
2. Bölüm:
3. Cinsiyet: Kadın Erkek

The Turkish version of Foreign Language Anxiety Scale. (Adapted)

Yabancı Dil Kaygı Ölçeği	Hiç katılmıyorum.	Katılmıyorum.	Ne katılıyorum, ne de katılmıyorum.	Katılıyorum.	Tamamen katılıyorum.
Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	[1]	[2]	[3]	[4]	[5]
Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	[1]	[2]	[3]	[4]	[5]
Daha fazla yabancı dil dersine girsem bile sıkılmam.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	[1]	[2]	[3]	[4]	[5]
Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinin sınavlarında genellikle rahatım.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	[1]	[2]	[3]	[4]	[5]
Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	[1]	[2]	[3]	[4]	[5]

Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzüldüyüm.	[1]	[2]	[3]	[4]	[5]
Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	[1]	[2]	[3]	[4]	[5]
Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde konuşurken kendime güveniyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde bana seslendiği zaman kalbimin çarptığını hissedebiliyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	[1]	[2]	[3]	[4]	[5]
Diğer öğrencilerin yabancı dili benden iyi konuştuklarını her zaman hissediyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	[1]	[2]	[3]	[4]	[5]
Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	[1]	[2]	[3]	[4]	[5]
Yabancı dili konuşmak için öğrenmem gereken kuralların sayısı beni boğuyor.	[1]	[2]	[3]	[4]	[5]
Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	[1]	[2]	[3]	[4]	[5]
Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissedirdim.	[1]	[2]	[3]	[4]	[5]
Yabancı dil öğretmeni hazırlanmadığım yerlerden sorular sorduğunda sinirleniyorum.	[1]	[2]	[3]	[4]	[5]

(Aydın et al.,2016, p.253)

Appendix 5: Interview Questions (Adapted)

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. What is your teacher's attitude towards your oral mistakes?
5. Do you want your oral mistakes to be corrected immediately?
6. Do you worry about making mistakes while speaking?
7. What do you think the important things are in learning English? / Prompts: Grammar, vocabulary, pronunciation, reading, listening, writing speaking? Why?
8. What makes you less nervous in a speaking class?

Balemir, S. (2016)

Appendix 6: 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. Öğretmeninizin sözlü hatalarınıza karşı tutumu nasıldır?
5. Sözlü hatalarınızın hemen düzeltilmesini ister misiniz?
6. Konuşurken hata yapmaktan korkar mısınız?
7. İngilizce öğrenirken nelerin önemli olduğunu düşünüyorsunuz? Örneğin, dilbilgisi, kelime, telaffuz, okuma yazma, dinleme, konuşma? Neden?
8. Konuşma dersinde sizi neler daha az gergin yapar?

Balemir, S. (2016)

Appendix 7: Transcript of an excerpt from a sample interview

Interviewee: I

Researcher: R

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

I: I think learning English is easier than speaking. Because I cannot speak fluently. Learning English is easy for me because I find it enjoyable and I am happy when I memory the words like play a game. But speaking is difficult. I cannot remember the words, I forget what to say.

R: What makes you nervous while speaking English?

I: Definitely, inability of making proper sentences. I also feel nervous, when I cannot express myself. I forget vocabulary and I am afraid to use wrong word.

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

I: Lack of self-reliability. Because we believe that we cannot speak fluently in English so this prevents us from speaking.

R: What is your teacher's attitude towards your oral mistakes?

I: She is do friendly and polite. She tries to do her best and she encourages us. She makes us feel confident when we make a mistake.

R: Do you want your oral mistakes to be corrected immediately?

I: Of course I want. I need to be corrected otherwise I cannot learn the truth.

R: Do you worry about making mistakes while speaking?

I: I am afraid of speaking English so much. Even if my success in English is enough, speaking is my weakness.

R: What do you think the important things are in learning English? / Prompts:
Grammar, vocabulary, pronunciation, reading, listening, writing speaking?
Why?

I: I think listening and speaking are more important than others. If we hear a word before, it sounds familiar to us the next time. Speaking is so important because of making communication with other people. In foreign countries, people do not focus on your speaking mistakes, they understand what you mean. Even to speak slightly, you need to practice

R: What makes you less nervous in a speaking class?

I: If there are many high level of students in my classroom, I feel nervous. Because I start to think that why I cannot speak like him/her. Teacher's manner is so important. My teacher should be friendly, avoid to judge me and my other friends. I want to feel free when I want to ask a question.



Appendix 8: Öğrenciyle yapılan görüşmeden bir bölüm

1. Sizde İngilizce öğrenmek ve konuşmak zor mu, kolay mı? Hangi bakımlardan İngilizce öğrenmeyi zor ya da kolay buluyorsunuz?

Benim için İngilizce öğrenmek kolay ama konuşmak açısından biraz zor olabilir nedeni de aksana ayak sağlamak, hızlı ve akıcı konuşmak...İngilizce öğrenmeyi kolay bulmamın sebebi ise zevkli bulmam ben kelime ezberlerken oyun oynarmışçasına eğleniyorum. İngilizce öğrenmek her türlü oyunlaştırılabilir. E hal böyle olunca zevkli hale gelip sıkılmadan çerez gibi ezber yapılabilir.

2. İngilizce konuşurken hangi durumlar sizi kaygılandırır?

Kesinlikle cümleyi kuramamak. Karşı tarafa derdimi anlatamamak... Cümle kurarken kelime unutmak veya o kelimenin yerine yanlış bir kelime kullanmak.

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

Zayıf yanımız özgüvensizliğimiz.Bildiğimiz bilgiyi kullanamayacağımızı düşünerek kaygı duymalarımız...

4. Öğretmeninizin sözlü hatalarınıza karşı tutumu nasıldır?

Son derece kibar ve sevecendir. Hoşgörülüdür. En doğru şekilde bize bilgiyi öğretmeye çalışır azimlemdirir. Hevesimiz kırıldığında onu toparlar ve adapte eder bizi.

5. Sözlü hatalarınızın hemen düzeltilmesini ister misiniz?

Evet, isterim. Doğruyu öğrenmem için hatalarımın sürekli dile getirilmesi işime gelir.

6. Konuşurken hata yapmaktan korkar mısınız?

Çok fazla korkarım bu yüzden her ne kadar İngilizce altyapım iyi olsa da anlasam da konuşma konusunda çok zayıf kalıyorum.

7. İngilizce öğrenirken nelerin önemli olduğunu düşünüyorsunuz? Örneğin, dilbilgisi, kelime, telaffuz, okuma yazma, dinleme, konuşma? Neden?

Bence dinleme ve konuşmanın dilbilgisinden daha önemli olduğunu düşünüyorum. Daha pratik ve kolay öğrenme açısından. Çünkü kulağımızla duyduğumuzda kelimelerin telaffuzu bilinçaltımıza kayıt oluyor. Konuşma ise ne kadar sallayarak konuşmakta atıyorum belli bir yerden sonra iletişim kurmaya çalışa çalışa doğrusunu öğreniyorsun o kelimelerin ne anlamda nerde cümle içinde kullanıldığı ile ilgili veyahut nasıl cümle kurmamız gerektiği ile ilgili.

8. Konuşma dersinde sizi neler daha az gergin yapar?

O derste benim seviyemde öğrencilerin olması beni daha az gergin yapar. Bilmediğim konulara hakim olan öğrenciler olunca geriliyorum bu kadar kişi biliyor ve öğrenebilmişse ben neden öğrenememişim bu şekilde konuşamıyorum diye. Eğitimi veren hocanın sevecen ve güler yüzlü olması, samimi olması da beni daha az gergin yapar çünkü anlamadığım ve bilmediğim konuları rahatlıkla sorar doğrusunu öğrenebilirim

Appendix 9: Permission To Conduct The Questionnaire


SAYI : 23867972/ **1898**
KONU: Tez Anket İzinine Hakkında

19.11.2018

T.C
MERSİN ÜNİVERSİTESİ REKTÖRLÜK MAKAMI
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE
MERSİN


1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20168045 numaralı **Cansu ÖZKAN**, "Öğrencilerin derste İngilizce konuşma kaygısının nedenleri ve öğrencilerin dil yeterlilikleri ile kaygı seviyeleri arasındaki ilişki" konulu tez çalışmasını Üniversitemiz öğretim üyesi olan **Dr. Öğr. Üyesi Seden TUYAN** danışmanlığında halen yürütülmektedir.
2. Adı geçen öğrencinin bu tez çalışması kapsamında MERSİN ÜNİVERSİTESİ

Appendix 10: Permission To Conduct The Questionnaire (Mersin University)



T.C.
MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü
Personel İşleri Birimi

Sayı: 45145073-302.14.04-
E.00000901759



E.00000901759


Sayı : 45145073-302.14.04
Konu : İzin

Sayın, Cansu ÖZKAN

İlgi : 20.11.2018 tarihli dilekçeniz.


İlgi tarihli dilekçenizde belirtmiş olduğunuz konuyla ilgili Yüksekokulumuzda çalışma yapma isteğiniz, Müdürlüğümüzce uygun görülmüştür.
Bilgilerinizi rica ederim.

e-İmzalıdır
Dr.Öğr.Üyesi Yücel UYSAL
Müdür



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Fax: +90 03243610243
Elektronik ağ:www.mersin.edu.tr



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Evrakın elektronik imzalı suretine <https://e-belge.mersin.edu.tr> adresinden a3a46066-d68a-423a-8dd5-24a0d7e925a8 kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

8. CURRICULUM VITAE

Cansu Özkan was born on 21th October 1992. She completed primary school in Mersin, and went on to her high school education at Toros College Anatolian High School. She completed her B.A. degree in department of American Culture and Literature, Bilkent University in 2016. After graduation, she started M.A at Çag University in department of English Foreign Language and Education and completed in January 2019. She has been working as a foreign language instructor in Mersin University, Applied Foreign Language School for a year.

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