EFL SPEAKING ANXIETY: HOW DO STUDENTS AND TEACHERS PERCEIVE IT?

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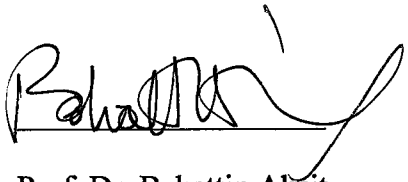
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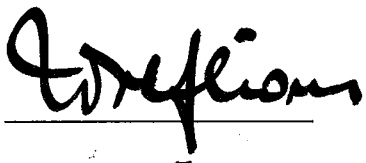
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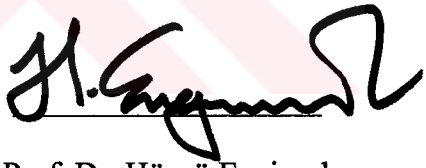
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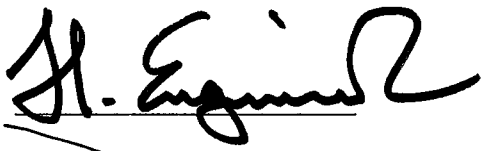


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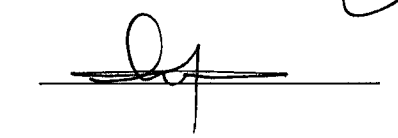
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ABSTRACT

EFL SPEAKING ANXIETY: HOW DO STUDENTS AND TEACHERS PERCEIVE IT?

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This thesis aims to investigate the causes of speaking anxiety experienced by Turkish EFL students in language classrooms from the perspectives of both learners and teachers. For this purpose, 100 intermediate level EFL students and their class teachers (7 in total) in the Prep School at Gazi University were chosen as the subjects.

For this study, data were collected by administering two different versions of the same questionnaire to the two groups of subjects. Then, the data collected from each of the groups of subjects have been analysed. Finally, the results are discussed in order to interpret the perceptions of both the students and the teachers about the causes of EFL speaking anxiety.

The findings of this study indicated that the students experience a certain degree of EFL speaking anxiety, but the intensity of this anxiety is not disturbingly high. According to both the students and the teachers, **personal reasons** and some **teaching procedures** contribute most to speaking anxiety.

Keywords: Anxiety, speaking, cause, perception, student, teacher

ÖZ

İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN KONUŞMA KAYGISI: ÖĞRENCİLER VE ÖĞRETMENLER BU KAYGIYI NASIL ALGILIYORLAR?

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Bu tez, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerinin sınıf ortamında yaşadıkları konuşma kaygısının sebeplerini hem öğrenci hem de öğretmen açısından incelemeyi amaçlamaktadır. Bu amaçla, Gazi Üniversitesi Hazırlık Okulu'nda öğrenim gören 100 orta düzey yabancı dil öğrencisiyle, bu öğrencilerin öğretmenleri (7) denek olarak seçilmişlerdir.

Çalışma için gerekli veriler, bir kaygı anketinin iki değişik versiyonunun, iki denek grubuna uygulanması ile toplanmıştır. Toplanan veriler çözümlenmiş ve betimsel istatistiksel sonuçlar elde edilmiştir. Bu sonuçlar, yabancı dil konuşma kaygısının sebepleri hakkındaki öğrenci ve öğretmen algılamalarını yorumlamak amacıyla tartışılmıştır.

Çalışmadan elde edilen bulgular, öğrencilerin İngilizce konuşurken bir dereceye kadar kaygılı olduklarını, ancak bu kaygının aşırı rahatsız edici boyutlarda olmadığına işaret etmektedir. Her iki denek grubuna göre, bazı **kişisel özellikler** ve kimi **öğretim etkinlikleri** bu kaygının oluşmasına en fazla etki etmektedirler.

Anahtar kelimeler: Kaygı, konuşma, neden, algılama, öğrenci, öğretmen

To My Father

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CHAPTER 1

INTRODUCTION

1.0 Presentation

In this chapter, first, background to the study is given. Second, research questions are presented. Then, the purpose and the scope of the study are explained. Next, the terms used in the study are clarified. Afterwards, the significance and the limitations of the study are discussed.

1.1 Background to the Study

> Sometimes when I speak English in class, I am so afraid I feel like hiding[sic] my chair.
>
> I feel so dumb in my German class. I want to sit in the back of the room so maybe I won't get called on to speak. When I know I am going to have to say something, I spend what seems like eternity thinking of how it should be said and I say it, it still doesn't come out right.
>
> I feel like my French teacher is some kind of Martian death ray I never know when he'll point at me!
>
> I dread going to Spanish class. My teacher is kind of nice and it can be fun, but I hate it when the teacher calls on me to speak. I freeze up and can't think of what to say or how to say it. And my pronunciation is terrible. Sometimes I think people don't even understand what I am saying. (Horwitz & Young, 1991, p.xiii, 25)

The statements quoted from different language learners are too familiar to the foreign language teachers. Many students claim to have a mental block against

learning a foreign language, although these same people may be good learners in other situations such as learning mathematics and science. As Horwitz, Horwitz and Cope (1986) state, language learners find foreign language learning, especially in classroom situations, particularly stressful. What then makes them stressful in the foreign language classroom? In many cases, one of the most obvious reasons for this stress, among other affective variables, is the **anxiety** which impedes their ability to perform successfully in a foreign language class.

First, some questions should be answered before how anxiety affects learners' ability to perform successfully in the foreign language class. These questions are "What is language anxiety?", "Why should foreign language anxiety be considered separately from education?".

The recent literature in this area views the theory of anxiety particular to language learning, and defines **language anxiety** as "the feeling of tension and apprehension specifically associated with second language context, including speaking, listening and learning"(MacIntyre & Gardner, 1994, p. 284).

Horwitz, Horwitz and Cope (1986) were the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning and outlined a theoretical framework of **foreign language anxiety**. Their theory evolved largely from clinical data and anecdotal evidence. According to their framework, although foreign language anxiety and general communication anxiety have certain characteristics in common, such as fear of making mistakes and a desire to be perfect when speaking, foreign language anxiety differs from general communication anxiety. General communication anxiety has an important role in the development of

foreign language anxiety, which is "a distinct complex of self-perceptions, feelings and behaviours related to classroom language learning process"(p. 127).

Allwright and Bailey (1991) also suggest that language anxiety should be considered separately due to the characteristics of the context. Although foreign language learning aims to provide the learners with the means of behaving normally, it deprives them of the means of behaving normally and being fully themselves with people of another language and probably of another culture. Moreover, learning a foreign language means acquiring a way of looking at things from a different angle, getting a new world view. This itself can be seen as threatening rather than exciting since for some learners it means having two, perhaps somewhat contradictory ways of looking at everything, and also being associated in some way with that alternative world view which may represent a threat to their sense of identity. (p.175)

MacIntyre and Gardner (1989) also suggest the uniqueness of language learning experience. Therefore, language anxiety should be considered separately as a factor affecting students' perceptions of themselves and their efficiency in the learning process.

As for the effect of foreign language anxiety on learning, teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language. A number of researchers have examined the effect of language anxiety on learning.

Ellis (1995) propose a model to explain the role of anxiety in language learning and classified the effects of anxiety on learning according to the learning stages:

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Stage	Type of Anxiety	Effect on Learning
Beginner	Very little-restricted to state anxiety	None
Post Beginner	Situation anxiety develops if learner develops negative expectations based on bad learning experiences	Learner expects to be nervous and performs poorly
Later	Poor performance and continued bad learning experiences result in increased anxiety	Continued poor performance

(Ellis, 1995, p. 483)

Moreover, Littlewood (1984) argues that if learners feel anxious and insecure in an environment, they are likely to have psychological barriers for communication; and if their anxiety rises above a certain level, it becomes an obstacle to the learning process.

For the reasons stated above, foreign language anxiety is an important area in English language teaching to be studied.

In the anxiety studies, the relationship between anxiety and language learning or performance in general has been examined. However, the literature mostly focused on the negative correlations between language anxiety and students'

performance in speaking since the students have been found to experience the greatest level of anxiety in speaking.

Many researchers found out that speaking is the most anxiety-provoking skill in a language classroom. In Horwitz et al. (1986), counsellors in a study skills center specified speaking and listening as "the most frequently cited concern of the anxious foreign language students needing help..."(p.126). In this same study, subjects with high anxiety scores reported being "afraid to speak in the foreign language class" (p.129)

Price (1991) found speaking in the foreign language the greatest source of anxiety in her subjects. One student's reaction to speaking was:

> French classes were very, very stressful for me, because I didn't speak well... everything came out in a Texas accent, which was horrible, because the professor would stop me and make me go over and over it and I still couldn't get it right. The more they made me do it, the more frightened I became. (p.104)

As the researchers point out and the anxious student states above, speaking is the greatest source of anxiety in the foreign language class. Also, the researcher of this study has personally believed and frequently observed that one of the main problems in her classroom is that her students do not speak however hard she has tried. For this reason, the present study will investigate the causes of foreign language speaking anxiety experienced by EFL learners of English.

1.2 Research Questions

This study will address the following questions in its attempts to find out the causes of English language speaking anxiety as experienced by a group of Turkish

EFL students, and the extent of their teachers' awareness of the students' foreign language speaking anxiety:

1. Do Turkish EFL students experience speaking anxiety in the English language classrooms? If so, what is the level of foreign language speaking anxiety experienced by them?
2. What are the causes of foreign language speaking anxiety experienced by Turkish EFL learners in the foreign language classrooms?
3. How do teachers perceive their students' EFL speaking anxiety?

1.3 Purpose and the Scope of the Study

The fact that there is no research which has been carried out about foreign language speaking anxiety from both the students' and teachers' perspectives prompted the researcher to examine the causes of the foreign language speaking anxiety. The aim of this study is to find out if and why Turkish learners in an EFL environment experience anxiety while performing in the foreign language. This study will also try to find out the perceptions of the teachers about their students' foreign language speaking anxiety. Therefore, this study will focus on the problem from both the learners' and the teachers' perspectives.

This study will only deal with identifying the problem from the students' and teachers' perspectives. In other words, it will not try to answer the question of how foreign language speaking anxiety can be reduced or eliminated.

1.4 Definitions of the Terms

1.4.1 Anxiety

Anxiety refers to "a mental state characterized by uneasiness, distress, and worry"(http://www.wordsmyth.net/live/home.php?script=search&matchent=anxiety&matchtype=exact).

In psychiatry, it is considered as "a state of apprehension, uncertainty, and fear resulting from the anticipation of a realistic or fantasized threatening event or situation, often impairing physical and psychological functioning" (http://www.yourdictionary.com/ahd/a/a0355300.html).

1.4.2 Cause

Cause refers to "the producer of an effect, result, or consequence"(http://www.yourdictionary.com/ahd/c/c0172900.html.). In this study, the result is considered to be the EFL speaking anxiety. Therefore, what produces this result, namely anxiety, was investigated.

1.5 Significance of the Study

The researcher of this study has personally believed and frequently observed that one of the main problems in her classroom is that her students do not speak however hard she has tried. Therefore, she posits that anxiety -one of the affective variables which affects the students' ability to perform successfully – could be one of the most obvious and significant reasons for this problem. Therefore, the focus in this particular study is on the causes of language anxiety in speaking as perceived

and experienced both by the students and their teachers. For both the students' and teachers' views of the language anxiety may help to solve the problems anxiety brings to the foreign language class. Moreover, whether the students' and the teachers' perceptions about the language anxiety overlap with each other or not has been investigated much in the literature.

Finally, it is the researcher's hope that this study will lead to some possible implications and contributions to the practice of foreign language learning and teaching as it looks into the problem from both students' and teachers' perspectives. Moreover, it is expected that the researcher will personally also benefit from the results of this study since they may answer the researcher's own questions and help to reveal the causes behind foreign language speaking anxiety of her students.

1.6 Limitations of the Study

This study is limited to a Turkish context. It was conducted in an intensive language program at Gazi University in Ankara, where all the teachers are native Turkish speakers, and are trained to teach EFL. Thus, the educational atmosphere in the research may be unique to this environment. As a result, the findings of the study cannot be generalized for all of the EFL learners in Turkey and other countries.

Although in studies of this kind other sources of information than the questionnaires, such as diaries are used in order to have more reliable results, they were not utilized in this case due to time and logistic constraints.

Moreover, although test anxiety is one of the sources of foreign language anxiety, it is out of the scope of the present study, since it demands deeper and more specific research.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, first the definition and the development of anxiety are clarified. Second, types of anxiety are explained. Next, a review of empirical research on foreign language anxiety and its effects on foreign language learning are presented. Finally, a review of empirical research on foreign language speaking anxiety is discussed.

2.1 Definition and Development of Anxiety

Spielberger (in Horwitz et al., 1986, p. 125) defines **anxiety** as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system".

As for psychologists, they commonly describe **anxiety** as "a state of apprehension, a vague fear that is only indirectly associated with an object" (Scovel, 1991, p. 18).

As for the development of anxiety, Daly (1991) presents five explanations for the development of anxiety which have been supported by research. The first explanation is "genetic predisposition". He points out that research on fraternal and

identical twins and twins raised apart and studies of adopted children consistently indicate that one's genetic legacy may be a substantial contributor to one's anxiety. The second explanation he provides is that "one's history of reinforcements and punishments" related to the act of communicating may also play a central role in the development of anxiety. If individuals are greeted with negative reactions by others when they are young, they will quickly learn that staying quiet is more highly rewarded than talking. Daly gives a sample scenario for this; a young child is watching a foreign language television program and repeating some of the words. If the parents respond encouragingly with supportive and positive remarks, the child will continue practicing the language, but if they react angrily and if the incident represents a pattern of responses to the child, over time she or he will probably come to avoid learning, and especially speaking, a foreign language. Thirdly, "inconsistency in rewards and punishments" also plays a role in the development of anxiety, as Daly states. When the individuals receive random, inconsistent and unpredictable patterns of rewards and punishments for engaging in the same verbal activity, they become anxious. This unpredictability of others' responses to a person's communication attempts leads him or her to become anxious about communicating. Another explanation for the development anxiety is " the adequacy of people's early communication skills acquisition". He states children who are not provided with the opportunity to acquire good communication skills early in life are more likely to be anxious than those who receive a wealth of early experience in communication. The final explanation of the development emphasizes the role of appropriate models of communicating. According to this explanation, children who

have adequate communication models are generally less anxious than children who have been exposed to inadequate models.

2.2 Types of Anxiety

Some experts support the view that anxiety is not detrimental to performance. As Scovel (1991) states, there is the type of **facilitating** anxiety, which can be helpful rather than harmful. According to Scovel, facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour (p. 22).

Scovel (1991) also mentions the other type of anxiety: **debilitating anxiety**. Debilitating anxiety, which is the more common interpretation of anxiety, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour (p. 22).

Another classification comes from MacIntyre and Gardner (1991, p. 87). According to these researchers, anxiety has been investigated from three perspectives. They are **trait anxiety, state anxiety,** and **situation specific anxiety**. **Trait anxiety** is defined as "an individual's likelihood of becoming anxious in any situation" (Spielberger, 1983, cited in Horwitz et al., 1986, p. 125). A person with high trait anxiety would be highly likely to become anxious in a number of different situations. Trait anxiety has been shown to impair cognitive functioning, to disrupt memory, to lead to avoidance behaviours, and to have several other effects. **State anxiety**, on the other hand, is defined as "the apprehension experienced at a particular moment in time, for example, prior to taking examination" (Spielberger, 1983, cited in MacIntyre& Gardner, 1991, p. 90). Individuals who are prone to

experience anxiety in general (i.e., who have high levels of trait anxiety) show greater elevations of state anxiety in stressful situations. Finally, several researchers have adopted the situation specific approach to the study of anxiety as an alternative to the state anxiety concept. MacIntyre and Gardner (1991) state that **situation specific anxiety** can be seen as trait anxiety measures limited to a given context such as public speaking, writing examinations, performing math, or participating in French class. Situation specific studies can offer more to the understanding of anxiety because the respondents are queried about various aspects of the situation. For example, Horwitz et al. (1986) asked language students about anxiety related to such things as exams in language courses, speaking in language class, and the evaluations of them that other students are perceived to make.

MacIntyre and Gardner (1991) are critical of the constructs of trait and state anxiety. They point out that traits are meaningless unless they are considered in interaction with situations. The trait anxiety approach requires people to consider their reactions over a number of situations, but for most individuals, some situations will provoke anxiety whereas others will promote feelings of relaxation. Therefore, within a large group of people, the situations provoking anxiety will differ, even among individuals showing similar trait anxiety scores. The state anxiety approach asks the respondents "Are you nervous now?" instead of asking "Did this situation make you nervous?" (p. 90). According to these researchers, various factors can contribute to a respondent's reaction to such a statement. As a result, with state anxiety assessment, the subject is not asked to attribute the experience to any particular source.

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As for the situation specific anxiety, MacIntyre and Gardner (1991) indicate that the studies conducted to date using the situation specific scales have shown promising results that appear to provide more informative and consistent conclusions than do those studies using trait or state types of measures. Therefore, the present study will investigate a situation specific anxiety, foreign language speaking anxiety, and will use a situation specific scale.

2.3 Foreign Language Anxiety and Its Effects on Foreign Language Learning

Language anxiety is defined as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (MacIntyre and Gardner, 1994, p. 284).

It was Horwitz, Horwitz and Cope (1986) who were the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning. Their theory evolved largely from clinical data and anecdotal evidence. This theory divides foreign language anxiety into three components:

1) **Communication apprehension** – the inability either to express oneself or to comprehend another person, which leads to frustration and apprehension

2) **Fear of negative social evaluation** – students' feeling that they are not able to make the proper social impression, as they are unsure of themselves and what they are saying

3) **Test anxiety** – apprehension over academic evaluation, and test anxiety provide useful conceptual building blocks for a description of foreign language anxiety.

(p. 127)

Horwitz et al. (1991) propose that foreign language anxiety is not simply the combination of these fears transferred to foreign language learning. They conceive foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

MacIntyre and Gardner (1991) also investigated the relationship of language anxiety to other anxieties, and also the reliability and validity of different foreign language anxiety scales in their studies.

Onwuegbuzie et al. (1997) investigated the predictors of foreign language anxiety in 210 university students enrolled in French, Spanish, German, and Japanese language courses. Several instruments were used to gather information on student characteristics, study behaviours, attitudes, and language anxiety experience during the fourth week of the semester. The results revealed that 14 variables (gender, age, academic achievement, semester course load, prior history of visiting foreign countries, high school experience with foreign languages, expected grade for current language course, perceived intellectual ability, perceived scholastic competence, perceived appearance, perceived self-worth, cooperativeness, value placed on competitive learning, academic locus of control) contributed significantly to the prediction of foreign language anxiety. Freshmen and sophomores were reported to have the lowest levels of anxiety, and levels increased linearly as a function of year of study. Implications of the findings for understanding language anxiety and for classroom teaching and learning are also discussed in this study.

MacIntyre (1995) advocates that language anxiety can play a significant causal role in creating individual differences in both language learning and

communication. This study focused on the role of anxiety in the language learning process and found out that there is relatively strong evidence that anxiety arousal can act as a casual agent in creating individual differences in second language learning.

Another contribution to anxiety studies is from Daly (1991), who discusses reactions to the second language from the perspective of first language communication apprehension; in other words, the ties between anxiety in the first language and the anxiety in the second language.

As for the effects of anxiety on language learning, while some of the research on anxiety established the existence of anxiety, other scholars investigated its effect on language learning and performance. Young (1991) points out that until recently it has been difficult to demonstrate the effects of anxiety on language learning; however, advances in measurement and theory have resulted in much more productive language anxiety research in the past few years. However, the results are mixed and confusing, as Scovel (1991) points out. While some of the research suggested that a relationship between anxiety and foreign or second language performance exists, other findings suggested no relationship between anxiety and performance. For example, Backman (1976) proposes that there is no relationship between anxiety and performance, since the study showed that two students low in proficiency scored opposing ends of the anxiety measure, one scoring the highest and the other the lowest (Young, 1990, p. 540). On the other hand, the other researchers found a relationship between anxiety and foreign or second language performance. For example, Horwitz's (1991) research reveals an inverse relationship between anxiety and achievement. Spanish and French students with higher foreign language

anxiety tended to receive lower course grades than students with lower anxiety (in Philips, 1992, p. 15).

A number of studies examined the relationship between anxiety and oral performance in second language learning (For example, Philips, 1992; Foss and Reitzel, 1998; Young, 1986; Kleinmann, 1977). For example, Philips examined the effects of students' anxiety on performance on oral test of French and investigated the attitudes of selected highly anxious students toward the exam. She found an inverse relationship between language anxiety and students' oral exam performance; students with higher language anxiety tended to say less, use fewer dependent clauses and target structures than low anxious students; higher levels on anxiety caused lower exam grades.

Young's study (1991), similarly, is about the relationship between anxiety and foreign language oral performance in the context of Oral Proficiency Interview. The results of the study indicated that anxiety did not exert as much influence as ability on foreign language oral proficiency scores in an unofficial administration of Oral Proficiency Interview.

Pite (1996) investigated the relationships between language anxiety and achievement in oral English performance by Japanese students of English as a foreign language (EFL). Students' anxiety about situations requiring oral ability was measured using the Foreign Language Classroom Anxiety Scale, and compared statistically with a measure of their actual ability. Subjects were 67 students at a Japanese high school. The results indicated no correlation between anxiety and oral English performance.

Steinberg (1982) studied the role of anxiety on second language performance by inducing anxiety in half of her subjects and comparing oral performance by groups –the anxiety- induced group with that of the group with no induced anxiety. Her study revealed that more anxious individuals tended to be less subjective and more objective in their oral responses than the less anxious individuals. (in Young, 1990, p. 541).

Saito& Samimy (1996) examined the role of language learner anxiety, among other affective variables of students studying Japanese, in relation to students' language performance at three different instructional levels. The findings of their study showed that the predictive variable of student performance was different from the beginning level to the intermediate- and the advanced-level students and that anxiety becomes more important as instructional levels increase.

A study by El-Banna (1989) investigated the levels of language proficiency and language anxiety of English-as-a-Second-Language (ESL) learners. The goals of the study were: (1) to determine the effect of gender differences and learner specialization on levels of English language anxiety; (2) to study the relationship between gender differences and academic specialization in language testing anxiety; (3) to discover whether ESL learners' language proficiency level is influenced by their language anxiety level; and (4) to investigate the relationship between ESL learners' language anxiety test scores and their language proficiency test scores. The Test Anxiety Inventory, Tanta University English Language Proficiency Test for College Freshmen, and the Tanta University English Language Proficiency Test of English Syntax were administered to 731 college ESL learners in Egypt. The research findings indicated significant differences between male ESL

learners and female ESL learners. The results indicated a significant interaction between gender differences and specialization in language anxiety. ESL learners with high language anxiety levels tended to do poorly on language tests, whereas ESL learners with low language anxiety levels seemed to perform successfully on the language tests used.

There is also some research available that investigates language anxiety as it relates to the language skills, namely, reading, writing, listening and speaking.

Matsuda and Gobble (2001), for example, investigated the possible relationship between general foreign language classroom anxiety (FLCA) and foreign language reading anxiety (FLRA) in the Japanese classroom. Using previously published measurement scales (the FLCAS and the FLRAS), this study sought first to determine the reliability and validity of the individual scales across three different groups in nine intact first-semester English classes (252 students) at a Japanese university. Based on this data, the possible relationships between the two theoretical constructs of foreign language classroom anxiety and foreign language reading anxiety, and the variable of class group were explored. The results of the study suggest that although subcomponents of the two scales are related, overall FLCAS and FLRAS are measuring two clearly independent constructs. In addition, anxiety types measured also differed significantly depending on group membership.

Cheng et al. (1999) investigated the links between second language classroom anxiety and second language writing anxiety as well as their associations with second language speaking and writing achievement. The results indicate that second language classroom anxiety, operationalized by Horwitz & Horwitz, and

Cope's Foreign Language Classroom Anxiety Scale, and second language writing anxiety, measured by a modified second language version of Daly and Miller's Writing Apprehension Test, are two related but independent constructs. The findings suggest that second language classroom anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element, whereas second language writing anxiety is a language-skill-specific anxiety. Nevertheless, low self-confidence seems to be an important component of both anxiety constructs.

Krashen (cited in Young, 1992) points out that listening may also create anxiety and affect students' performance when the message is incomprehensible. Anxious language learners complain about difficulties in discriminating the sounds and structures of a target language message. Besides, they may also have difficulty in grasping the content of the message.

Since foreign language speaking anxiety is the main concern of this research, speaking anxiety related research is discussed in greater detail in the next section.

2.4 Foreign Language Speaking Anxiety

> I dread going to Spanish class, my teacher is kind of nice and it can be fun, but I hate it when the teacher calls on me to speak. I freeze up and can't think of what to say or how to say it. And my pronunciation is terrible. Sometimes I think people don't even understand what I'm saying.
> -Anonymous Language Learner- (Young, 1990, p. 539)

Speaking in the foreign language is often cited by students as their most anxiety-producing experience. Several research findings have found speaking the most anxiety-provoking language skill in the foreign language class, since speaking

in the target language seems to be the most threatening aspect of foreign language learning, as Horwitz et al. (1991) state (p. 36). Krashen, Terrell and Omaggio judged speaking as more anxiety-producing than reading, writing or listening (in Young, 1990, p. 539). Moreover, Horwitz et al. (1986) found that language learners expressed more anxiety over speaking than any other language skill. Koch and Terrell (1991) report that speaking–oriented activities received higher anxiety ratings by language learners than any other in-class activities. For these reasons, foreign language speaking anxiety should be studied separately.

A number of researchers made studies concerning students' anxiety related to speaking in the foreign or second language class. Kleinmann (1977) was one of the first to specifically examine the effects of anxiety on speaking. She found that subjects' oral performance was positively affected by facilitating anxiety (in Young, 1990, p. 541).

Steinberg (1982) found a relationship between state anxiety and oral response styles. Her study revealed that more anxious individuals tended to be less subjective and more objective in their oral responses than less anxious individuals (in Young, 1990, p. 541).

Philips (1992) found a negative relationship between several measures of anxiety and the quality and quantity of foreign language speech as reflected in the number of dependent clauses and total number of words per communication unit. In other words, the negative correlations of the study found that students with higher language anxiety tended to say less, produce shorter communication units, and use fewer dependent clauses and target structures than low anxious students.

In a study carried out by Horwitz et al. (1986) counsellors in a study skills center specified speaking and listening as "the most frequently cited concern of the anxious foreign language students needing help" (p. 126). In this same study, subjects with anxiety scores reported being "afraid to speak in the foreign language class" (p. 129).

Koch and Terrell (1991) also found similar student reactions to speaking anxiety. They claim that among the activities examined in the Natural Approach, oral class presentations, and skits are the most anxiety- producing.

Price (1991) also specifies speaking in the foreign language as the greatest source of anxiety in her subjects. One student's reaction to speaking was:

> French classes were very, very stressful for me, because I didn't speak well... everything came out in a Texas accent, which was horrible, because the professor would stop me and make me go over and over it and I still couldn't got it right. The more they made me do it, the more frightened I became. (p. 104)

Bailey (1983) analysed language learners' diary entries and found that competitiveness can lead to anxiety if language learners compare themselves to other learners or to an idealized image. She states, "Language classroom anxiety can be caused by the learner's competitiveness when he sees himself as less proficient than the object of comparison" (p.96). Several of the diary entries cited in this study suggest that as anxiety decreases, the quality and quantity of performance increases.

Hilleson (1996) also designed a study with highly anxious college students. This study identified some students feeling very self-conscious about their pronunciation. They thought that their English accent was a subject of amusement for

the others. It was also very frustrating and anxiety provoking for them, because as one of the students wrote in his diary:

> ...by the time I want to speak and I have the sentences, the conversation is going on and the topic is changed. So I just quiet (cited in Hilleson, 1996, p. 21)

MacIntyre et al. (1997), based on their study results, argue that when a student feels incompetent or expects to fail, anxiety probably results. As a result, the arousal of anxiety probably makes some students more reluctant to speak. They also assume that students who are reluctant to speak will not progress as rapidly as their more relaxed counterparts and more probably retain a relatively high level of anxiety. (p. 278-9).

This issue has not been extensively treated in the Turkish context. The only study related to causes of EFL speaking anxiety was conducted by Aydın (2001). She carried out a study on the sources of foreign language classroom anxiety in speaking and writing classes from the students' perspective. She analysed the learners' comments in the diaries and the interviews for both of the skills, namely, speaking and writing. Her analysis revealed three main sources of foreign language classroom anxiety in speaking and writing classes: anxieties caused by personal reasons, teachers' manners and teaching procedures.

2.5 Summary

The literature suggests that an increasing attention has been given to foreign language anxiety and its effects on the development and the performance of

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language learners. It may be concluded that foreign language anxiety is experienced by many language learners and it affects the learning process.

As for the main concern of this study, it is foreign language speaking anxiety. In the literature, most of the researchers agree that language learners experience more anxiety over speaking than any other language skill. The aim of this study is not to investigate what EFL speaking anxiety is. This study assumes that anxiety already exists and it attempts to investigate the causes of EFL speaking anxiety as perceived by both students and teachers.

CHAPTER 3

METHODOLOGY

3.0 Presentation

In this chapter, first, the design of the study is explained. Second, the research questions of the study are provided. Next, information about the subjects and the setting of the study is given. Then, the data collection instruments are presented. Finally, data collection and analysis procedures are described.

3.1 Design of the Study

This study on EFL speaking anxiety was carried out at the Prep School of Gazi University in the second half of 2001- 2002 academic year.

For this study, data were collected by administering two different versions of a questionnaire to two groups of subjects. The first group of subjects were 100 intermediate-level students learning English as a foreign language in the prepatory program at Gazi University, Ankara. The second group of subjects were 7 English class teachers of the student participants of the study.

Then, the data collected from each of the groups of subjects were analyzed.

3.2 Research Questions

This study addressed the following questions in its attempts to find out the causes of English language speaking anxiety experienced by Turkish EFL students, and to discuss the perceptions of the teachers about their students' foreign language speaking anxiety:

1. Do Turkish EFL students experience speaking anxiety in the English language classrooms? If so, what is the level of foreign language speaking anxiety experienced by them?
2. What are the causes of foreign language speaking anxiety experienced by Turkish EFL learners in the foreign language classrooms?
3. How do teachers perceive their students' EFL speaking anxiety?

3.3 Subjects and Setting

The subjects of this study were a group of students and their class teachers at the Prep School of Gazi University. The subjects were about 100 intermediate-level students learning English as a foreign language in the prepatory program at Gazi University, Ankara. The preparatory program at Gazi University has language learners with different levels of language proficiency, ranging from complete beginners to upper-intermediate. The students in this study will study at different departments during the course of their undergraduate education. Each classroom has approximately 18 learners who have 25 hours of English classes weekly. These 25 hours include 22 hours of General English and 3 hours of Writing courses per week. The intensive language program at Gazi University aims at integrating all the skills.

Thus, all the activities of the four skills, namely, reading, writing, speaking and listening, are carried out in an integrated way during the General English classes.

For this study, intermediate-level students were chosen because as Saito & Samimy(1996) state in the review of literature, anxiety becomes more important as instructional levels increase. Moreover, the subjects were especially chosen among university students. For as Rardin (cited in Young, 1992) states language learning process might be an anxiety-provoking experience, particularly for adolescents and adults, since learning a foreign language touches the core of one's self-identity and his or her self-image. Besides, some of these intermediate-level university students were the researcher's own students who have the difficulty to speak in English classes. Therefore, these students were chosen to answer the researcher's questions about the causes of her students' inability to speak in English classes.

Secondly, the other subjects of the present study were 7 English class teachers of the student participants of the study. These 7 teachers were all Turkish teachers who are trained in EFL. They taught 25 hours of English classes in a week. The duration of their teaching experience ranged between 1 year and 21 years.

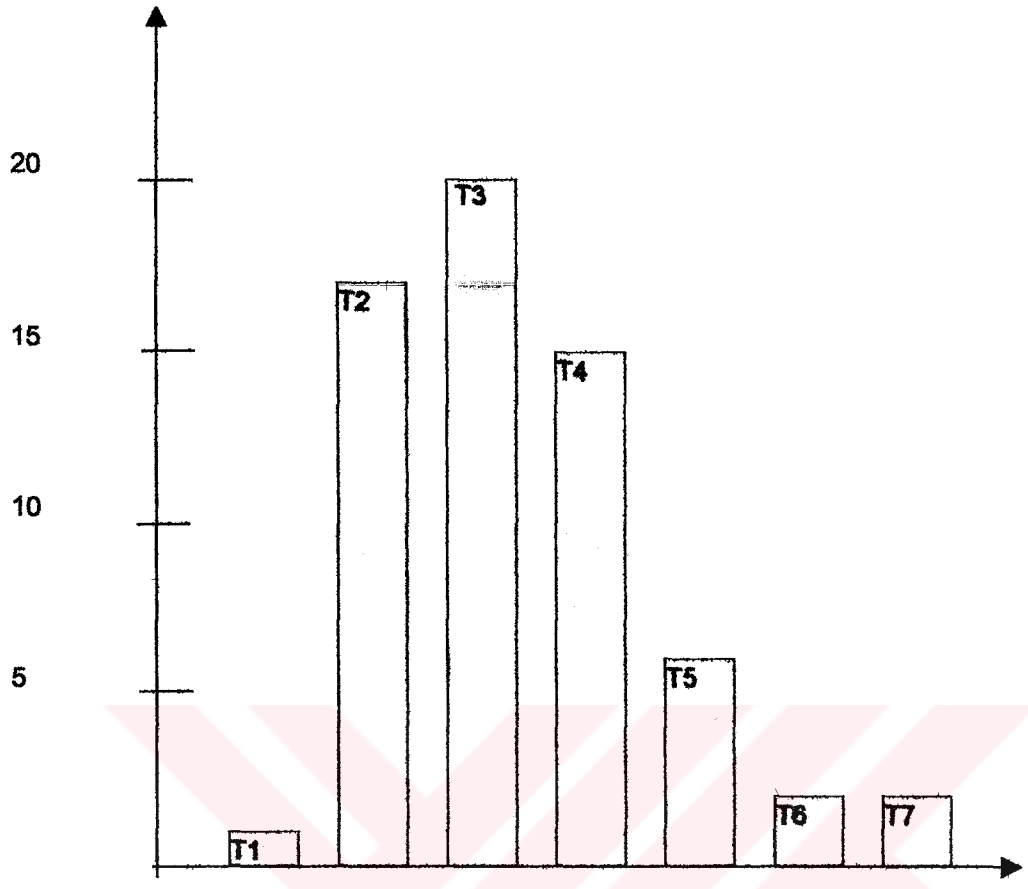


Figure 1. Distribution of Years of Experience Among Teachers

A questionnaire was given to each group of the subjects. They were told that this study was carried out in order to improve the language teaching program and the results of the study would be presented to the Director of the Prep School. In addition, they were assured of the confidentiality of the information they would report in the questionnaires.

3.4 Instruments

For this study, two versions of the same instrument were utilized to identify the causes of foreign language speaking anxiety. One was the student version, and

the other one was the teacher version of a questionnaire which aim to find the causes of foreign language speaking anxiety.

3.4.1. Student Version of the Questionnaire

This questionnaire was adapted from two different instruments, namely, Foreign Language Classroom Anxiety Scale (FLCAS) and an instrument of foreign language speaking anxiety developed by Young. FLCAS was developed by Horwitz et al. (1986) to provide investigators with a standard instrument to determine the range and degree of foreign language anxiety experienced in a foreign language classroom. Young's questionnaire (1990) was designed to identify the causes of anxiety over speaking in the foreign language.

3.4.1.1 Reasons for Adapting the Student Version of the Questionnaire

There were some reasons for constructing this questionnaire from these two different instruments.

3.4.1.1.1 Why is FLCAS Used?

FLCAS is the most widely used instrument for determining the range and the degree of foreign language anxiety. Moreover, In Horwitz's (1986) study with 300 students in foreign language classes, the internal consistency of FLCAS, measured by Cronbach's alpha coefficient, was .93, and the test-retest reliability of the questionnaire over 8 weeks was .83, p=. 001 (p. 560) Although the internal consistency of the questionnaire (.93) was reported to be quite high by Horwitz (1986), FLCAS itself was judged not to be adequate for the researcher's aim to

investigate the causes of foreign language speaking anxiety. For FLCAS was designed to determine the range and degree of general foreign language anxiety experienced in a foreign language classroom, but the goal of this study was to investigate the causes of one specific language skill, namely speaking. Therefore, only 18 of the 33 items were found to be directly related to foreign language speaking anxiety. As a result, these 18 items concerning the speaking anxiety were selected and used.

3.4.1.1.2 Why is Young's Questionnaire Used?

As for Young's questionnaire, the questionnaire consists of three sections. The first section asks students to agree or disagree with twenty-four items related to general foreign language class anxiety and to in-class activities. The test-retest for reliability for this section was satisfactory (r=. 74, p<. 0001). A sample item from Young's questionnaire is below:

1. Section
    a. I would feel more confident about speaking in class if we practised speaking more.

The present study took and used only five questions from this section, as the constructs in the rest of the questionnaire, it was believed, already exist in FLCAS.

The second section of the questionnaire asks students to rate their anxiety level in the face of twenty different in-class activities. These in-class activities

included in this section were developed from an examination of the kinds of activities observed by Young over a two-year period as a supervisor of high school student teachers and as a supervisor of first year Spanish courses at the university level (1990, p. 542). Students are to identify their level of anxiety for each activity using a five point Likert scale ranging from 'Very Relaxed, Moderately Anxious', to 'Very Anxious'. Students mark the appropriate choice to identify their level of anxiety during the speaking activities. Sample items from Young's questionnaires are below:

2. Section (In-class activities)

    a. Read silently in class

    b. Interview each other in pairs

This study made use of 12 of these in-class activities, which require speaking in order to find out which class activities cause the most EFL speaking anxiety.

The last section of the questionnaire asks students to specify instructor behaviours and characteristics that reduce anxiety in class. In this study, there was a list of items consisting of behaviours and characteristics that reduce anxiety in class. The students are asked to respond to each item with a single answer-strongly agree, agree, not sure, disagree, and strongly disagree. Sample items are below:

3. Section

    a. The teacher has attitude that mistakes are no big deal.

b. The teacher prepares class well and reviews.

Since the present study elaborated on the teachers' perspective of foreign language anxiety as well, it was thought that third section of Young's questionnaire would help the researcher to investigate the students' view of their class teacher's behaviours that reduce or increase their EFL speaking anxiety. As a result, it was expected that the 42 items, in total, in Young's questionnaire would compensate for the deficiency in FLCAS for the aims of this research.

3.4.1.2 The Adapted Version of the Student's Questionnaire

In order to prevent any misunderstanding of the statements, the translated version of the adapted questionnaire were administered to the subjects (See Appendix B). FLCAS items had already been translated into Turkish by using back translation technique. They were first translated into Turkish and given to two American bilingual teachers and translated back into English. Both translations were then compared with the original English version. (Aydın, 1999: 166-7) The rest of the questionnaire was translated by the researcher and the supervisor of the research.

Apart from FLCAS items and Young's items, three more items were developed by the researcher and approved by the supervisor of the study. These items are:

19. As I am poor at English sentence structures, I don't feel confident while I am speaking English.

20. Although I have the linguistic back-up, I can't speak English since I have nothing to say about the topics discussed.

21. As I do not have adequate vocabulary, I don't feel confident while I am speaking English.

Since these items are not included in FLCAS and Young's questionnaire, there was a need for including them. In other words, it was thought that these items also address some significant causes of foreign language speaking anxiety. To conclude, there are 63 items in the adapted version of the student's questionnaire.

As for the internal consistency of the adapted form of the student version used in this study, Cronbach's alpha coefficient was calculated to be .89.

This questionnaire was scored on 5 point Likert Scale, requiring the students to respond to each item with a single answer, strongly agree (1 point), agree (2 points), not sure (3 points), disagree (4 points), strongly disagree (5 points). The answers **strongly agree** determined high anxiety for all the items between 1 and 21. As for the rest of the items, namely all the items between 22 and 63, they were reverse scaled in order to have internal consistency. For example, at first, for the 23rd item, "I would feel more confident about speaking in class if we practised speaking more", the answer strongly agree (1 point) revealed low anxiety. After it was reverse scaled, the answer strongly agree (1 point) revealed high anxiety.

3.4.2 Teacher Version of the Questionnaire

As stated in the previous part, the questionnaire was adapted from two different instruments for a number of reasons. The teacher version of the

questionnaire was developed from the student version. The 63 items in the student version were changed slightly in the teacher version (See Appendix C). For example:

Student Version	**Teacher Version**
1. I never feel quite sure of myself when I am speaking in English	1. My students never seem to feel quite sure of themselves when they are speaking in English classes.
28. The teacher has an attitude that mistakes are no big deal.	28. I have an attitude that mistakes are no big deal

The teacher version of the questionnaire was administered in English to 7 class teachers of the students who responded to the student version.

Like the student's questionnaire, this questionnaire was also scored on 5 point Likert Scale, requiring the teachers to respond to each item with a single answer, strongly agree (1 point), agree (2 points), not sure (3 points), disagree (4 points), strongly disagree (5 points). The answers **strongly agree** determined high anxiety for all the items between 1 and 21. As for the rest of the items, namely all the items between 22 and 63, they were reverse scaled in order to have internal consistency. For example, at first, for the 23rd item, "My students would feel more confident about speaking in class if they practised speaking more", the answer strongly agree (1 point) revealed low anxiety. After it was reverse scaled, the answer strongly agree (1 point) revealed high anxiety.

3.5 Data Collection Procedures

The data were collected in two stages:

1. The 100 students were asked to complete the student version of the questionnaire to identify the causes of foreign language speaking anxiety from their own perspective. The questionnaires were administered to students in their own classrooms in one class hour. They were informed that the questionnaire aims at collecting data to find out the causes of their EFL speaking anxiety. In addition, they were also told that their responses would only be used for research purposes, and anything private would be kept confidential. They were asked not to leave any item unanswered. None of the students gave the questionnaires with items unanswered. Therefore, all of the 100 questionnaires which were administered to the students could be processed.

2. The 7 class teachers were asked to complete the teacher version of the questionnaire to identify the causes of foreign language speaking anxiety from the teachers' perspective. The questionnaires were administered to these 7 English teachers in their offices. They were informed that the questionnaire aims at collecting data to find out the causes of their students' EFL speaking anxiety. In addition, they were also told that their responses would only be used for research purposes, and anything private would be kept confidential. They were asked not to leave any item unanswered. None of the teachers gave the questionnaires with items unanswered. Therefore, all of the 7 questionnaires which were administered to the teachers could be processed.

3.6 Data Analysis Procedures

After the data were collected, they were analysed in three stages with respect to the sequence of research questions:

1. First, a classification was made of the items collected from the student version of the questionnaire with regard to the research questions. This analysis revealed that the first 18 items would address the first research question. In order to answer this first research question of the study, the mean score of the first 18 items of the student version of the questionnaires was. The analysis of the first 18 items revealed the level of anxiety.

2. In order to answer the second research question of this study, all the items were categorized under three categories. This categorization was made according to the constructs in the items. For example, the 1st item- "I am never quite sure of myself when I am speaking English" was believed to be among Personal Reasons of a student causing speaking anxiety. On the other hand, as for the 28th item- "The instructor has an attitude that mistakes are no big deal.", it was believed that this question is directly related with Teacher's Behaviours. Moreover, the 27th item– "I am more willing to participate in class when the topics we discuss are interesting." was believed to be under the category – Teaching Procedures, because the types of the in-class activities are a part of teaching procedures.

1. Items Related to Anxiety Caused by Personal Reasons
2. Items Related to Anxiety Caused by Teacher's Behaviours
3. Items Related to Anxiety Caused by Teaching Procedures

First, among these three categories, the category with the highest mean score was designated in order to find the most anxiety-causing category. Then, the sub-groups with the highest mean scores were identified under each category. The sub-groups of these three categories are below:

1. Items Related to Anxiety Caused by Personal Reasons
    A. Self-assessment of Ability: Items 1, 9, 19, 20, 21
    B. Self-comparison to Others: Item 12
    C. Learners' Beliefs About Mistakes: Item 2
    D. Learners' Beliefs About Using L1 (Native Language) or L2 (Target Language): Items 4, 15
    E. Learners' Beliefs About Language Learning: Item 16
    F. Learners' Beliefs About Native Speakers or Teachers: Items 7, 22

Such a classification was made with regard to the constructs in the items under the category- **Anxiety Caused by Personal Reasons**, because it was thought that all these subcategories of items above are the personal reasons causing speaking anxiety.

2. Items Related to Anxiety Caused by Teacher's Behaviours in the Classroom
    A. Teacher's Behaviours towards Errors: Items 8, 10, 28, 29, 30, 31, 32

B. Teacher's Characteristics that Reduce or Increase Anxiety:

Items 33-37, Items 39-51

Items related to **Anxiety Caused by Teacher's Behaviours in the Classroom** was classified under two sub-categories of items, because both **Teacher's Behaviours towards Errors** and **Teacher's Characteristics** were believed to affect the level of EFL speaking anxiety.

3. Items Related to Anxiety Caused by Teaching Procedures

A. Types of Activities: Items 27, 25, 52-63

B. Speaking in Front of a Group: Items 3, 5, 6, 11, 13, 14, 17, 18, 24, 26

C. Not Getting Enough Speaking Practice: Items 23, 38

Such a categorization was made, because it was believed that these 3 sub-categories are directly related with **Teaching Procedures**. Firstly, in the subcategory, **Types of Activities**, there are some items that are directly related with the kinds of activities carried out by students in EFL speaking class. Secondly, **Speaking in Front a Group** was also considered as a sub-category of **Teaching Procedures** since the students are either asked questions or are asked to make some oral presentations in front of other students by the teachers. As these kinds of activities may cause speaking anxiety and they are also a part of the teaching procedures, **Speaking in Front of a Group** was regarded as a sub-category under **Teaching Procedures.** Finally, **Not Getting Enough Speaking Practice** was also

believed to be a sub-category under **Teaching Procedures**, because the amount of speaking practice can be regarded as one of the parts of teaching procedures made in EFL speaking classes.

The sub-groups and the items under the sub-groups with the highest mean scores were determined as the most anxiety- provoking items.

3. In order to answer the third research question, the data collected from the teacher version were analyzed to determine how the class teachers perceive their students' foreign language speaking anxiety. The same categorization which was utilized for the analysis of the student questionnaire was used. First, all the items were categorized under three categories. Among these three categories, the category with the highest mean score was designated in order to find the most anxiety-causing category according to teacher participants. Then, the sub-groups with the highest mean scores were identified under each category and sub-category. The sub-groups and the items under the sub-groups with the highest mean scores were determined as the most anxiety- provoking items.

CHAPTER IV

RESULTS

4.0 Presentation

In this chapter, the data results are presented. Firstly, the analysis of the data obtained from the student version of the questionnaire is presented. Then, the analysis of the data obtained from the teacher version of the questionnaire is presented.

The results of the data are presented in tables and graphs. It was thought that such a presentation would make it much more practical to view the data. Moreover, the mean scores were rounded to the nearest whole number; therefore, in some cases they may not add to 100. The mean scores of all the items of the two groups of subjects are also presented in the appendices.

4.1 Introduction

The main purpose of the study was to find out if the EFL students in this study experience speaking anxiety in EFL classrooms and if so, what the causes of this anxiety are. In order to do this, three research questions were formulated:

1. Do Turkish EFL students experience speaking anxiety in the English language classrooms? If so, what is the level of EFL speaking anxiety experienced by them?

2. What are the causes of EFL speaking anxiety experienced by Turkish EFL learners in the foreign language classrooms?

3. How do teachers perceive their students' EFL speaking anxiety?

To answer the research questions above, two questionnaires were administered to 100 intermediate-level EFL students and their 7 class teachers. The two questionnaires were the different versions of the same questionnaire. One was the student version; the other one was the teacher version.

After the data were collected, they were analyzed with respect to the research questions. For the first research question, the mean score of the first 18 items in the student questionnaire was computed. First, a classification was made of the items in the questionnaires with regard to the research questions above. This analysis revealed that the first 18 items would address the first research question. Thus, the mean score of the first 18 items was computed. These descriptive statistics enabled us to investigate how real speaking anxiety is and the level of this psychological construct.

For the second research question, the items in the student questionnaire were grouped under three main categories. This categorization was made according to the constructs in the items (See 3.6). The categories are:

1. Items Related to Anxiety Caused by Personal Reasons
2. Items Related to Anxiety Caused by Teacher's Behaviors
3. Items Related to Anxiety Caused by Teaching Procedures

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First of all, among these three categories, the category with the highest mean score was designated. Then, the sub-categories and the items with the highest mean scores were identified under each category and sub-category.

For the third research question, the items in the teacher questionnaire were grouped under three main categories. This categorization was made according to the constructs in the items (See 3.6). The categories are:

1. Items Related to Anxiety Caused by Personal Reasons
2. Items Related to Anxiety Caused by Teacher's Behaviors
3. Items Related to Anxiety Caused by Teaching Procedures

First of all, among these three categories, the category with the highest mean score was designated. Then, the sub-categories and the items with the highest mean scores were identified under each category and sub-category.

4.2 Does EFL Speaking Anxiety Exist?

The first research question of this study was:

1. Do Turkish EFL students experience speaking anxiety in the English language classrooms? If so, what is the level of EFL speaking anxiety experienced by them?

In order to answer these questions, the first 18 items which are believed to determine the level of EFL speaking anxiety were used for this purpose. These 18 items were taken from Foreign Language Classroom Anxiety Scale (FLCAS), which

was developed by Horwitz & Horwitz (1986). These 18 items are the items which are directly related with EFL speaking anxiety and are developed to investigate the level of speaking anxiety.

The mean scores of the 18 items were computed. The results are shown in Table1 below.

Table 1.Mean Scores of the First 18 questions

Item	Mean Score*	Std. Deviation
1. I never feel quite sure of my self when I am speaking in English.	2.30	1.14
16. I feel overwhelmed by the number of rules you have to learn to speak English.	2.42	1.26
5. I start to panic when I have to speak without preparation in English classes.	2.69	1.23
2. I am afraid of making mistakes in English.	2.83	1.36
8. I get upset when I don't understand what the teacher is correcting.	2.96	1.25
10. I am afraid that my English teacher is ready to correct every mistake I make.	3.02	1.36
7. I feel so nervous while speaking English with native speakers.	3.04	1.23
9. I don't feel confident when I speak in English classes	3.14	1.33
6. It embarrasses me to volunteer answers in English classes.	3.18	1.35
13. I feel very self-conscious about speaking English in front of other students.	3.19	1.24
18 I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.19	1.28
4. It frightens me when I don' t understand what the teacher is saying in English.	3.20	1.27
15. I get nervous when I don't understand every word my English teacher says.	3.32	1.21
14. I get nervous and confused when I am speaking in English classes.	3.33	1.19
12. I always feel that the other students speak English better than I do.	3.41	1.16
11. I can feel my heart pounding when I am going to be called on in English classes.	3.45	1.27
3. I tremble when I know that I am going to be called on in English classes.	3.62	1.21
17. I am afraid that the other students will laugh at me when I speak English.	3.76	1.29

Strongly Agree=1, Agree= 2, Not sure= 3, Disagree=4, Strongly Disagree=5

N= 100

* All the mean scores are out of 5.00.

In this study items were scored on 5 point Likert scale, where 1 point stood for *strongly agree*, 2 for *agree*, 3 for *not sure*, 4 for *disagree*, and 5 for *strongly disagree*. Therefore, the responses in the "strongly agree" category were determined as an index of high anxiety for these 18 questions. In other words, as the number decreases towards 1 out of 5, the level of anxiety increases.

As for the average mean score of the 100 students, the mean score was found out to be 3.11. Among the 100 students, the minimum mean score is 1.56 and the maximum mean score is 4.89, which means there are both high and low anxious students in this sample. The subjects were also categorized as being **high, medium,** or **low** anxious according to the distribution of all the subjects. The following computational procedure (cited in Aydın, 1999) was used in the categorization of anxiety levels:

Low = mean + one standard deviation = scores higher than this

High = mean – one standard deviation = scores lower than this

Medium = scores between mean + one standard deviation and the mean – one standard deviation

N=100

M= 3.11

SD=0.67

The Range for Low Anxious Students= 3.79 – 5.00

The Range for Medium Anxious Students = 3.78 – 2.45

The Range for High Anxious Students = 2.44 – 1.00

1 stood for high anxiety, 5 stood for low anxiety.

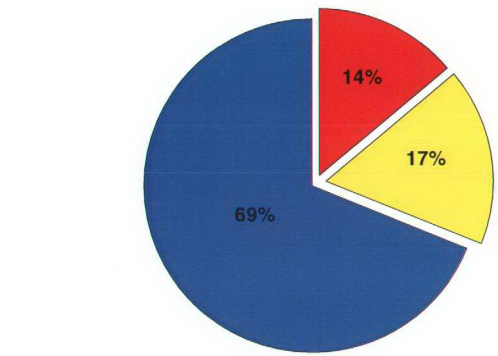


Figure 2. Distribution of the Subjects According to Their Anxiety Levels

As indicated in Figure 2, %14 of the students are high anxious students, while %69 of the students are medium anxious students. It can be concluded that in overall terms, %83 of the students reported that they suffer from EFL speaking anxiety. In other words, the majority of the students experience a certain level of EFL speaking anxiety.

As for the low anxious students, they form %17 of the whole population. It was expected that there would also be low anxious students since they also constitute a part of a normal population.

4.3 Potential Causes of EFL Speaking Anxiety

The second research question of this study was:

2. What are the causes of EFL speaking anxiety experienced by Turkish EFL learners in the foreign language classrooms?

In order to answer this research question, the items in the student questionnaire were grouped under three main categories. This categorization was made according to the constructs in the items as stated before (See 3.6). The categories are:

1. Items Related to Anxiety Caused by Personal Reasons
2. Items Related to Anxiety Caused by Teacher's Behaviors
3. Items Related to Anxiety Caused by Teaching Procedures

Of these three categories, the first category, namely, Items Related to **Anxiety Caused by Personal Reasons** got the lowest score (3.00/5.00). Therefore, it was concluded that the most anxiety-producing items are the ones related with personal reasons.

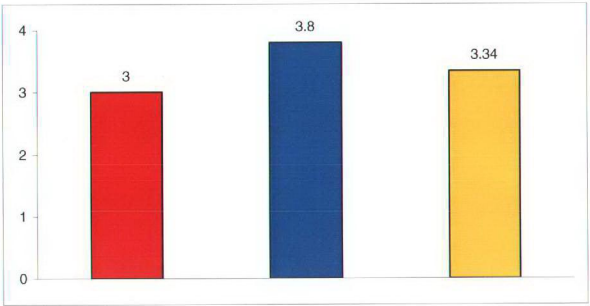


Figure 3. Average of the Means for Each Category of Items in the Student Questionnaire

4.3.1 Anxiety Caused by Personal Reasons

The items related to **Anxiety Caused by Personal Reasons** are also classified under six sub-categories:

1. Self-assessment of Ability
2. Self-comparison to Others
3. Learners' Beliefs About Mistakes
4. Learners' Beliefs About Using L1 (Native Language) or L2 (Target Language)
5. Learners' Beliefs About Language Learning.
6. Learners' Beliefs About Native Speakers or Teachers

Such a classification was made with regard to the constructs in the items, because it was believed that all these subcategories of items are the personal reasons causing speaking anxiety.

Among these sub-groups, **Learner's Beliefs About Language Learning** got the lowest mean score (2.42), which means that this sub-group can be considered as the most anxiety-provoking one.

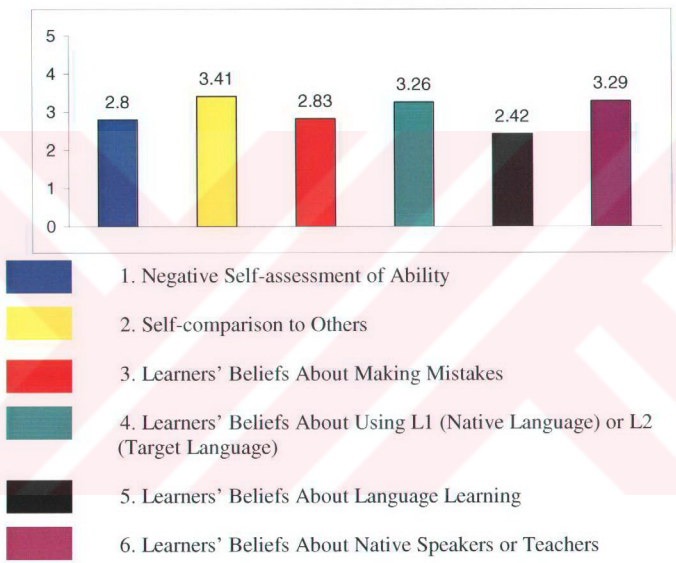


Figure 4. Average of the Means for Each Sub-category of the Category *Anxiety Caused by Personal Reasons*

4.3.1.1 Learners' Beliefs About Language Learning

Under the sub-categories of Anxiety Caused by Personal Reasons, **Learners' Beliefs About Language Learning** got the lowest mean score, which means it is the most anxiety-producing sub-category.

Under this subgroup, there is only one item, namely Item 16 "I feel overwhelmed by the number of rules I have to learn to speak English". (*M*= 2.42, *SD*= 0.13) This item was identified as the most significant cause of EFL speaking anxiety. According to the students, as there are so many rules that they have to learn to speak English, they feel overwhelmed.

4.3.1.2 Negative Self-assessment of Ability

According to the subjects who responded to the student questionnaire, the second significant cause of EFL speaking anxiety was **Negative Self-assessment of Ability**. It got the second lowest mean score (2.80/ 5.00).

Under this subgroup, there are five items, as shown in Table 2.

Table 2. Mean Scores of the Items Under the Sub-category *Negative Self-assessment of Ability*

Item	Mean Score*	Std. Deviation
21. As I do not have adequate vocabulary, I don't feel confident while I am speaking English.	2.15	1.16
1. I'm never quite sure of myself while I am speaking in English classes.	2.30	1.14
19. As I am poor at English sentence structures, I don't feel confident while I am speaking English.	2.71	1.25
9. I don't feel confident when I speak in English classes.	3.14	1.33
20. Although I have the linguistic back-up, I can't speak English since I have nothing to say about the topics discussed.	3.73	1.30

Strongly Agree=1, Agree= 2, Not Sure= 3, Disagree=4, Strongly Disagree=5
N= 100
* All the mean scores are out of 5.00.

As indicated in Table 2, of these items, Item 21 got the lowest mean score (2.15), which means it causes a great deal of anxiety for the students. It seems that

the EFL learners in this study believe that their inability in communicating in English is mainly due to their lack of vocabulary knowledge.

Moreover, Item 1 also got a rather low mean score (2.30), which also means lack of confidence is an anxiety-producing factor. Apparently, most of the learners are not sure of themselves while they attempt to speak in English.

Finally, Item 19 also got a fairly low mean score (2.71), which displays another cause of EFL speaking anxiety. These learners believe that they are poor at English structures, so they can't speak English.

4.3.1.3 Learners' Beliefs About Making Mistakes

Under the subgroups of the group Anxiety Caused by Personal Reasons, the sub-group **Learners' Beliefs About Making Mistakes** also got a low mean score of 2.83 out of 5.00.

Under this subgroup, there is only one item, namely Item 2 "I am afraid of making mistakes in English". (M= 2.83, SD= 0.14) In conclusion, **being afraid of making mistakes** was also expressed as a cause of EFL speaking anxiety by the student subjects of the study.

4.3.2 Anxiety Caused by Teaching Procedures

The items related to **Anxiety Caused by Teaching Procedures** are also categorized under three sub-categories:

1. Types of Activities
2. Speaking in Front a Group
3. Not Getting Enough Speaking Practice

Such a categorization was made, because it was believed that these 3 sub-categories are directly related with **Teaching Procedures**. Firstly, in the subcategory, **Types of Activities**, there are some items that are directly related with the kinds of activities carried out by students in EFL speaking class. Secondly, **Speaking in Front a Group** was also considered as a sub-category of **Teaching Procedures** since the students are either asked questions or are asked to make some oral presentations in front of other students by the teachers. As these kinds of activities may cause speaking anxiety and they are also a part of the teaching procedures, **Speaking in Front of a Group** was regarded as a sub-category under **Teaching Procedures.** Finally, **Not Getting Enough Speaking Practice** was also believed to be a sub-category under **Teaching Procedures**, because the amount of speaking practice can be regarded as one of the parts of teaching procedures made in EFL speaking classes.

As indicated in Figure 5 below, among these sub-categories, **Speaking in Front of a Group** got the lowest score (3.33), which means this sub-group is the most anxiety-producing one, but the degree of anxiety reported is relatively low since it may well be argued that a mean score of 3.33/5.00 is not indicative of a high degree of a classroom anxiety. But under this sub-category, it is observed that there were some items with lower mean scores. Thus, some of the items with lower mean scores are discussed in this part because they indicate high anxiety.

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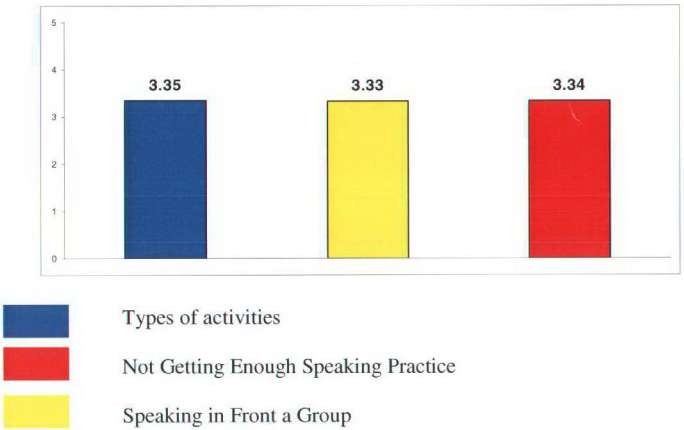


Figure 5. Average of the Means for Each Sub-category of the Category *Anxiety Caused by Teaching Procedures*

4.3.2.1 Speaking in Front of a Group

Among the sub-groups of items related to **Anxiety Caused by Teaching Procedures**, **Speaking in Front of a Group** got the lowest mean score, which means they are the most significant group of items, causing speaking anxiety.

Under this sub-group, there are 10 items:

Table 3. Mean Scores of the Items of the Sub-category *Speaking in Front of a Group*

Item	Mean Score*	Std. Deviation
5. I start to panic when I have to speak without preparation in English classes.	2.69	1.23
6. It embarrasses me to volunteer answers in English classes	3.18	1.35
13. I feel very self-conscious about speaking English in front of other students	3.19	1.24
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.19	1.28
24. I am less anxious in class when I am not the only person answering a question. **	3.21	1.23
14. I get nervous and confused when I am speaking in English classes.	3.33	1.19
11. I can feel my heart pounding when I am going to be called on in English classes.	3.45	1.27
3. I tremble when I know that I am going to be called on in English classes.	3.62	1.21
26. I prefer to be allowed to volunteer an answer instead of being called on to give an answer. **	3.66	1.31
17. I am afraid that the other students will laugh at me when I speak English.	3.76	1.25

Strongly Agree=1, Agree= 2, Not Sure= 3, Disagree=4, Strongly Disagree=5
N= 100
* All the mean scores are out of 5.00.
**Items 24 and 26 are reverse-scaled. 1 stood for *Strongly Disagree*, 5 stood for *Strongly Agree*.

All these items are related with speaking in front of group. They express these learners' perceptions of how they feel while speaking in front of a group.

As indicated in Table 3 and Figure 6, among these items, Item 5 got the lowest mean score (2.69), which means it is a noteworthy anxiety provoking situation. Apparently, the learners start to panic when they have to speak without preparation in front of the class.



Figure 6. Mean Scores of the Items of the Sub-category *Speaking in Front of a Group*

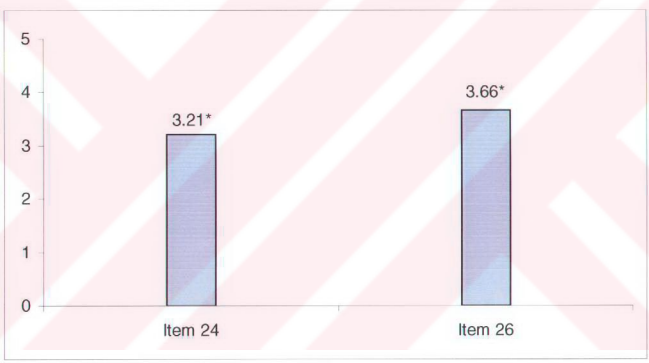


Figure 7. Mean Scores of the Items 24 and 26 Under the Sub-category *Speaking in Front of a Group*
*Items 24 and 26 are reverse scaled. 1 stood for Strongly Disagree, and 5 stood for Strongly Agree.

4.3.2.2 Not Getting Enough Speaking Practice

Of all the sub-categories in Teaching Procedures, **Not Getting Enough Speaking Practice** got the second lowest mean score (3.34). It may well be argued that a mean score of 3.33/5.00 is not indicative of a high degree of a classroom

anxiety, but under this sub-category, it is observed that there were some items with lower mean scores. One of the items with lower mean scores is discussed in this part because it indicates high anxiety.

Under this sub-category, there are two items, as displayed in Table 4.

Table 4. Mean Scores of the Items Under the Sub-category -*Not Getting Enough Speaking Practice*

Item	Mean Score*	Std. Deviation
38. I get enough speaking practice. **	2.51	1.34
23. I would feel more confident about speaking in class if we practiced speaking more. **	4.17	1.08

Strongly Agree=1, Agree= 2, Not Sure= 3, Disagree=4, Strongly Disagree=5
N=100
*All the mean scores are out of 5.00.
** Items 23 and 38 are reverse – scaled. 1 stood for *Strongly Disagree*, 5 stood for *Strongly Agree*.

As the mean score of Item 38 indicates in Table 4, it is observed that students do not get enough speaking practice. In addition, the students reported that they would feel more confident about speaking in class if they practiced speaking more. Thus, it can be concluded that the real situation in their EFL classes is that they do not get enough speaking practice.

4.3.2.3 Types of Activities

Among the sub-groups of the Anxieties Caused by Teaching Procedures, **Types of Activities** got the third lowest score (3.35). It may well be argued that a mean score of 3.35/ 5.00 is not indicative of a high degree of classroom anxiety, but under this sub-category, it is observed that there were some items with lower mean

scores. Thus, some of the items with lower mean scores are discussed in this part because they indicate high anxiety.

Under this sub-group there are twelve items. These items represent various class activities. In the questionnaire, the learners were asked to identify the level of their anxiety during these speaking activities. The subjects rated their level of anxiety from 1 (Low Anxiety) to 5 (High Anxiety), but these items were reverse-scaled; therefore, 1 stood for high anxiety and 5 stood for low anxiety.

Table 5. Mean Scores of the Items Under the Sub-category *Types of Activities*

Item	Mean Score*	Std. Deviation
61. When I speak in front of the class for 1-2 minutes, I am anxious	2.41	1.31
60. When I make an oral presentation or skit in front of the class, I am anxious	2.49	1.26
62. When I role play a situation spontaneously in front of the class, I am anxious	2.51	1.38
59. When I present a prepared dialog in front of the class, I am anxious	2.76	1.39
57. When we interview each other in pairs, I am anxious	3.12	1.43
63. When I participate individually in a class participation, I am anxious	3.47	1.33
55. When I repeat individually after the teacher, I am anxious	3.48	1.36
53. When I work in groups of 3-4 and participate in a class discussion, I am anxious	3.59	1.25
56. When we have open discussion based on volunteer participation, I am anxious	3.61	1.29
58. When we work in groups of two and prepare a skit or a dialog, I am anxious	3.61	1.37
54. When I compete in class games by teams, I am anxious	3.87	1.21
52. When I repeat as a class after the teacher, I am anxious	3.96	1.21

Strongly Agree=1, Agree= 2, Not sure= 3, Disagree=4, Strongly Disagree=5
N= 100
*All the mean scores are out of 5.00.

Of all these items, Item 61 got the lowest score (2.41), which means public speaking is the most anxiety-producing situation for the learners. In other words, when they speak in front of the class for 1-2 minutes, most of them become anxious.

As for Item 60, it also got a lower mean score than the other items (2.49). The subjects stated that they feel anxious when they make an oral presentation or skit in front of the class. This finding is in keeping with that of Item 61, which involves a similar type of activity.

The subjects reported that they also feel anxious when they role-play a situation spontaneously in front of the class. Item 62 supports this fact (2.51).

As can be seen in Figure 8, the activities which are carried out by learners in front of the class constitute a cluster of causes of EFL speaking anxiety.

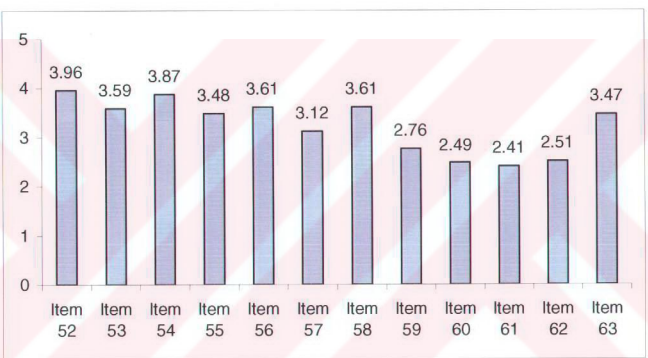


Figure 8. Mean scores of the Items of the Sub-category *Types of Activities*

4.3.3 Anxiety Caused by Teacher's Behaviors

In the questionnaire given to the students in this study, **Teacher's Behaviors** were also presented as a cause of EFL speaking anxiety, but the students participating in this study didn't report **Teacher's Behaviors** as a cause of their EFL speaking anxiety (M=3.80). In addition, under this category, no sub-categories of items were found to be statistically significant.

4.4 How do Teachers Perceive EFL Speaking Anxiety?

The third research question of this study was:

3. How do teachers perceive EFL speaking anxiety?

In order to answer this research question, the items in the teacher questionnaire were grouped under three main categories. This categorization was made according to the constructs in the items as stated before (See 3.6). The categories are:

1. Items Related to Anxiety Caused by Personal Reasons
2. Items Related to Anxiety Caused by Teacher's Behaviors
3. Items Related to Anxiety Caused by Teaching Procedures

Of these three categories, the first category, namely, items related to **Anxiety Caused by Personal Reasons** got the lowest score (2.29/5.00). Therefore, it was concluded that the most anxiety-producing items are the ones related with personal reasons according to the teachers.

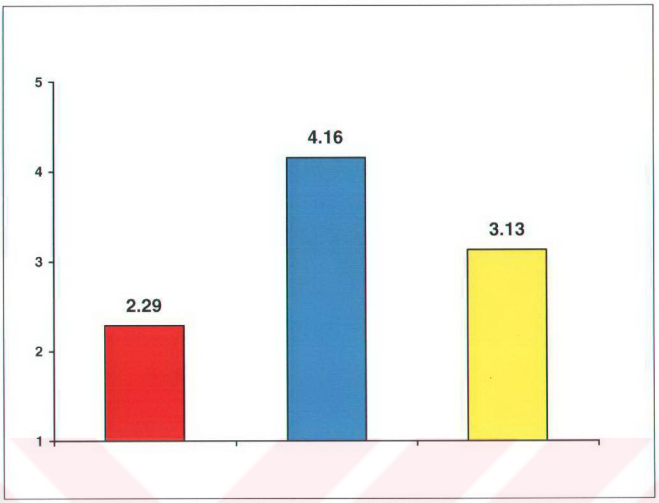


Figure 9. Average of the Means for Each Category of Items in the Student Questionnaire

Table 6. Mean Scores and Standard Deviations of Categories

Category	Mean Score*	Std. Deviation
1. Anxiety Caused by Personal Reasons	2.29	0.62
2. Anxiety Caused by Teacher's Behaviours	4.16	0.42
3. Anxiety Caused by Teacher's Procedures	3.13	0.22

Strongly Agree=1, Agree= 2, Not Sure= 3, Disagree=4, Strongly Disagree=5

N=7

*All mean scores are out of 5.00.

4.4.1 Anxiety Caused by Personal Reasons

The items related to **Anxiety Caused by Personal Reasons** are also classified under six sub-categories:

1. Self-assessment of Ability
2. Self-comparison to Others
3. Learners' Beliefs About Mistakes
4. Learners' Beliefs About Using L1 (Native Language) or L2 (Target Language)
5. Learners' Beliefs About Language Learning.
6. Learners' Beliefs About Native Speakers or Teachers

Among these sub-groups, **Negative Self-assessment of Ability** turned out to show the lowest mean score (1.97/5.00), which means that this sub-group can be considered as the most anxiety-provoking one according to the teacher participants.

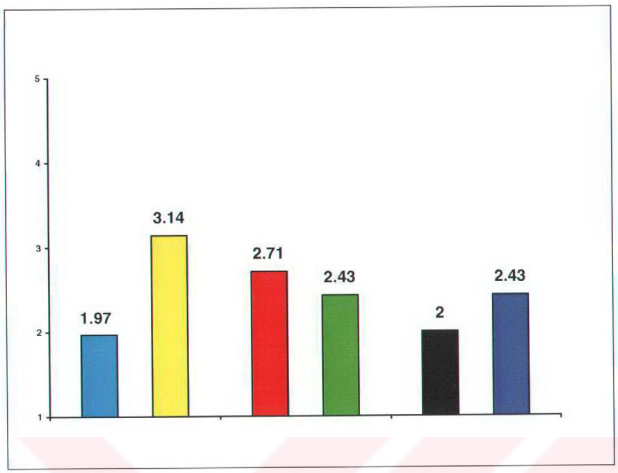


Figure 10. Average of Mean Scores for Each Sub-group of the Category *Anxiety Caused by Personal Reasons*

Table 7. Mean Scores of the Items Under the Category *Anxiety Caused by Personal Reasons*

Sub-category	Mean Score*	Std. Deviation
1. Negative Self- assessment of Ability	1.97	0.72
5. Learners' Beliefs About Language Learning	2.00	1.00
6. Learners' Beliefs About Native Speakers or Teachers	2.43	0.73
4.Learners' Beliefs About Using L1 or L2 (Target Language)	2.43	1.10
3. Learners' Beliefs About Mistakes	2.71	1.11
2. Self-comparison to Others	3.14	1.21

Strongly Agree=1, Agree= 2, Not Sure= 3, Disagree=4, Strongly Disagree=5
N= 7
*All mean scores are out of 5.00.

4.4.1.1 Negative Self-assessment of Ability

Under the sub-categories of Anxiety Caused by Personal Reasons, **Negative Self-assessment of Ability** got the lowest mean score, which means it is the most anxiety-producing sub-category. (*M*= 1.97) In addition, the rather narrow *SD* (0.72) indicates a high degree of agreement among the participants.

Under this sub – category, there are five items:

Table 8. Mean Scores of the Items Under the Sub- category *Negative Self – assessment of Ability*

Item	Mean Score*	Std. Deviation
21. As my students do not have adequate vocabulary, they don't seem to feel confident while they are speaking English.	1.71	1.11
19. As my students are poor at English sentence structures, they don't seem to feel confident while they are speaking English.	1.86	0.37
20. Although they have the linguistic backup, they can't speak English since they seem to have nothing to say about the topics discussed.	2.00	0.81
1. My students never seem to be quite sure of themselves when they are speaking in English classes.	2.14	0.69
9. My students don't seem to feel confident when they speak in English classes.	2.14	1.35

Strongly Agree=1, Agree= 2, Not Sure= 3, Disagree=4, Strongly Disagree=5
N=7
*All mean scores are out of 5.00.

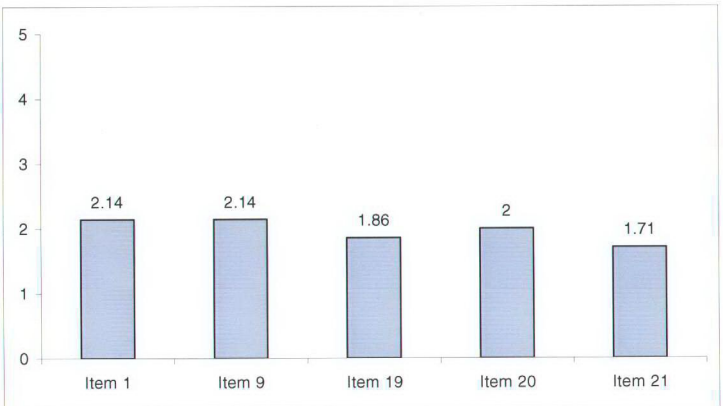


Figure 11. The Mean Scores of the Items Under the Sub-category *Self – assessment of Ability*

As indicated in Table 8, of these items, Item 21 got the lowest mean score (1.71), which means the teachers believe that it causes a great deal of anxiety for the students. It seems that the teachers in this study believe that their students' inability in communicating in English is mainly due to their lack of vocabulary knowledge. Moreover, Item 19 also got a rather low mean score (1.86), which displays another cause of EFL speaking anxiety. The teachers believe that their students are poor at English structures, so they can't speak English.

In addition, Item 20 also got a fairly low mean score (2.00). The teachers reported that their students have the linguistic backup, but they can't speak English since they seem to have nothing to say about the topics discussed.

Finally, Items 1 and 9 also got low mean scores (2.14). Apparently, the teachers believe that most of their students are not sure of themselves and don't feel confident while they attempt to speak in English.

4.4.1.2 Learners' Beliefs About Language Learning

Under the sub-categories of Anxiety Caused by Personal Reasons, **Learners' Beliefs About Language Learning** got the second lowest mean score (x=2.00/5.00, *SD*=1.00), which means it is the most anxiety-producing sub-category according to the teachers.

Under this subgroup, there is only one item, namely Item 16– "My students seem to feel overwhelmed by the number of rules they have to learn to speak English." According to the teachers, as there are so many rules that their students have to learn to speak English, they feel overwhelmed.

4.4.1.3 Learners' Beliefs About Native Speakers or Teachers

As indicated in Table 9, of all the sub-categories of Anxiety Caused by Personal Reasons, **Learners' Beliefs About Native Speakers or Teachers** also got a rather low mean score (*M*=2.43/5.00, *SD*=0.73).

There are two items in this sub-category as displayed in Table 9.

Table 9. Mean Scores of the Items Under the Sub-category *Learners' Beliefs About Native Speakers or Teachers*

Item	Mean Score*	Std. Deviation
7. My students would feel anxious around native speakers of English.	1.71	0.76
22** If they had a native English speaking teacher, they would do more speaking practice and would feel more confident about speaking English.	3.14	1.21

Strongly Agree=1, Agree= 2, Not sure= 3, Disagree=4, Strongly Disagree=5
N=7
*All mean scores are out of 5.00.
**Item 22 is reverse-scaled. 1 stood for *Strongly Disagree*, 5 stood for *Strongly Agree*.

As shown in Table 9, according to teachers Item 7 displays a cause of EFL speaking anxiety. The teachers reported that their students would feel anxious around native speakers of English.

4.4.1.4 Learners' Beliefs About Using L1 (Native Language) or the Target Language

Of all the sub-categories of the category Anxiety Caused by Personal Reasons, **Learners' Beliefs About Using L1 (Native Language) or L2 (Target Language)** was also regarded as one of the most important sub-categories of items that cause EFL speaking anxiety by the teachers (*M*= 2.43, *SD*= 1.10).

Table 10. Mean Scores of the Items under the Sub-category *Learners' Beliefs About Using L1 (Native Language) or the Target Language*

Item	Mean Score*	Std. Deviation
15. My students seem to get nervous when they don't understand every word I say.	2.14	1.25
4. My students seem to get frightened when they don't understand what I am saying in English	2.71	1.07

Strongly Agree=1, Agree= 2, Not sure= 3, Disagree=4, Strongly Disagree=5
N=7
*All mean scores are out of 5.00.

As Table 10 shows, the teachers reported that their students get nervous when they don't understand every word the teachers say in class.

4.4.1.5 Learners' Beliefs About Making Mistakes

Under the sub-groups of the group Anxiety Caused by Personal Reasons, the sub-group **Learners' Beliefs About Mistakes** also got a fairly low mean score of 2.71 out of 5.00 (*SD*= 1,11).

Under this subgroup, there is only one item, namely Item 2– " I am afraid of making mistakes in English." As a result, **being afraid of making mistakes** was also expressed as a cause of EFL speaking anxiety by the teacher participants of the study.

4.4.2 Anxiety Caused by the Teaching Procedures

As indicated in Figure 9 earlier, among the main categories, **Teaching Procedures** got the second lowest score (3.12), The degree of anxiety reported is relatively low since it may well be argued that a mean score of 3.12/ 5.00 is not indicative of a high degree of a classroom anxiety. But under this category, it is observed that there were two sub-categories and some items with lower mean scores. Thus, the categories and some of the items with lower mean scores are discussed in this part because they indicate high anxiety.

Under this category, there are three sub– categories of items as indicated in Table 11.

Table 11. The Mean Scores of the Sub-categories under the Category *Teaching Procedures*

Sub – Category of Items	Mean Score*	Std. Deviation
1. Types of Activities	3.27	0.55
2. Speaking in Front of a Group	2.86	0.47
3. Getting Enough Speaking Practice	3.50	0.87

Strongly Agree=1, Agree= 2, Not sure= 3, Disagree=4, Strongly Disagree=5
N=7
*All mean scores are out of 5.00.

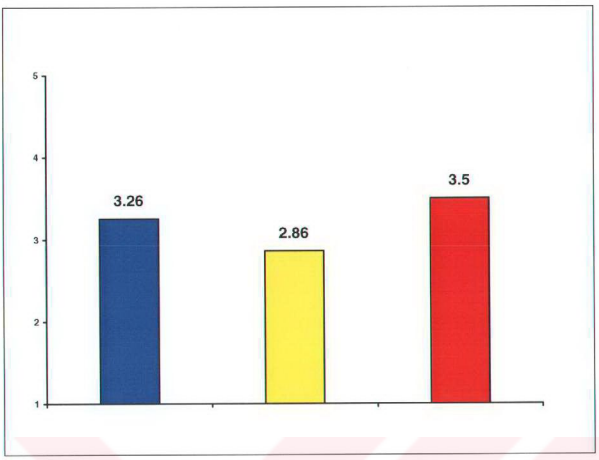


Figure 12. The Mean Scores of the Sub-categories Under the Category *Teaching Procedures*

4.4.2.1 Speaking in Front of a Group

Among the sub-groups of items related to Anxiety Caused by Teaching Procedures, **Speaking in Front of a Group** got the lowest mean score, which means they are considered as the most important group of items, causing speaking anxiety according to the teacher participants. (M= 2.86, SD=0.47)

Under the sub-category **Speaking in Front of a Group**, there are 10 items as indicated in Table 12.

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Table 12. Mean Scores and Standard Deviations of the Items Under the Sub-category *Speaking in Front of a Group*

Item	Mean Score*	Std. Deviation
13. My students seem to feel very self – conscious about speaking English in front of the others	2.14	0.37
14. My students seem to get nervous and confused when they are speaking in English classes.	2.14	0.90
18. My students seem to get nervous when I ask questions which they haven't prepared in advance	2.43	0.79
5. My students seem to start to panic when they have to speak without preparation in English classes.	2.43	1.13
11. I think my students' hearts pound when they are to be called on in English classes.	2.57	1.13
17. My students seem to be afraid that the other students will laugh at them when they speak English.	2.57	1.40
6. My students seem to get embarrassed to volunteer answers in English classes.	2.86	1.21
3. My students seem to tremble when they know that they are going to be called on in English classes.	3.43	0.98
24. A student of mine is less anxious in class when he is not the only person answering a question.**	3.86	0.90
26. My students prefer to be allowed to volunteer an answer instead of being called on to give an answer.**	4.14	0.69

Strongly Agree=1, Agree= 2, Not sure= 3, Disagree=4, Strongly Disagree=5
N= 7
*All mean scores are out of 5.00.
**Items 24 and 26 are reverse-scaled. 1 stood for *Strongly Disagree*, 5 stood for *Strongly Agree.*

All these items are related with speaking in front of group. They express these teacher's perceptions of how their students feel while speaking in front of a group.

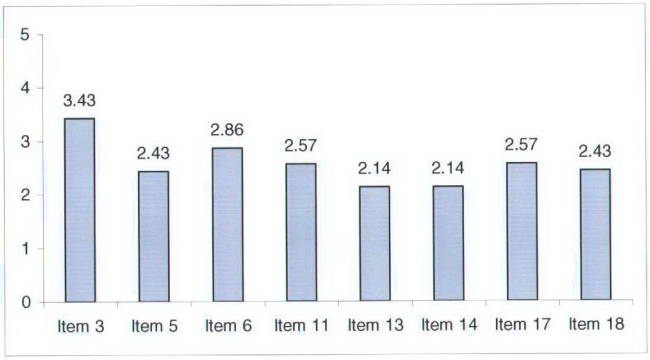


Figure 13. The Mean Scores of the Items Under the Sub-category *Speaking in Front of a Group*



Figure 14. The Mean Scores of the 24th and 26th items Under the Sub-category *Speaking in Front of a Group*

*Item 24 and 26 are reverse scaled. 1 stood for strongly Disagree, 5 stood for Strongly Agree.

As indicated in Figure 13, among these items, Items 13 and 14 display the lowest mean scores (2.14). The teachers reported that their students feel self-conscious, nervous and confused about speaking English in front of other students

Secondly, Items 18 and 5 also show very low mean scores (2.43), which are also among major causes of students' EFL speaking anxiety according to the teachers. The teachers believe that their students start to panic when they have to speak without preparation in front of the class. Moreover, they reported that their students seem to get nervous when the teacher asks questions which they haven't prepared in advance.

Thirdly, Items 11 and 17 got also rather low mean scores (2.57). As Item 17 indicates, the teachers reported their students are afraid that the other students will laugh at them when they speak in English. Moreover, as Item 11 displays, the teachers agree that their students' hearts pound when they are to be called in English classes.

As for Item 6, the teachers reported the students get embarrassed to volunteer answers in English classes (2.86).

4.4.2.2 Types of Activities

Among the sub-groups of the Anxiety Caused by Teaching Procedures, **Types of Activities** got the second lowest score (3.27) according to the teachers. It may well be argued that a mean score of 3.27/ 5.00 is not indicative of a high degree of classroom anxiety, but under this sub-category, it is observed that there were some items with lower mean scores. Thus, some of the items with lower mean scores are discussed in this part because they indicate high anxiety.

Under this sub-group there are twelve items. These items represent various class activities. In the questionnaire, the teachers were asked to identify their students' level of their anxiety during these speaking activities. The subjects rated

their students' level of anxiety from 1 (Low Anxiety) to 5 (High Anxiety), but these items were reverse-scaled; therefore, 1 stood for **high anxiety** and 5 stood for **low anxiety**.

Table 13. Mean Scores of the Items of the Sub-category *Types of Activities*

Item	Mean Score*	Std. Deviation
61. When they speak in front of the class for 1-2 minutes, they are anxious	1.71	0.95
63. When they participate individually in a class discussion, they are anxious	1.85	0.90
60. When they make an oral presentation or skit in front of the class, they are anxious	2.14	1.46
62. When they role play a situation spontaneously in front of the class, they are anxious	2.14	1.57
56. When they have open discussion based on volunteer participation, they are anxious	3.00	1.15
59. When they present a prepared dialog in front of the class, they are anxious	3.14	1.34
58. When they work in groups of two and prepare a skit or a dialog, they are anxious	3.57	1.27
57. When they interview each other in pairs, they are anxious	3.71	1.11
55. When they repeat individually after the teacher, they are anxious	3.86	0.90
52. When they repeat as a class after me, they are anxious	3.86	1.57
53. When they work in groups of 3-4 and participate in a class discussion, they are anxious	4.14	1.21
54. When they compete in class games by teams, they are anxious	4.57	1.13

Strongly Agree=1, Agree= 2, Not sure= 3, Disagree=4, Strongly Disagree=5
N=7
*All mean scores are out of 5,00.

Of all these items, Item 61 got the lowest score (1.71), which means public speaking is the most anxiety-producing situation for the learners. In other words, when they speak in front of the class for 1-2 minutes, most of them become anxious.

Secondly, Item 63 got a fairly low mean score. The teachers reported that when their students participate individually in a class discussion, they are anxious

As for Item 60, it also got a lower mean score than the other items (2.14). The teachers stated that their students feel anxious when they make an oral presentation or skit in front of the class. This finding is in keeping with that of Item 61, which involves a similar type of activity.

The teachers also reported that their students also feel anxious when they role-play a situation spontaneously in front of the class, as Item 62 indicates (2.14).

As can be seen in Figure 15, the activities which are carried out by learners especially in front of the class constitute a cluster of causes of EFL speaking anxiety.

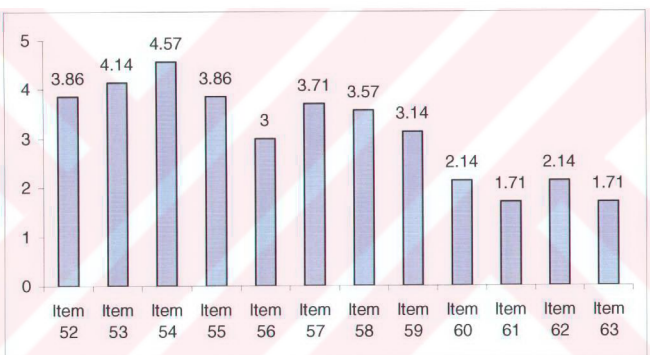


Figure 15. Mean Scores of the Items of the Sub-category *Types of Activities*

4.4.3 Anxiety Caused by Teacher's Behaviours

In the questionnaire given to the teacher participants in this study, **Teacher's Behaviours** were also presented as a cause of EFL speaking anxiety, the teachers participating in this study did not report **Teacher's Behaviours** as a cause of their students' EFL speaking anxiety, as Table 9 shows (M= 4.16; SD= 0.42). Therefore, this category will not be discussed in great detail.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0 Presentation

In this chapter, first a summary of the study is given. Next, the findings and results are further analysed and interpreted. Then, pedagogical implications are presented. Finally, some implications for further research are suggested.

5.1 Summary of the Study

Recent literature in language learning and teaching mainly focuses on language learners and their perspectives about the learning process. Nowadays, especially increased attention is being given to some pyschological constructs, such as motivation, anxiety, because they are some of the most important factors in the language classroom that affect the quality of language learning and teaching. It is known that language learners need to adopt positive attitudes and high motivation, but language anxiety prevents learners from adopting effective learning practices by acting as a kind of **gate** in the language learning experience (Horwitz and Young, 1991). Thus, effective language teaching should aim at providing students with a positive, learner-centered and anxiety-free classroom environment to help them become more effective.

The aim of this study was to investigate the causes of speaking anxiety experienced by EFL students in language classrooms from the perspectives of both learners and teachers. For this study, 100 intermediate level EFL students and their 7 class teachers in the prepatory school at Gazi University were chosen as the subjects. Then two versions of the same questionnaire were administered both to the students and to teachers. After the data were collected, the results were analyzed and discussed.

To summarize, this study found out that the students have EFL speaking anxiety to some extent, and that personal reasons and the teaching procedures cause most of the speaking anxiety according to both student and teacher participants.

5.2 Discussion of the Findings

5.2.1. The Level of EFL Speaking Anxiety Experienced by EFL Turkish Learners

The first research question of this study was:

1. Do Turkish EFL students experience speaking anxiety in the English language classrooms? If so, what is the level of EFL speaking anxiety experienced by them?

In order to answer this question, the first 18 items which are believed to determine the level of EFL speaking anxiety were identified. Then, the average mean score of these 18 items was computed.

The average mean score of the 100 students was found out to be 3.11 out of 5.00(*SD*=0 .68). This finding is similar to the results of Aydın's (2001) study, where the average mean score is 87.42 out of 148. In the current study, among the 100 students, the minimum score is 1.56 and the maximum score is 4.89, which means there are both high and low anxious students in this sample. The subjects were also categorized as being high, medium, and low anxious according to the distribution of all the subjects. As shown in Figure 1, %14 of the students are high anxious students, while %69 of them are medium anxious students. It can be concluded that in overall terms, %83 of the students reported that they suffer from EFL speaking anxiety. In other words, the majority of the students experience a certain level of EFL speaking anxiety. These findings are similar to the results of Aydın. In her study, while %17 of the subjects are high anxious students, %64 of them are medium anxious students. As for the low anxious students, similar to Aydın's study where %19 of the students are low anxious, the low anxious students form %17 of the whole population. In the present study, it was expected that before this study was conducted there would also be low anxious students since they also constitute a part of the normal population.

As for the results for the first research question, such results were not expected by the researcher of this study, since high anxiety is suggested as the most obvious reason for the stress in the language classroom in the literature (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989; Ellis, 1995). It was expected that there would be a lower average mean score, which would mean there is much more EFL speaking anxiety than reported in this research. Moreover, it was expected that there would be more high anxious students, but the results didn't come out as expected.

5.2.2 Potential Causes of EFL Speaking Anxiety

The second research question of this study was:

2. What are the causes of EFL speaking anxiety experienced by Turkish EFL learners in the foreign language classrooms?

For the causes of EFL speaking anxiety, three categories of potential causes were presented to the students in the questionnaire. These categories were:

1. Anxiety Caused by Personal Reasons
2. Anxiety Caused by Teacher's Behaviors
3. Anxiety Caused by Teaching Procedures

5.2.2.1 Anxiety Caused by Personal Reasons

Of the three categories above, the students reported that the category-**Personal Reasons** is the greatest cause for their EFL speaking anxiety.

Turkish EFL learners participating in this study reported that their speaking anxiety caused by personal reasons mostly resulted from their beliefs about language learning, negative self-assessment of their abilities and their beliefs about mistakes.

In the literature, **Learners' Beliefs about Language Learning** are suggested as one of the major causes of language anxiety. Learners' beliefs may well be contributing to anxiety, especially for adult learners. As Rogers (1989) mentions, adults already have certain well-developed ideas about life along with their own systems of ideas and beliefs. In addition, if they admit that they need to learn

something new like a new language, they also admit that there is something wrong with their present system. Consequently, many learners feel anxious due to the challenge of their previous beliefs. Moreover, Young (1991) points out, if the students, especially the beginning learners believe that "pronunciation or speaking with an excellent accent and memorization is very important" (p. 428), they will end up disappointed and stressful, since they will not sound like a native speaker. In this study, **Learners' Beliefs about Language Learning** were also reported to be the greatest cause of their EFL speaking anxiety. The students participating in this study agreed that they feel overwhelmed, as there are so many rules if they want to learn to speak English.

As Young (1991) states, if students start out with a self-perceived low ability level in a foreign language, they are possible candidates for language anxiety. Price (1991) in her study interviewed highly anxious students and found out that the majority of them believed that they had weaker language skills than the other students. In their study with Hungarian students Clement et al. (1994) found similar results. While the students who showed little anxiety while using English evaluated their own proficiency positively, anxious students reported just the opposite. Moreover, in her study Kaya (1995) found a high correlation between self-confidence and anxiety in a negative way. In addition, in Tsui's (1996) study, 88% of the students said that they had no incentive to speak in English. When these students were asked to state the reasons, 82% of them reported that they did not have confidence. Similarly, the Turkish EFL learners participating in this study identified **Negative Self-assessment of Ability** as the second most anxiety-provoking category. Students' reports such as, "I'm never quite sure of myself while I am speaking in

English classes" and "As I do not have adequate vocabulary, I don't feel confident while I am speaking English" were some strong indicators of foreign language anxiety caused by negative self assessment of ability while speaking English.

Furthermore, **Learners' Beliefs about Making Mistakes** are also suggested as one of the contributors to language anxiety in the literature. In their study, Horwitz et al. (1986) found out that some students in their study believed that "nothing should be said in the foreign language until it can be said correctly"(p. 290). The students in Wenden's (1987) study had similar beliefs and most of them reported that they want to have their mistakes corrected. The majority of them also reported that they would feel uncomfortable if the instructor never corrected their mistakes. The students in this study also reported **Learners' Beliefs about Making Mistakes** as another cause of EFL speaking anxiety. They believed that as they are afraid of making mistakes, they feel anxious while speaking English.

5.2.2.2 Anxiety Caused by Teaching Procedures

Of the three main categories of causes of EFL speaking anxiety, the category-**Teaching Procedures** was reported to be the second most anxiety- producing category by the students.

Turkish students in this study reported that their speaking anxiety caused by teaching procedures resulted from speaking in front of a group, not getting enough speaking practice and types of activities.

In the literature, **Speaking in Front of a Group** was regarded as anxiety-evoking situation. In her study, Price (1991) points out that speaking in front of their peers is a very anxiety provoking activity for the foreign language learners, because

the subjects in this study were concerned about making errors in pronunciation and being laughed at. In addition, Young (1990) indicates that foreign language students experience a fear of self-exposure and they are afraid of being spotlighted in front of others. Similarly, the students participating in the study reported that they start to panic when they have to speak in front of a group without preparation in English classes. It can be concluded that this may be due to the feeling of being spotlighted.

Secondly, **Not Getting Enough Speak Practice** was reported to be causing speaking anxiety by the students. Similar to Young's (1991) study, where the subjects reported that they would feel more confident if they practiced speaking more, the students participating in the present study reported that they do not get enough speaking practice and they would feel more confident about speaking in class if they practiced speaking more.

Some **Types of Activities** which have to be performed in front of the class are suggested as the most anxiety-producing activities in the anxiety literature. Behnke et al. (1994) state that presenting a topic in front of everybody is a very anxiety-evoking activity and high levels of speech anxiety will hinder students' performance. Moreover, in their study, Koch And Terrell (1991) found out that oral class presentations were the most anxiety-producing (92%) activity for the language learners. Similarly, in the current study the students reported some types of activities to be causing a great deal of anxiety. These activities are the ones which students have to perform in front of the other students, such as making presentations, skits or role-plays.

5.2.2.3 Anxiety Caused by Teacher's Behaviors

In the questionnaire given to the students in this study, **Teacher's Behaviors** were also presented as a cause of EFL speaking anxiety, but the students participating in this study didn't report **Teacher's Behaviors** as a cause of their EFL speaking anxiety in contrast to the literature. For example, Tsui (1996) state that uneven allocation of turns is one of the teacher-induced anxiety students experience. In other words, in order to avoid not getting responses from students, teachers tend to ask brighter students from whom they are sure of getting an answer. However, the weak and shy students feel neglected and less motivated to participate.

5.2.3 Perceptions of Teachers About Their Students' EFL Speaking Anxiety

The third research question of the present was:

3. How do teachers perceive their students' EFL speaking anxiety?

For the causes of EFL speaking anxiety, three categories of potential causes were presented to the teachers in the questionnaire. These categories were:

1. Anxiety Caused by Personal Reasons
2. Anxiety Caused by Teacher's Behaviors
3. Anxiety Caused by Teaching Procedures

5.2.3.1 Anxiety Caused by Personal Reasons

Of the three categories above, the teachers reported that the category-**Personal Reasons** is the greatest cause for their students' EFL speaking anxiety.

The teachers participating in this study reported that their students' speaking anxiety caused by personal reasons mostly resulted from negative self-assessment of their abilities, learners' beliefs about language learning, native speakers or teachers, using L1 or L2 and beliefs about mistakes.

The teachers identified **Negative Self-assessment of Ability** as the most anxiety-provoking category. The teacher's reports such as, "As my students do not have adequate vocabulary, they don't seem to feel confident while they are speaking English." and "As my students are poor at English sentence structures, they don't seem to feel confident while they are speaking English." were some strong indicators of foreign language anxiety caused by negative self assessment of ability while their students are speaking English.

Secondly, the teachers reported **Learners' Beliefs about Language Learning** as another important cause of their students' EFL speaking anxiety . The teachers agreed that their students feel overwhelmed, as there are so many rules when they want to learn to speak English.

Learners' Beliefs About Native Speakers or Teachers were also reported to be causing a great deal of anxiety by the teachers. The teachers believed that their students would feel anxious around native speakers of English.

Moreover, **Learners' Beliefs About Using L1 (Native Language) or L2 (Target Language)** was also regarded as another cause of their students' EFL

speaking anxiety by the teachers. The teachers reported that their students get nervous and frightened when they don't understand every word the teacher says.

Furthermore, **Learners' Beliefs about Making Mistakes** are also suggested as one of the contributors to EFL speaking anxiety by the teachers. The teachers reported that their students are afraid of making mistakes while speaking English.

5.2.3.2 Anxiety Caused by Teaching Procedures

Of the three main categories of reasons for EFL speaking anxiety, the category-**Teaching Procedures** was reported to be the second most anxiety-producing category by the teachers.

The teachers in the current study reported that their students' speaking anxiety caused by teaching procedures resulted from speaking in front of a group and types of activities.

The teachers agreed on that **Speaking in Front of a Group** is an anxiety-evoking situation for their students while speaking English. They reported that their students feel self-conscious, nervous and confused about speaking English in front of other students.

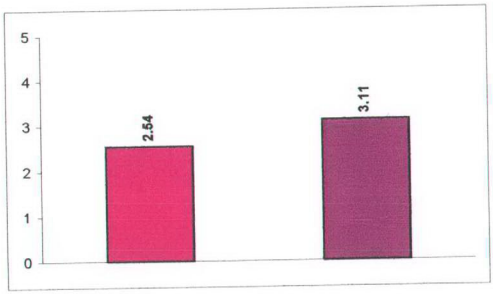
Moreover, in the present study the teachers reported that some **Types of Activities** to be causing a great deal of anxiety for their students. These activities are the ones which students have to perform in front of the other students, such as making presentations, skits or role-plays and participating individually in a class discussion.

5.2.3.3 Anxiety Caused by Teacher's Behaviors

In the questionnaire given to the teachers in this study, **Teacher's Behaviors** were also presented as a cause of EFL speaking anxiety, but the teachers participating in this study did not report **Teacher's Behaviors** as a cause of their EFL speaking anxiety in contrast to the literature (Tsui, 1996).

To conclude, the responses of the teachers have been analyzed and the descriptive statistics have been computed. However, since the number of the participating teachers (N= 7) is very low, no significance tests were run on the data obtained from these participants. Thus, the results reported here speak for these 7 teachers only. The differences to be observed and discussed between the students and teachers cannot be emphasized very much since that data from the teachers were not subjected to further statistical analysis. However, some of these differences may motivate further research to study different groups' perspectives of students' speaking anxiety in EFL classes. Therefore, some of the differences between the perceptions of the teachers and the students will be mentioned.

In overall terms, it may be concluded that the teachers participating in this study agreed that their students feel anxious, self-conscious and nervous while speaking English, but the students reported that they feel less anxious, less self-conscious and less nervous than their teachers think they do.



Teachers (N= 7, SD= 0.62)

Students (N= 100, SD= 0.68)

Figure 16. Average Mean Scores for the Level of Anxiety According to Both Two Populations

As can be seen in Figure 13, it may be concluded that the teachers may be exaggerating the level of their students' EFL speaking anxiety.

To conclude, it may be said that the teachers attribute their students' inability to speak in English classes to anxiety, but the students may have other problems causing their inability to speak in English classes. For example, this may be due to lack of motivation. In order to analyze this gap between students and teachers, further research needs to be done.

5.4 Pedagogical Implications

The findings of this study have indicated that these students have EFL speaking anxiety to some extent and that personal reasons and the teaching procedures contribute most to speaking anxiety according to both the students and the teachers. Therefore, the implications in this section will be presented according to this sequence.

5.4.1. Implications of the Low Level of EFL Speaking Anxiety

First, it has been argued earlier that the students experience EFL speaking anxiety to some degree, but the intensity of this anxiety is not as high as the researcher of this study expected. In fact, a higher level of anxiety was expected. It is thought that this result may be due to some reasons:

1. The Curriculum of the Prep School
2. The Weakness of Instrumental Motivation for Students
3. The Limitations of Data Collection Procedures of the Study

The Prepatory Program at Gazi University does not oblige students to speak English since the midterms and the proficiency exam do not have speaking sections. Therefore, the curriculum should be changed in order to get students to speak. Some speaking quizzes can be carried out in the classrooms. Moreover, the proficiency exam should contain a speaking section. It may be some kind of an interview with the students. If the students had speaking exams, they would be more motivated to speak English. It may be concluded that since they do not feel that they have to speak English, they do not force themselves to speak English.

Secondly, it may be argued that the students do not feel as anxious as expected due to the weakness of their instrumental motivation. It has been said that this may result from the Turkish medium of instruction during the undergraduate classes and their not being aware of their future needs. Therefore, some of the undergraduate courses can be taught in English. Consequently, the students will feel that they have to speak English to be well – prepared for the undergraduate courses.

Moreover, the students should be made aware of their future needs and the need to speak English in their careers. This can be done by language teachers. As pointed out by Brown (1994), teachers "must not see their mission as one of rather programmatically feeding students quantities of knowledge which they subsequently devour" (p.72). Therefore, teachers should also respond to their students' affective needs to produce more successful language learners. For example, teachers can make their students aware of their future needs by stating that it is essential for students to speak English for their careers.

As for the data collection procedures of this study, they may be improved further to investigate the reasons for the students' low level of anxiety more deeply. Therefore, some other instruments which will enable learners to offer insight into language anxiety may be used for further research. These may be diaries or interviews.

5.4.2 Suggestions for Dealing with EFL Speaking Anxiety

This study indicates that mainly **Personal Reasons** and **Teaching Procedures** cause a great deal of speaking anxiety. Therefore, some suggestions to create a secure, relaxed and anxiety-free language learning environment will be offered to language teachers and language learners in general.

5.4.2.1. Suggestions for Dealing with the Anxiety Caused by the Personal Reasons

The findings of this study have shown that EFL speaking anxiety is mainly caused by **Personal Reasons**.

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Among these personal reasons, **Learners' Beliefs about Language Learning** were identified as the greatest source for EFL speaking anxiety. Learners' beliefs about what languages are and how they are learned are obviously related with the understanding of the students' expectations in language classes and the anxiety they feel during the learning process. Thus, language teachers should discover their learners' irrational beliefs about language learning as a regular part of their instruction. As Wedden (1987) states, these beliefs can be the causes of language anxiety and create learning difficulties and hidden resistance to some of the activities their teachers organize to help them learn. Some solutions are offered by the researchers to minimize the effects of language anxiety caused by learners' irrational beliefs. For example, Foss and Reitzel (1988) point out that generating a list of beliefs or fears about learning a language, and writing them on the board can help the learners and the teachers can recognize the common beliefs in the classroom. In this way, learners can also see that they are not alone with their beliefs or fears.

As for the anxiety caused by **Negative Self-assessment of Ability**, there are also some suggestions. For example, students can be encouraged to assess their performance more positively. This might raise learners' level of motivation and effort, and, consequently lead to better learning outcomes. Young (1991) suggests some relaxation exercises like "self talk" which might be very helpful especially with learners who have high anxiety levels in relation to their abilities. Such relaxation exercises aim to challenge irrational beliefs of anxious learners about communication and try to replace them with self-statements that allow high anxious learners to better cope with communication. The example below demonstrates the role of positive self-talk in getting rid of overanxious feelings:

Situation: Walking toward the front of the room for an oral presentation.
Anxiety- provoking Self-Talk: "I can't talk in public. I'll forget everything... I've always stumbled over my words when it really counts. Last time I was so nervous I sounded like a robot..."
Productive self-talk: "I can handle this... Just relax... take a deep slow breath and I'll start as I rehearsed it" (p. 431)

To reduce the anxiety caused by the language learners' fear of making mistakes, Crookal and Oxford (1991) suggest an activity called **Mistakes Panel** in foreign language classrooms. This activity aims to encourage students to take an amusing look at errors and to understand that mistakes are not taboo and they can contribute to learning. In this activity, students are required to work in groups of 3 or 4, and are asked to collect mistakes over a few classes, or think up some mistakes with examples. These mistakes are written on cards by students. Then, each group becomes a competition panel and assesses the mistake of other groups. They rate each mistake on a number of criteria by giving 1 to 3 points for each criterion. The criteria may be amusement, creativity, reasonability, communicative intelligibility and so on. As a result, students learn to be at ease with errors with the discussions among students and between students and teacher during the panel evaluation. The best mistakes are then rewarded.

5.4.2.2. Suggestions for Dealing with the Anxiety Caused by the Teaching Procedures

Both the Turkish students and the teachers participating in this study reported that EFL speaking anxiety caused by teaching procedures resulted from speaking in front of a group, not getting enough speaking practice, and types of activities.

Since the students reported that they feel anxious during the **Types of Activities** which require **Speaking in Front a Group**, teachers shouldn't require immediate oral performance from the language learners. Moreover, they should allow students time to come up with the required answer and to volunteer participation rather than randomly choosing.

In addition, students reported that **Not Getting Enough Speaking Practice** causes EFL speaking anxiety. Therefore, more activities that promote speaking should be carried out in the language classrooms.

5.4.3 Implications for the Gap Between the Perceptions of Teachers and Students about EFL Speaking Anxiety

The findings of this study have revealed that the students may not be as anxious as their teachers think they are. In general, it was found out that the students are more confident of their abilities. Therefore, it may be concluded that the teachers may be exaggerating the level of their students' EFL speaking anxiety. In addition, it is thought that the teachers may attribute their students' inability to speak to anxiety rather than other problems, such as lack of motivation and self-esteem. Therefore, the teachers should be aware of their students' level of speaking anxiety. Moreover, they should not only investigate and deal with problems caused by anxiety, but also with the other problems that hinder students' performance.

5.5. Suggestions for Further Research

This study was conducted in an EFL setting with 100 intermediate students and their 7 class teachers at the Prep School of Gazi University in Turkey. Therefore,

the findings of the study cannot be generalized for all the foreign language learners. However, conducting the same study with more subjects may help finding additional aspects of EFL speaking anxiety. Moreover, a longitudinal study, e.g., one semester, using the other kinds of instruments such as diaries and interviews might be helpful in finding out some other different aspects of EFL speaking anxiety. Therefore, this study can be replicated in several ways. For example, both the students and teachers might be interviewed in order to investigate more insight into EFL speaking anxiety. In addition, students might be asked to write diaries in order to obtain more reliable results.

In another possible study, in the middle of the research, the curriculum can be modified as it was suggested before. For example, some speaking quizzes can be conducted in the classrooms. Then, some interviews may be held with the students and teachers in order to find out if the modifications happen to affect the level of the students' EFL speaking anxiety or not.

Another study about finding out the correlation between anxiety and other affective variables such as motivation and self-esteem can be suggested to resolve some of the questions in related literature.

Finally, the review of literature in this study has shown that in Turkey there is not any study conducted on EFL speaking anxiety that examines the problem from both teachers' and students' perspectives. Despite some shortcomings, it is hoped that this research has made some contribution to the investigation of this issue.

However, further research on this topic is essential if we want to improve interaction and speaking in EFL classes.

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T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ

APPENDIX A

STUDENT VERSION OF THE QUESTIONNAIRE

Dear Students,

The present questionnaire aims at collecting data to find out the causes of your foreign language speaking anxiety. Please, be sincere in your answers and try not to leave any item unanswered. Your responses will only be used for research purposes, and anything private will be kept confidential. Thank you very much for your responses.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I am never quite sure of myself when I am speaking in English classes.					
2. I am afraid of making mistakes in English classes.					
3. I tremble when I know that I am going to be called on in English classes.					
4. I get frightened when I don't understand what the teacher is saying in English.					
5. I start to panic when I have to speak without preparation in English classes.					
6. I get embarrassed to volunteer answers in English classes.					
7. I would feel anxious around native speakers of English.					
8. I am upset when I don't understand what the teacher is correcting.					
9. I don't feel confident when I speak in English classes.					

10. I am afraid that the teacher is ready to correct every mistake I make.					
11. My heart pounds when I am to be called on in English.					
12. I feel that the other students speak English better than I do.					
13. I feel very self-conscious about speaking English in front of other students.					
14. I get nervous and confused when I am speaking in English classes					
15. I am nervous when I don't understand every word the teacher says.					
16. I feel overwhelmed by the number of rules I have to learn to speak English.					
17. I am afraid that the other students will laugh at me when I speak English.					
18. I get nervous when the teacher asks questions which I haven't prepared in advance.					
19. As I am poor at English sentence structures, I don't feel confident while I am speaking English.					
20. Although I have the linguistic back-up, I can't speak English since I have nothing to say about the topics discussed.					
21. As I do not have adequate vocabulary, I don't feel confident while I am speaking English.					
22. If we had a native English speaking teacher, we would do more speaking practice and we would feel more confident about speaking English.					
23. I would feel more confident about speaking in class if we practiced speaking more.					
24. I am less anxious in class when I am not the only person answering a question.					
25. I am more willing to speak in class when we discuss current events.					
26. I prefer to be allowed to volunteer an answer instead of being called on to give an answer.					
27. I am more willing to participate in class when the topics we discuss are interesting.					

2. The following items are about what you do to decrease any anxiety your students may have in your foreign language class. These items are put in a rating scale. Please, put a tick under the choice that reflects your sincere answer.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
28. The teacher has an attitude that mistakes are no big deal.					
29. The teacher has an attitude that mistakes are made by everyone.					
30. The teacher does not make me feel stupid when I make a mistake.					
31. Her manner of correction is not harsh.					
32. The teacher does not over-react to mistakes.					
33. The teacher does not put me "on the spot".					
34. I can volunteer answers and the teacher does not call on me to provide responses.					
35. The teacher ask us to work in groups or pairs.					
36. The teacher call on us equally.					
37. The teacher prepares class well and reviews.					
38. We get enough speaking practice.					

3. The following items are about your characteristics which tend to reduce your students' anxiety about speaking in class. These items are put in a rating scale. Please, put a tick under the choice that reflects your sincere answer.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
39. She has a good sense of humor.					
40. She is friendly.					
41. She is relaxed.					
42. She is patient.					
43. She makes us feel comfortable.					
44. She encourages us to speak.					
45. She is understanding.					
46. She is helpful.					
47. She compliments us.					
48. She explains material well.					
49. She creates casual atmosphere.					
50. She smiles.					
51. She cares for us.					

4. The following items are about to what extent students are anxious during some of the activities implemented in English classroom. These items are put in a rating scale. Please, put a tick under the choice that reflects your sincere answer.

Very Relaxed ◄ 1 | 2 | 3 | 4 | 5 ► **Very Anxious**

	1	2	3	4	5
52. When we repeat as a class after the teacher, I am					
53. When we work in groups of 3-4 and participate in a class discussion, I am					
54.When we compete in class games by teams, I am					
55.When we repeat individually after me, I am					
56. When we have open discussion based on volunteer participation, I am					
57.When we interview each other in pairs, I am					
58. When we work in groups of two and prepare a skit or a dialog, I am					
59.When we present a prepared dialog in front of the class, I am					
60. When we make an oral presentation or skit in front of the class, I am					
61. When we speak in front of the class for 1-2 minutes, I am					
62. When we role play a situation spontaneously in front of the class, I am					
63. When we participate individually in a class participation, I am					

Please state the other causes of your foreign language speaking anxiety, if there are any you experience:

.....

.....

.....

APPENDIX B

TURKISH VERSION OF THE STUDENT QUESTIONNAIRE

Sevgili Öğrenciler,

Aşağıdaki anket İngilizce konuşma sırasında öğrencilerin sahip olduğu kaygı nedenlerini araştırmak için geliştirilmiştir. Ankette kimliğinizi belirtmenize gerek yoktur. Size yöneltilen soruların her birini lütfen tek bir seçeneği işaretleyerek cevaplandırınız ve yanıtsız soru bırakmayınız. Sorulara vereceğiniz içten ve doğru cevaplar çalışmanın amacına ulaşması açısından çok önemlidir.Ayrıca, size verilen anketler dersinize giren öğretim görevlileri tarafından okunmayıp gizliliği korunacaktır. Katkılarınız ve ayıracağınız zaman için şimdiden teşekkür ederim.

1. Aşağıdaki her bir ifadeyi okuduktan sonra size uyan seçeneği ilgili kutucuğa (√) işaretleyiniz. Hiçbir ifadeyi boş bırakmayınız.

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.					
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum.					
3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.					
4. İngilizce derslerinde öğretim görevlisinin ne söylediğini anlamamak beni korkutuyor.					
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.					
6. İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.					
7. İngilizce'yi ana dili İngilizce olan insanların yanında kullanırken rahatsız olurum.					

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.					
9.ingilizce derslerinde konuştuğum zaman kendime güvenmiyorum.					
10. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.					
11. İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.					
12. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.					
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.					
14. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.					
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.					
16. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.					
17. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.					
18. İngilizce öğretmenim cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.					
19. İngilizce cümle yapıları konusunda kendimi zayıf hissettiğim için İngilizce konuşurken kendime güvenemiyorum					
20. Yeterli dil alt yapım olmasına karşın tartışılan konular hakkında fikrim olmadığı için İngilizce konuşamıyorum.					
21. Yeterli kelime haznem olmadığı için İngilizce konuşurken kendime güvenemiyorum.					
22. Ana dili İngilizce olan bir öğretmenimiz olsaydı, daha çok İngilizce pratiği yapabilirdim ve konuşma konusunda kendime daha fazla güvenirdim					
23. Daha fazla konuşma pratiği yapsak, sınıfta İngilizce konuşma konusunda kendime daha fazla güvenirim.					
24. Sorulara cevap veren tek öğrenci olmadığım zaman, sınıfta daha az kaygılıyımdır.					
25. Güncel konuları konuştuğumuzda İngilizce konuşmak için daha istekliyim.					
26. Soruya cevap vermek için öğretmenimin ismimi söylemesindense gönüllü olarak cevap vermeyi tercih ederim.					

2. İngilizce dersindeki konuşma kaygınızı azaltmak için öğretmeninizin size karşı tavırları hakkındaki düşüncelerinizi ilgili kutucuğa (√) işaretleyiniz.

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
28.Öğretmen, "Hatalar çok büyük bir problem değildir." tavrına sahiptir.					
29. Öğretmen " Hatalar herkes tarafından yapılır." tavrına sahiptir.					
30. Hata yaptığınızda, öğretmen size kendinizi aptal hissettirmez.					
31. Öğretmenin hataları düzeltme tavrı sert değildir.					
32. Öğretmen hatalara fazla tepki göstermez.					
33. Öğrenciler hazırlıksız mahcup ve sıkıntılı bir duruma sokulmaz.					
34. Öğrenciler gönüllü olarak cevap verirler ve cevap almak için isimleri söylenmez.					
35. Öğrencilerin grup veya ikili çalışmaları istenir.					
36. Bütün öğrencilere eşit olarak söz verilir.					
37. Öğretmen sınıfa iyi hazırlanır, tekrar yapar.					
38. Öğrenciler konuşma pratiği yapıyorlar.					

3. İngilizce öğretmeninizin sınıfta İngilizce konuşma kaygınızı azaltmak için gösterdiği karakteristik özelliklerini ilgili kutucuğa (√) işaretleyiniz.

39. İyi bir espri anlayışına sahiptir.					
40. Arkadaşça davranır.					
41. Rahattır.					
42. Sabırlıdır.					
43. Öğrencilerin rahat hissetmesini sağlar.					
44. Öğrencilerin konuşmasını teşvik eder.					
45. Anlayışlıdır.					
46. Yardım eder.					
47. Öğrencilere iltifat eder.					
48. Konuyu iyi açıklar.					
49. Rahat bir atmosfer yaratır.					
50. Gülümser.					
51. Öğrencilerine özen gösterir.					

4. Aşağıdaki İngilizce dersi aktiviteleri sırasında nasıl hissettiğinizi ilgili kutucuğa (√) koyarak işaretleyiniz. Hiçbir ifadeyi boş bırakmayınız.

Çok rahat ◄ 1 | 2 | 3 | 4 | 5 ► **Çok kaygılı**

	1	2	3	4	5
52. Öğretmenin ardından sınıfça tekrar etme					
53. 3-4 kişilik gruplarda çalışarak sınıf tartışmasına katılma					
54. Sınıf oyunlarında takımlarla yarışma					
55. Öğretmenin ardından tek tek tekrar etme					
56. Gönüllü katılıma dayalı açık tartışma					
57. İkili olarak birbirimizle mülakat veya röportaj yapmak					
58. İkili grupta çalışarak skeç veya diyalog hazırlamak					
59. Sınıfın önünde hazırladığınız bir diyalogu sunma					
60. Sınıf önünde sözlü sunu yapma					
61. Sınıfın önünde 1-2 dakika konuşmak					
62. Sınıfın önünde doğaçlama bir durumun rolünü oynamak					
63. Sınıf tartışmasına bireysel olarak katılma					

Bu anketteki maddelerin dışında, sınıf içinde İngilizce konuşurken sizin kaygılı olmanıza neden olan başka bir durum varsa belirtiniz:

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APPENDIX C

TEACHER VERSION OF THE QUESTIONNAIRE

Dear Instructors,

The present questionnaire aims at collecting data to find out the causes of foreign language speaking anxiety of your students. Please, be sincere in your answers and try not to leave any item unanswered. Your responses will only be used for research purposes, and anything private will be kept confidential. Thank you very much for your responses.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I am never quite sure of myself when I am speaking in English classes.					
2. My students seem to be afraid of making mistakes in English classes.					
3. My students seem to tremble when they know that they are going to be called on in English classes.					
4. My students seem to get frightened when they don't understand what I am saying in English.					
5. My students seem to start to panic when they have to speak without preparation in English classes					
6. My students seem to get embarrassed to volunteer answers in English classes.					
7. My students would feel anxious around native speakers of English.					
8. My students seem to be upset when they don't understand what I am correcting.					

9. My students don't seem to feel confident when they speak in English classes.					
10. My students seem to be afraid that I am ready to correct every mistake they make.					
11. I think my students' hearts pound when they are to be called on in English.					
12. My students seem to feel that the other students speak English better than they do.					
13. My students seem to feel very self-conscious about speaking English in front of other students.					
14. My students seem to get nervous and confused when they are speaking in English classes.					
15. My students seem to be nervous when they don't understand every word I say.					
16. My students seem to feel overwhelmed by the number of rules they have to learn to speak English.					
17. My students seem to be afraid that the other students will laugh at them when they speak English.					
18. My students seem to get nervous when I ask questions which they haven't prepared in advance.					
19. As my students are poor at English sentence structures, they don't seem to feel confident while they are speaking English.					
20. Although they have the linguistic back-up, they can't speak English since they seem to have nothing to say about the topics discussed.					
21. As my students do not have adequate vocabulary, they don't seem to feel confident while they are speaking English.					
22. If they had a native English speaking teacher, they would do more speaking practice and they would feel more confident about speaking English.					
23. My students would feel more confident about speaking in class if we practiced speaking more.					
24. A student of mine is less anxious in class when he is not the only person answering a question					
25. My students are more willing to speak in class when we discuss current events.					
26. My students prefer to be allowed to volunteer an answer instead of being called on to give an answer.					
27. My students are more willing to participate in class when the topics we discuss are interesting.					

2. The following items are about what you do to decrease any anxiety your students may have in your foreign language class. These items are put in a rating scale. Please, put a tick under the choice that reflects your sincere answer.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
28. I have an attitude that mistakes are no big deal.					
29. I have an attitude that mistakes are made by everyone.					
30. I do not make my students feel stupid when they make a mistake.					
31. My manner of correction is not harsh.					
32. I do not over-react to mistakes.					
33. I do not put my students "on the spot".					
34. My students can volunteer answers and I do not call on my students to provide responses.					
35. I ask my students to work in groups or pairs.					
36. I call on my students equally.					
37. I prepare class well and review.					
38. My students get speaking practice.					

3. The following items are about your characteristics which tend to reduce your students' anxiety about speaking in class. These items are put in a rating scale. Please, put a tick under the choice that reflects your sincere answer.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
39. I have a good sense of humor.					
40. I am friendly.					
41. I am relaxed.					
42. I am patient.					
43. I make students feel comfortable.					
44. I encourage students to speak.					
45. I am understanding.					
46. I am helpful.					
47. I compliment my students.					
48. I explain material well.					
49. I create casual atmosphere.					
50. I smile.					
51. I care for my students.					

4. The following items are about to what extent students are anxious during some of the activities implemented in English classroom. These items are put in a rating scale. Please, put a tick under the choice that reflects your sincere answer.

Very Relaxed | 1 | 2 | 3 | 4 | 5 | **Very Anxious**

	1	2	3	4	5
52.When they repeat as a class after me, they are					
53. When they work in groups of 3-4 and participate in a class discussion, they are					
54.When they compete in class games by teams, they are					
55.When they repeat individually after me, they are					
56. When they have open discussion based on volunteer participation, they are					
57.When they interview each other in pairs, they are					
58. When they work in groups of two and prepare a skit or a dialog, they are					
59.When they present a prepared dialog in front of the class, they are					
60. When they make an oral presentation or skit in front of the class, they are					
61. When they speak in front of the class for 1-2 minutes, they are					
62. When they role play a situation spontaneously in front of the class, they are					
63. When they participate individually in a class participation, they are					

How many years of teaching experience do you have?:.....

Please state the other causes of foreign language speaking anxiety of your students, if there are any you observe: .....

.....

.....

APPENDIX D

MEAN SCORES AND STANDARD DEVIATIONS OF THE ITEMS IN THE STUDENT QUESTIONNAIRE

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	100	1,00	5,00	2,3000	1,14150
Q2	100	1,00	5,00	2,8300	1,35628
Q3	100	1,00	5,00	3,6200	1,21256
Q4	100	1,00	5,00	3,2000	1,27128
Q5	100	1,00	5,00	2,6900	1,22841
Q6	100	1,00	5,00	3,1800	1,35124
Q7	100	1,00	5,00	3,0400	1,23026
Q8	100	1,00	5,00	2,9600	1,25465
Q9	100	1,00	5,00	3,1400	1,32589
Q10	100	1,00	5,00	3,0200	1,36315
Q11	100	1,00	5,00	3,4500	1,26631
Q12	100	1,00	5,00	3,4100	1,15553
Q13	100	1,00	5,00	3,1900	1,24475
Q14	100	1,00	5,00	3,3300	1,18964
Q15	100	1,00	5,00	3,3200	1,20504
Q16	100	1,00	5,00	2,4200	1,25674
Q17	100	1,00	5,00	3,7600	1,24819
Q18	100	1,00	5,00	3,1900	1,27679
Q19	100	1,00	5,00	2,7100	1,24961
Q20	100	1,00	5,00	3,7300	1,30155
Q21	100	1,00	5,00	2,1500	1,15798
Q22	100	1,00	5,00	3,5400	1,41721
Q23	100	1,00	5,00	4,1700	1,08297
Q24	100	1,00	5,00	3,2100	1,22512
Q25	100	1,00	5,00	3,8000	1,21439
Q26	100	1,00	5,00	3,6600	1,31210
Q27	100	1,00	5,00	4,2100	1,07586
Q28	100	1,00	5,00	4,0800	1,04137
Q29	100	1,00	5,00	4,1800	,97835
Q30	100	1,00	5,00	4,2300	,93046
Q31	100	1,00	5,00	4,3400	,96630
Q32	100	1,00	5,00	3,7600	1,11119
Q33	100	1,00	5,00	3,9100	1,08334
Q34	100	1,00	5,00	3,1000	1,20185
Q35	100	1,00	5,00	3,7100	1,07586
Q36	100	1,00	5,00	3,4100	1,30341
Q37	100	1,00	5,00	4,0700	,92392
Q38	100	1,00	5,00	2,5100	1,33708
Q39	100	1,00	5,00	3,2100	1,40198
Q40	100	1,00	5,00	4,0600	1,01325
Q41	100	1,00	5,00	3,9000	1,15907
Q42	100	1,00	5,00	3,9500	1,17529
Q43	100	1,00	5,00	3,7800	1,20252
Q44	100	1,00	5,00	3,9100	1,13791
Q45	100	1,00	5,00	4,0100	1,08707
Q46	100	1,00	5,00	4,2800	,86550
Q47	100	1,00	5,00	3,1700	1,27964
Q48	100	1,00	5,00	4,0100	1,15027
Q49	100	1,00	5,00	3,8300	1,17254
Q50	100	1,00	5,00	4,1700	1,06415
Q51	100	1,00	5,00	3,8700	1,14287
Q52	100	1,00	5,00	3,9600	1,21373
Q53	100	1,00	5,00	3,5900	1,24799
Q54	100	1,00	5,00	3,8700	1,21152
Q55	100	1,00	5,00	3,4800	1,35944
Q56	100	1,00	5,00	3,6100	1,29408
Q57	100	1,00	5,00	3,1200	1,43041

	N	Minimum	Maximum	Mean	Std. Deviation
Q58	100	1,00	55,00	3,6100	5,36524
Q59	100	1,00	5,00	2,7600	1,39349
Q60	100	1,00	5,00	2,4900	1,25927
Q62	100	1,00	5,00	2,5100	1,38166
Q61	100	1,00	5,00	2,4100	1,31114
Q63	100	1,00	5,00	3,4700	1,32920
Valid N (listwise)	100				

APPENDIX E

MEAN SCORES AND STANDARD DEVIATIONS OF THE ITEMS IN THE TEACHER QUESTIONNAIRE

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	7	1,00	3,00	2,1429	,69007
Q2	7	1,00	4,00	2,7143	1,11270
Q3	7	2,00	5,00	3,4286	,97590
Q4	7	1,00	4,00	2,7143	1,25357
Q5	7	1,00	4,00	2,4286	1,13389
Q6	7	1,00	4,00	2,8571	1,21499
Q7	7	1,00	3,00	1,7143	,75593
Q8	7	2,00	5,00	3,5714	1,13389
Q9	7	1,00	4,00	2,1429	1,34519
Q10	7	1,00	4,00	3,0000	1,15470
Q11	7	1,00	4,00	2,5714	1,13389
Q12	7	2,00	5,00	3,1429	1,21499
Q13	7	2,00	3,00	2,1429	,37796
Q14	7	1,00	4,00	2,1429	,89974
Q15	7	1,00	4,00	2,1429	1,06904
Q16	7	1,00	4,00	2,0000	1,00000
Q17	7	1,00	4,00	2,5714	1,39728
Q18	7	2,00	4,00	2,4286	,78680
Q19	7	1,00	2,00	1,8571	,37796
Q20	7	1,00	3,00	2,0000	,81650
Q21	7	1,00	4,00	1,7143	1,11270
Q22	7	1,00	4,00	3,1429	1,21499
Q23	7	2,00	5,00	3,8571	1,06904
Q24	7	2,00	5,00	3,8571	,89974
Q25	7	3,00	5,00	3,8571	,69007
Q26	7	3,00	5,00	4,1429	,69007
Q27	7	3,00	5,00	4,1429	,69007
Q28	7	4,00	5,00	4,4286	,53452
Q29	7	4,00	5,00	4,4286	,53452
Q30	7	3,00	5,00	4,4286	,78680
Q31	7	3,00	5,00	4,7143	,75593
Q32	7	4,00	5,00	4,5714	,53452
Q33	7	3,00	5,00	4,2857	,75593
Q34	7	2,00	4,00	3,0000	1,00000
Q35	7	2,00	5,00	4,1429	1,21499
Q36	7	3,00	5,00	4,1429	,69007
Q37	7	4,00	5,00	4,2857	,48795
Q38	7	2,00	4,00	3,1429	,89974
Q39	7	3,00	5,00	3,7143	,75593
Q40	7	3,00	5,00	4,4286	,78680
Q41	7	3,00	5,00	3,7143	,75593
Q42	7	3,00	5,00	4,2857	,95119
Q43	7	4,00	5,00	4,1429	,37796
Q44	7	3,00	5,00	4,2857	,95119
Q45	7	3,00	5,00	4,4286	,78680
Q46	7	4,00	5,00	4,5714	,53452
Q47	7	3,00	5,00	3,8571	,69007
Q48	7	3,00	5,00	4,0000	,57735
Q49	7	4,00	5,00	4,2857	,48795
Q50	7	3,00	5,00	4,4286	,97590
Q51	7	4,00	5,00	4,8571	,37796
Q52	7	1,00	5,00	3,8571	1,57359
Q53	7	2,00	5,00	4,1429	1,21499
Q54	7	2,00	5,00	4,5714	1,13389
Q55	7	3,00	5,00	3,8571	,89974
Q56	7	2,00	5,00	3,0000	1,15470
Q57	7	2,00	5,00	3,7143	1,11270

	N	Minimum	Maximum	Mean	Std. Deviation
Q58	7	2,00	5,00	3,5714	1,27242
Q59	7	1,00	5,00	3,1429	1,34519
Q60	7	1,00	5,00	2,1429	1,46385
Q61	7	1,00	3,00	1,7143	,95119
Q62	7	1,00	5,00	2,1429	1,57359
Q63	7	1,00	3,00	1,8571	,89974
Valid N (listwise)	7				

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