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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

SOURCES OF SPEAKING ANXIETY AMONG EFL LEARNERS

THESIS

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English Language and Literature Program

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DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis.

Naeela El SHARKAWY

FOREWORD

My foremost thanks go to the Almighty Allah for allowing me to finish this research paper. I am also grateful to my supervisor, Assist. Prof. Dr. Hülya Yumru for her support and guidance. Without her help, it would have been difficult for me to do the research. Last but not the least; I am also thankful to my family for giving me mental support and also encouraging me to continue my writing.

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ABBREVIATIONS

EFL : English as a Foreign Language
FLCAS : Foreign Language Classroom Anxiety Scale
SPSS : Statistical Package for Social Sciences

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AN INVESTIGATION ON THE FACTORSTHAT LEAD TO SPEAKING ANXIETY AMONG EFL LEARNERS

ABSTRACT

Foreign language anxiety is a complicated concept affecting human learning process. Speaking anxiety affects any foreign language learning development negatively at any level regardless of the students' age and it might discourage them and prevent them from acquiring the language. This is the reason why it is extremely important that instruction focuses on the students' feelings as well as their thinking. Following this line of reasoning, the aim of this study was to investigate the factors that cause speaking anxiety in English language learners. The participants of this case study were randomly selected 50 Turkish university students who are at the pre-intermediate language proficiency level of English at the Preparatory School of Istanbul Aydın University. Two main data collection instruments were used in this study. The first data collection instrument was a Foreign Language Anxiety Scale, which was developed by Horwitz, Horwitz and Cope (1986). The second data collection instrument was the focus group interviews. During the focus group interviews a checklist developed by Batiha, Mohd and Mustaffa (2014) was used. Focus group interviews were conducted with 10 participants on voluntary basis. Using the item categorization of the Foreign Language Anxiety Scale, the data of the study were analysed in four sections: self-perceived proficiency, self-comparison to others and competitiveness, fear of performance in test situation and learners' beliefs about making mistakes in English class. The findings on self-perceived proficiency showed that although the majority of the students have self-confidence and feel relaxed about speaking English in the class, there are a few students who have self-perceived low-level ability in learning a foreign language. Those students, who have self-perceived low- level ability in learning a foreign language, are not sure of themselves when speaking English in the class. The focus group interview analysis helped us to conclude that those students with low ability level self-perception learn to overcome the feelings of speaking anxiety as they get accustomed to using English in communication. We may conclude that being confident and feelings of comfort during speaking in foreign language are significant factors in speaking. With regard to the self-comparison to others and competitiveness category, we realized that more than half of the students don't think of others' competence during the language learning process, while the rest of them compare themselves with the other students in the class. In the light of our analysis as to why those students don't think of others' competence, we found out that those students think it is natural to make mistakes in learning a foreign language and they also believe that they are better than their peers in the English class and this is why they feel very confident when they talk in front of the class. As for those students who compare their language proficiency levels to others, we observed that those

students are less proficient in the target language than the others and in time their level of confidence in the use of the target language increases. Those students stated that they don't get anxious about the English language examinations because they always prepare themselves for the examinations in advance on daily-basis. In addition, they mentioned that studying hard at home and also listening to the teacher in the class help them to become aware of the topics they are not good at. Moreover, they pointed out that their teacher is very good and that is why there is no need to get nervous about the examination time. But we cannot deny those learners who do have problems in test situation even though they represent the minority of the participants. It was clear that those students who have problems in this issue feel worried about the idea of failing in the English language examination for different reasons. For example, while one student says he does not spare much time for out-of-class work, the other one complains about his carelessness. Regarding the learners' beliefs about making mistakes in English class, we concluded that all of the students don't feel anxious about making mistakes in the English class. These students view the process of foreign language learning similar to learning a mother tongue. Accordingly, they believe it is natural to make mistakes in the language classroom. Additionally, they expect the teachers to correct their mistakes so that they learn the target language appropriately.

Keywords: *Foreign language anxiety, speaking anxiety.*

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERDE KONUŞMA KAYGISI YARATAN FAKTÖRLER ÜZERİNE BİR ARAŞTIRMA

ÖZET

Yabancı dil kaygısı insanın dil öğrenme sürecini etkileyen karmaşık bir süreçtir. Konuşma kaygısı, yabancı dil öğrenme sürecini öğrenenlerin yaşı ve dil seviyesi ne olursa olsun etkiler ve kimi zaman öğrencilerin dil öğrenme hevesini kırarak dili öğrenmelerinden alıkoyar işte bu nedenle dil öğretim sürecinde öğrencilerin düşünme yetilerinin yanı sıra duygularına da odaklanmak hayati bir önem taşır. Bu bakış açısından yola çıkarak, bu çalışmanın amacı İngilizce öğrenmekte olan öğrencilerde konuşma kaygısına neden olan faktörleri araştırmaktır. Bu çalışmanın katılımcıları İstanbul Aydın Üniversitesi hazırlık okulunda okumakta olan ve orta düzey İngilizce bilen rastgele seçilmiş 50 öğrenciden oluşmaktadır. Bu çalışmanın verileri iki veri toplama ölçeği ile toplanmıştır. Birinci ölçek Horwitz, Horwitz ve Cope (1986) tarafından geliştirilen yabancı dil kaygı ölçeği (FLCAS), ikincisi ise hedef grup mülakatlarıdır. Hedef grup mülakatları sırasında Batiha, Mohd and Mustaffa (2014) tarafından geliştirilen mülakat ölçeği kullanılmıştır. Hedef grup mülakatları gönüllülük esasına dayalı olarak 10 öğrenci ile yürütülmüştür. Çalışmanın verileri yabancı dil kaygı ölçeği öge sınıflandırması baz alınarak dört bölümde analiz edilmiştir: dil yeterlilik algısı, kendini diğerleriyle kıyaslama ve diğerleriyle rekabet etme, sınav kaygısı ve İngilizce derslerinde hata yapma kaygısı. Kişisel dil yeterlilik algısı ile ilgili bulgular katılımcıların çoğunun İngilizce konuşma konusunda özgüvenli ve rahat olduğunu gösterse de az sayıda kişisel dil yeterlilik algısı düşük öğrenci olduğunu göstermiştir. Kişisel dil yeterlilik algısı düşük olan öğrencilerin İngilizce konuşuma konusunda özgüvensiz oldukları sonucuna ulaşılmıştır. Hedef grup mülakatlarında kişisel dil yeterlilik algısı düşük olan öğrencilerin İngilizce konuşmaya alıştıkça konuşma kaygısıyla baş edebildikleri sonucuna varılmıştır. Böylece özgüvenli ve rahat olmanın yabancı dili konuşmada önemli faktörler olduğu sonucuna ulaşılmıştır. Öğrencinin kendini diğerleriyle kıyaslama ve rekabet etme konusundaki bulgular katılımcıların yarısından çoğunun dil öğrenme sürecinde kendilerini diğerleriyle kıyaslamadıklarını göstermiştir. Bulgular bu öğrencilerin yabancı dil öğrenme sürecinde hata yapmanın doğal olduğunu düşündüklerini ve kendilerinin diğerlerinden daha iyi olduğuna inandıklarını göstermiştir. Kendi dil yeterlilik seviyesini diğerleriyle kıyaslayan öğrencilerin ise dil yeterlilik seviyesi düşük öğrenciler olduğu ve öğrenme süreci içerisinde dil yeterlilik seviyeleri yükseldikçe özgüvenlerinin arttığı sonucuna ulaşılmıştır. Bu öğrenciler İngilizce sınav kaygısı çekmediklerini belirtmişler ve bunun sebebinin günlük olarak sistemli bir şekilde sınavlara hazırlanmak ve İngilizce öğretmenlerinin de çok iyi olması şeklinde açıklamışlardır. Bu öğrencilerin yanı sıra azınlık bir grup öğrenci sınav kaygısı çektiklerini belirtmişler ve bu kaygının kaynağını farklı sebeplerle açıklamışlardır. Örneğin, bir öğrenci sınıf dışı çalışmaya zaman ayıramadığını söylerken bir diğeri sınavlarda dikkat eksikliği sorunu yaşadığını belirtmiştir.

İngilizce derslerinde hata yapma kaygısı konusunda öğrencilerin sınıfta konuşurken hata yapma kaygısı yaşamadığı sonucuna ulaşılmıştır. Öğrenciler bunun sebebini açıklarken dil sınıflarında hata yapmanın doğal olduğuna inandıklarını ve İngilizceyi düzgün bir şekilde konuşabilmek için öğretmenlerinden hatalarını düzeltmelerini beklediklerini belirtmişlerdir.

Anahtar kelimeler: *Yabancı dil kaygısı, konuşma kaygısı.*

1. INTRODUCTION

This chapter contains the background of the study, the statement of the problem, the purpose and the significance of the study, the research questions and the definitions of the key words.

1.1 Background of the Study

Since the 1980s the issue of foreign language anxiety has become the central interest to all language teachers and learners, which led to further researches in this area. Moreover, it contributed to the presentation of different visions regarding language anxiety and the possibility of finding solutions all over the world. Most of the students believe that speaking a foreign language is the greatest dilemma they could ever face that is conducive for induced anxiety during language teaching (Young, 1990). In addition, it is one of the biggest obstacles that may affect the anxious foreign language learners when they are required to speak in front of the class (Horwitz et al. 1986). Language learning process has a psychological effect on the learner. In this process, several factors affect learning such as the student's personality, his/her feelings, and the language learning practices. For this reason, many endeavors have been done regarding language anxiety to show the sources that cause anxiety and perceive its significance. Language learners' achievements might be affected because of their mental barriers toward language learning as these barriers could prevent them from understanding new items or even make them avoid engaging in communicative activities and express themselves spontaneously. It has become clear that language anxiety emerges when learners start to learn a foreign language and not before that, which means only when learners become more exposed to the target language their perspectives and feeling are constructed Therefore, it is argued that language anxiety is not based on the language itself (MacIntyre and Gardner, 1989). Aydin (2001) argued that, the level of anxiety may increase for the learners when they experience negative practices during

the process of learning a new language. It is hard to determine the factors that could induce anxiety for the learners. For instance, the students' features the teachers' viewpoint in the classroom or even classroom procedures can be the most important reasons in provoking-anxiety during a language learning process. He also contended that we still have no adequate answers concerning the opinions that say anxiety could conflict with language improvement but we cannot jump the into conclusions and claim that most of the language learners are suffering from foreign language anxiety which might impact on their stances, motivation, or their proficiency during the learning process. According to Horwitz (2013), language teachers face different kinds of learners in terms of methods to language learning, emotions, language competence, learning styles and age. Therefore, it has become necessary to talk about these variables in details and indicate if there is any impact on the learning process and what differences that could make.

1.2 Statement of the Problem

EFL teachers usually state that many of their students have problems in performing English language tasks in speaking activities. They also point out that those students also experience problems in interacting with their English language teachers in English lessons. Reflecting on related literature, I thought this failure might be due to the students' lack of self-confidence and their low self-esteem. Anxious students are a major problem to deal with. Research findings also reveal that reluctant students show low performance in speaking activities. It is also claimed that the majority of those students feel depressed while being engaged in speaking activities. In many cases, EFL teachers experience a failure to recognize anxious learners in speaking classes regardless of the significance of anxiety impact on language learning; even worse, rather than moving forward and solving the problem, the teachers misunderstand their students' anxiety as low enactment, unwillingness to participate in speaking activities or low motivation. Drawing on the above-mentioned line of argument, I decided to analyze one case to identify the factors that cause speaking anxiety in English lessons.

1.3 Purpose of the Study and the Research Question

This case study has specific aim. This aim is to investigate the factors that cause speaking anxiety in an EFL classroom. Accordingly, the research question of the present study is as follows:

- What factors cause speaking anxiety in an EFL classroom?

1.4 Operational Definitions

In the present study, the following terms should be considered in their meanings suggested below.

Foreign Language Anxiety: According to MacIntyre and Gardner (1994), foreign language anxiety is the mix feelings of tension or nervousness that is derived from two central task which are listening and speaking. Also, foreign language anxiety begins after a set of emotions and attitudes have been shaped during the language learning. Foreign language anxiety is a psychological aspect which inevitably leads to dire consequences on learners' psychology Therefore, language anxiety is deemed as a complicated, psychological negative feeling, attitudes and beliefs of a human being that may be produced in learners in using a language (Horwitz, 2001).

Speaking anxiety: According to McCroskey (1977), speaking anxiety is defined as one's amount of concern and anxiety related to communicating with another person or people.

2. LITERATURE REVIEW

2.1 Language Anxiety

The issue of language anxiety has been studied in many researches since the mid-1970s in an attempt to figure out the relation between anxiety and language learning performance. Therefore, it has become noticeable that most of the studies dealt with the relation between anxiety and language learning achievement from different perspectives. In some of those studies, they found out that there is a negative correlation between them and in some other studies they found positive ones. For instance, Mendelson (1973) studied the impacts of anxiety-arousing and anxiety-reducing test instructions in foreign language teaching. The findings showed that the typical anxiety score attained from the mood adjective checklist for Group 1 (anxiety-arousing) was considerably higher than that of Group 2 (anxiety-reducing) and for Group 3 (control group). The average anxiety scores for the girls were higher than those for the boys in each of the 3 groups. A greater level of anxiety seemed to assist enactment of girls out to weaken that of boys. Even though exam anxiety and speaking nervousness have been studied by many researchers and several others on apprehension and L2 education, there is not enough investigation precisely studying the association between anxiety and verbal communication in foreign language testing circumstances. It has been noticed that there are different kinds of anxiety but the kind that is particularly related to the learning process is known as second or foreign language anxiety (Hashemi and Abbasi, 2013).

According to Young (1991), language anxiety is a complex and multilateral fact that could be negatively influenced by learners' culture, their prior learning process, the classroom environment and also the learners' individuality. Horwitz et al (1986) argued that the feelings of tension or nervousness derives from the two central tasks necessities of foreign language learning which are listening and speaking. As MacIntyre and Gardner (1994) said the feelings of tension, apprehension, and worry comes out when the learners use a foreign language.

Young (1991) contended that language anxiety begins after a set of emotions and attitudes have been shaped during the language learning. MacIntyre and Gardner (1989) also reported that the instruments used to measure language learning should be merely associated with the zone of language learning. In another study, Horwitz, Horwitz and Cope (1986) established the Foreign Language Classroom Anxiety Scale (FLCAS) to measure foreign language anxiety and they found out that there were negative correlations between anxiety and language performance. Also, they approved that language apprehension is a distinctive and a discrete anxiety as compared to other common kinds of anxiety. Horwitz (2001) pointed out that language anxiety has become a psychological aspect which inevitably leads to dire consequences on the learners' psychology. Therefore, it can be noticeable that language anxiety is a complicated, psychological negative feeling, attitudes and beliefs of human beings that may be produced by the learners when using a language. Albeit language anxiety sometimes could be deemed as facilitative when it is moderate but there is no doubt that we must take the consequences of its negative effects into account (Zhang and Zhong, 2012).

2.2 Types of Anxiety

After knowing the development of language anxiety and the impact of worry on the learning process and achievement, it has become noticeable that the issue of language anxiety cannot be ignored. Therefore, this issue needs to be addressed from multiple approaches and perspectives.

2.2.1 Trait, state and situation specific anxiety

Over the course of many years, foreign language anxiety has been researched from different angles. On the one hand, investigators have ascribed this kind of pressure to the personal trait of the learner and his ability to deal in different circumstances. While on the other hand, some investigators have seen these circumstances as the main and crucial cause of anxiety among students. In this respect, three main methods have been summarized as trait, state and situation specific anxiety. When people tend to become anxious in every situation, then it is trait anxiety (Pappamihiel, 2002). According to Riasati (2011), trait anxiety is

a psychological feature of human which makes people anxious in a variety of situations and this kind of anxiety becomes perpetual if people cannot be able to alleviate it. Riasati (2011) contended that the moment that trait anxiety relates to the learning process, this conducive prohibit learners from learning languages. In other words, trait anxiety is defined as an individual tendency to be anxious in any situation regardless of having a definite reason.

State anxiety is defined as "the inclination to be anxious in specific situations" (Pappamihiel, 2002, p.330). Riasati (2011) believes that there is a positive side of state anxiety. That is, this kind of anxiety can be mitigated when people become familiar with the particular situations that induce them to be anxious. According to Riasati (2011), when language learners are required to speak they become more reluctant to participate in the target language and this is all because of state anxiety. Keramida and Tsiplakides (2009) argued that state anxiety is a social type of anxiety that emerges within reasonable limits under certain conditions. For example, a person may be not anxious in ordinary cases but may get anxious if a public address is asked. So it can be appropriate to say that trait anxiety is defined as universal because it happens in any situation whereas state anxiety as situational anxiety because it occurs in specific time and situations.

Situation specific anxiety stems from specific situations (Tobias, 1986; Young, 1991; Aida, 1994). Looking at both of trait and state anxiety, it has been found that the situation specific method is the most effective and useful in achieving outcomes, through which the researchers have been able to verify the different sides of foreign language learning (Occhipinti, 2009). Ely (1986) stated that the respondents might be required to mention and identify the sources that cause anxiety, such as previous bad involvements, or their rapport with the second language instructor, or specific actions like being rectified in front of the class, or answering questions as volunteers. Therefore, it has become necessary to deal with this trepidation as a problematic correlated zone of pedagogy and language teaching instead of mindset aspect. Also, it is necessary to implement efficient curriculums, performances, and tools that could assist to alleviate the learner's nervousness during the language learning process (Koch & Terrell, 1991; Phillips, 1999). Situation specific anxiety should be considered as virtually

independent of other types of anxieties. This characteristic makes the anxiety caused by foreign language learner a distinguishing phenomenon from other theoretical worries (Horwitz et al., 1986).

2.2.2 Debilitating and facilitating anxiety

Another way to define the term of anxiety is to perceive debilitating and facilitating anxiety. Facilitating anxiety makes the learner to strive to combat the intended target language; it also guides the learner passionately for demeanor approach. In contrast, debilitating anxiety renders the learner to have the desire to escape the target language; it motivates the learner passionately to embrace eluding attitude (Hashemi and Abbasi, 2013). It is believed that facilitating and debilitating anxiety work together, facilitating anxiety serves to motivate, debilitating anxiety warns the learners simultaneously in the process of getting new facts about the environment (Scovel 1991).

Horwitz et al. (1986) contended that if the task is not so problematic then, facilitating anxiety would be necessarily beneficial for language learning. Nevertheless, facilitating anxiety can improve language learning very slightly. Moreover, he reported that highly anxious learners tend to overly shun passing on messages that might be difficult to them or even take much more time than usual to master vocabulary items in the foreign language. Prince (1991) stated that although anxious learners are making great efforts during the course of study, this has not been clearly reflected in their learning outcomes. Since there is a common denominator between "anxiety" and "debilitating anxiety" as a negative term they can be engaged together. Apprehension has a negative impact on the language learning process stimulating the students' worry and tension in the involvement of the learning activities.

2.3 Sources of Foreign Language Anxiety

It became noticeable that speaking in EFL classes is considered to be the most anxiety- evoking source (Zhanand Zhong, 2012). The sources responsible for foreign language speaking anxiety are explained in some detail in the following sections.

2.3.1 Self-perceived proficiency

It is quite conceivable that the learners become more susceptible to language anxiety when they have low level of self-perceived ability in the foreign language. Anxious language learners always tend to be in a perfect self-image. Therefore, showing the increase of self-ability allows learners to gain the competency in the learning process and also the use of foreign language (Young, 1991).

Likewise, Toth (2007) stated that when the learners start to realize that they have deficient language proficiency, this feeling inevitably leads to the inhibition in their performance in the target language and also increases their feeling of anxiety which makes the learning process more complex. Thus, it has been discerned that there is a negative fixed relation between self-perceived competence in language learning and anxiety level. In other words, the more self-perceived the students, the more anxious they are. Anxious students tend to keep thinking about their struggle during the language learning process especially when they are required to practice speaking which obviously makes them confused as a result of negative thoughts. In addition, they fail to focus on the language task. In comparison with the less anxious learners it is noticeable that the highly anxious learners are more prone to get into contemplation over humiliation or humble performance, which lead to confine their capability to understand the information received in the class (MacIntyre & Gardner, 1991).

2.3.2 Communication apprehension

Communication apprehension as Hortwitz, Hortwitz & Cope (1986) defined is a sort of introversion coming from dread or nervousness during the interaction with people. According to Horwitz et al (1986), communicating in public is what makes the learners feel uncomfortable. Therefore, he confirmed that communication apprehension is a kind of anxiety that appears when the learners feel shy and out of control in communication and prone to be monitored by the others during language learning. Moreover, communication apprehension in foreign language learning most likely stems from the inner belief that one will face problems in understanding others and making oneself understood. On account of the students' confined information of language especially regarding

to speaking and listening skills, this necessarily is conducive for their fear of communication with others even with one person or more than one MacCrosky (1977).

According to Horwitz et al (1986), there are several situations that can cause fear of communication among students and that occurs either when using the mother tongue (L1) or the foreign language, or in both cases. It has been verified that people tend to become comfortable and talkative when they speak their mother tongue while being shy and silent when they start speaking the foreign language. On the other hand, there are some people who suffer from reticence in L1communication but when it comes to the use of second language they become pleasant and comfy, as they have the feeling that someone else is speaking. He further stated that this last phenomenon can be used with those stutterers who are able to sing or act normally. Consequently, it can be said that such behaviors enhance the idea that foreign language anxiety is a kind of "situation specific tension." Aida (1994) stated that people tend to become nervous and shillyshally when trying to connect with other people or when they attempt to convey their message in a foreign language since they still have deficient language proficiency. According to Horwitz et al (1986), all the appearances of communication anxiety decrease as a result of working in pairs or groups both inside or outside the classroom.

2.3.3 Test anxiety

Test anxiety is test-related and we can define it as worry and fear which learners experience before and/or during a test. Horwitz, et.al (1986) defined test anxiety as a sort of performance apprehension which arises from a dread of not succeeding. For Sarason (1978), test anxiety is the inclination to indicate the ramifications insufficient performance in an assessment condition. According to Young (1991), when language learners are exposed to different types of questions during the test which they have not tried or practiced before, it can also make them feel anxious. Some language learners take memorization as a way to remember every single word during their speech presentation and when they get stuck, they find it difficult to remember these words then their anxiety level gets higher (Hashemi & Abbasi, 2013). Both (McKeachie et al., cited in Occhipinti, 2009) and Horwitz et al. (1986) argued that there are specific

reasons why test anxiety arises, for instance, the learners' desire to achieve high grades in the course where their predictions and incentive toward the learning process is massive. It is also known that test anxiety makes the learner liable to many difficulties and hindrances that may increase his apprehension. Hence, instead of the learner focusing on the task itself he ends up feeling frustrated. In addition, the way how the students see their second language teacher is worthy of attention as (McKeachie et al., cited in Occhipinti, 2009) said the learner would always feel vulnerability during the test situation as long as he focuses on the teacher's supremacy.

2.3.4 Fear of negative evaluation

Fear of negative evaluation is an expansion of the second element (examination anxiety) of FL anxiety; they are nearly the same as fear of negative evaluation is not just related to exam-taking circumstances but it might also happen in any communal, evaluative situations (Horwitz et al, 1986). Students, who experience bad assessment practices do not view making language mistakes as an ordinary fragment of learning process but as a menace to their appearance, and a source for bad evaluation whether from the teacher or their peers (Tsiplakides, 2009). Learners who believe that if they make mistakes in front of their peers might have a significant impact on their self- image and make them vulnerable to criticism or laughter, this will doubtlessly increase their anxiety during speaking (Hashemi & Abbasi, 2013).

According to MacIntyre and Gardner (1998) oral examinations enhance communication trepidation and fear of harmful social estimation. As there is an inverse rapport between worry and performance, the learning outcomes appear in troubling speeches during these exams. Moreover, they contended through the theory of Horwitz on language anxiety that communication trepidation and fear of harmful social estimation belong to foreign language classroom anxiety. So, it can be said that learners may become anxious when their errors or mistakes lead them to an inferior position in front of others. According to Horwitz et al. (1986), communication trepidation, exam anxiety, and bad estimation are not enough factors which cause foreign language anxiety but there should be other components. When the students start to practice the foreign language there is no doubt that they encounter a lot of obstacles and

problems especially if the target language is not yet well learned. And in such cases, they inevitably end up feeling embarrassed and face criticism through speaking the second language than any different subjects like mathematics or history, since the possibility of making errors is much upper. The teachers' feedback do not prevent the students from making mistakes either in pronunciation or even in grammar (Tsui, 1996).

2.3.5 Self-comparison to others and competitiveness

It has become clear for most of the researchers that competitiveness and fear of negative evaluation are the major reasons which create anxiety for language learners. So, when it comes specifically to competitiveness, Zhang and Zhong (2012) pointed out that there is an actual desire for the language learners to recognize and observe the competence of others and then compare their own language proficiency level with their peers. Moreover, those learners who have competitive tendency feel very anxious during their performance than those who have not this tendency (Baily, 1983). For Price (1991), most of the anxious language learners believe that their peers are more skillful in the target language than they are and this is the reason why those learners are always worried about what the others would think about them when they make mistakes. Therefore, it was found out that self-comparison to others play an anxiety-arousal factor causing the learners feel less competent than the others.

According to Kayaoğlu and Sağlamel (2013), in competitive classroom environments the learners keep trying to do their best and spend great effort to outdo other classmates and when they feel unable to do so, they become anxious. A further point to be noted is that most of the anxious learners do not care so much about their language skills and they even tend to underrate their own readiness or think about the ultimate negative results. Bailey (1983) pointed out that the competitive self-image most likely stems from several causes that could be different in terms of the personal traits of the students like for example, the tendency to surpass the other language students, or the need to get the attention of the instructor, and also the need to outdo the all challenging tasks in the language. For untold amount of students, the attention has diverted to become silent and not participate in the classroom activities because of the fear of being exposed to mockery in front of their peers (McCoy, 1979).

2.3.6 Lack of competence in foreign language linguistic items

Kayaoğlu and Sağlamel (2013) stated that if the language learners do not have the target language grammatical background or do not have practical experience, they are more likely to suffer from anxiety when trying to speak the language. As argued by Kayaoğlu and Sağlamel, MacIntyre (1999) also agrees that lack of linguistic competence in the target language grammar is one of the reasons that cause anxiety because when the students do not comprehend the grammar, they become anxious. Hashemi and Abbasi (2013) contended that the learners' mother tongue's pronunciation has an effect on their second language pronunciation and this is considered as a source of anxiety as well. In addition to the previous factors, Kayaoğlu and Sağlamel (2013) agreed that the most prominent factor for language learning anxiety is vocabulary because when the learners try to express an idea and cannot find the appropriate word or can't remember it, their level of anxiety increases. Therefore, it can be said that when the learners encounter problems related to lack of linguistic competence, they will become anxious.

2.3.7 Fear of being in the spotlight

Using the target language in a presentation or an activity in front of other students will direct the spotlight on a learner which might cause them experience anxiety. According to Tseng (2012), activities that aim at developing the skill of speaking like presenting a topic or engaging in a discussion in a target language are also deemed as a source of anxiety to learners. Moreover, Wörde (2003) said that some learners feel picked on after they involve themselves in a target language speaking activity.

2.3.8 Learner beliefs about language learning

Considering the negative impact of anxiety on second language learning, it has become necessary for the researchers to figure out the beliefs and thoughts that exist in the learners' mind toward the foreign language learning process and the speaking tasks. As argued by Ellis and Ganschow et al. (1994), the learners come to the class with a preconceived idea about the foreign language and most of these ideas turned out to be not true at all. Some researchers proved that the speaking task in the foreign language is considered harder than any other skills

like reading, writing or listening (Horwitz, 1988). Besides, in a conversation class the learners tend to become more anxious and embarrassed than the learners in a reading class (Horwitz, 1998 cited in Horwitz, 2001).

Ellis (1994) stated that most of the learners believe that it would be beneficial for them to know something preconceived about English speaking cultures in order to master the language well. It has been noticed through an interview that has been conducted by Young (1990) that the learners may feel resentful when they are corrected by their classmates because that make them feel insecure and they are always with people who are much better than they are. In his study, Young (1990) found out that forty-one percent, forty-seven percent and thirty-one percent of the students agreed with the questionnaire item "I feel uneasy when my fellow students are asked to correct my mistakes in class." Moreover, if the teacher does not try to correct students' mistakes they end up feeling uncomfortable.

Horwitz (1988) observed that the learners' beliefs and their fixed notion about language learning might affect the learners' learning mentality in the classroom. For example, some learners believe that acquiring as much vocabulary as possible is the main factor of perfecting their target language learning. However, there are other learners who believe that age is the main factor that affects the learning process. So, the younger a learner is, the faster they acquire the target language and vice versa. Young (1991) stated that language learning anxiety happens when learner beliefs and reality collide with each other. Language learners can deceive themselves by believing and expecting that they have an advanced level of proficiency of a target language while in reality their level is actually lower than what they believe; therefore, such an expectation might be proven wrong when colliding with reality which might result in the dissatisfaction with the results, hence causing anxiety.

Horwitz (2013) mentioned the most three important factors, which can influence the learners' beliefs during language learning. These three factors are defined as affective (or emotional) factors, cognitive factors and metacognitive factors. Emotional factors involve the students' feeling about language learning. Cognitive factors cover the different ways of processing information and perceived to be less changeable than other differences of learners. Finally,

metacognitive factors are described as the category referring to language learning strategies, study skills, and beliefs about language learning. So, it can be said after knowing the learners' beliefs and attitudes toward the foreign language, the teachers need to do their best to change the learners' expectations and make them more realistic during the process of foreign language learning.

2.3.9 Instructor beliefs about language teaching

Young (1991) stated that the teachers who think that their responsibility is to focus on the learners' mistakes and rectify them continually, who view working in pairs or in group as meaningless and who do not want to put the learners in such activities that might lead to loss of control in the class, who believe that they have the right to do all the talking and teaching in the class without giving any chance for the student to talk or participate, who prefer to be knowledge dispensers rather than facilitators where students are able to understand the facts, apply the facts, analyze ,evaluate ,innovate and think critically all of these reasons might be obstacles during teaching language and could easily increase the anxiety for the learners. In other words, the social atmosphere created by the teacher may have an outstanding impact on the learners' ability to learn in a classroom. He also added that the misconception that a teacher must correct all mistakes made by learners leads to anxiety.

2.3.10 Instructor-learner interaction

Learners' fear of using the target language inappropriately and being evaluated can be teacher-induced. For example, the teachers' high expectation of their students' language production plants the fear of making mistakes in the students when trying to participate. Also, the teachers' dislike of silence causes them to be impatient and sometimes force the students to speak which might results in complete inability to produce the target language (Tsui, 1996). Aida (1994) stated that when anxious students are afraid to ask questions to their teacher because they might be afraid of his reaction due to the possibility of the wrong usage of the target language, their level of anxiety increases because they might feel that they have failed to deliver the message successfully. According to Wörde (2003), a successful classroom atmosphere is the main factor in

decreasing tension, apprehension, and anxiety and it's directly related to how the teacher has established that atmosphere.

2.3.11 Classroom procedures

When a teacher establishes an unfriendly and unsupportive atmosphere in a classroom, that might easily create learning inhibition. For example, forcing the students to only speak the target language while their language proficiency level is still at beginner might cause anxiety. This feeling of anxiety might lead the students not to participate at all in most of the classroom's activities and in turn result in a failure of the teaching and learning process. Daubney (2002) conducted a study to identify the restricting factors in oral communication in classes. He attempted to enhance a classroom atmosphere that contributes to learning through brainstorming, and filled with communicative activities. At the end of the study, he concluded that the classroom procedures and the activities used in a lesson play a crucial role in a successful language learning process. Similarly, Young (1990) reported that making students work in groups or in pairs in the foreign language learning process encourage collaborative learning that certainly allow them to engage in speaking activities and not being embarrassment plus it gives them the chance to get to know each other in a good way. He also added that the good rapport between the classmates would make the students feel less anxious when they are trying to speak the foreign language. And in order to enhance and support such a relationship between the learners, the teachers need to increase the level of student involvement in the activities such as interviews with other students. Horwitz et al (1986) pointed out that the students might face difficulty in understanding what the teacher says during teaching the foreign language learning process which makes them feel fear that they cannot be able to keep pace with the language class which is goes in such a fast way and they become left out. Therefor it is important for the language teachers to make the learners enthusiastically participate in all the activities.

2.3.12 Fear of interaction with proficient speakers

Hashemi and Abbasi (2013) observed that if the teacher's level of language proficiency in the target language is more advanced than the students', the

students' level of anxiety increases in communicative tasks. This issue is also raised by Pica (1987). Pica (1987) stated that the difference between the target language proficiency levels among students and their teacher creates an "unequal status" that's mostly considered as a common source of language anxiety.

2.3.13 Social factors

Not having enough exposure to a target language might cause the learners to have anxiety because their society doesn't speak it, says Hashemi and Abbasi (2013). So, social factors are sensible reasons to cause anxiety. Also, Tseng (2012) states that the pressure from parents sometimes provokes anxiety in their children. Zhang and Zhong (2012) argued that the opposite gender can also cause anxiety in a learning process due to reasons like shyness or the fright of being inferior. Hence, a lot of social factors such as family pressure, gender, and the lack of a target language practice by the society are crucial elements in creating language anxiety.

3. METHODOLOGY

3.1 Introduction

This chapter describes the methodological design of the study. First, the research design and the participants are introduced. Then, the data collection instruments and the data analysis procedures are presented in detail.

3.2 Research Design

The aim of this case study was to determine the factors that cause speaking anxiety in an EFL classroom. A case study approach was employed to find out the possible factors that cause foreign language speaking anxiety. According to Bryman (2008) "the basic case study entails the detailed and intensive analysis of a single case" (p. 66). In order to move forward and achieve the research goals, I utilized a questionnaire and focus group interviews. That questionnaire would help me to gauge the factors that cause speaking anxiety. This selection has given me the opportunity to measure and allocate my findings by linking them with the preceding studies, attempting to figure out those factors which play a role in whether increasing or lowering the rate of anxiety among the learners during the foreign language class. Also, the focus group interview allowed the respondents to discuss and express their ideas verbally which make them feel more comfortable and so raise the issues that had been considered by the interviewer. Furthermore, using the quantitative methodology has assisted me a lot in computing the results effortlessly, along with qualitative approach. As a result, in this study, mixed methods were used to collect and analyze the data. Mixed methods research involves “different combinations of qualitative and quantitative research either at the data collection or at the analysis levels” (Dornyei, 2007, p. 24).

3.3 Participants

The participants of the study were 50 Turkish university students studying at Preparatory School of Istanbul Aydın University, Turkey in 2018-2019 academic year. Convenience sampling strategy was used when choosing the participants of the study. The most common sample type in L2 research is the "convenience sample, where an important criterion of sample selection is the convenience of the researcher; members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dornyei., 2007, p. 98). The students' language proficiency level of English was pre-intermediate. The students' subject area of study ranged from English Translation and Interpreting Business Management, International Relations, English Language and Literature to Electronic Engineering, but they were all English preparatory school students at the time of the study. In their preparatory school at the university, the pre-intermediate language proficiency level students take 28 hours of English lessons per week as required in the syllabus of the program. Each language classroom includes about 25 students at pre- intermediate language proficiency level.

Out of 50 participants, 25 of the students were male and 25 were female. Figure 3.1 presents the gender distribution of the participants.

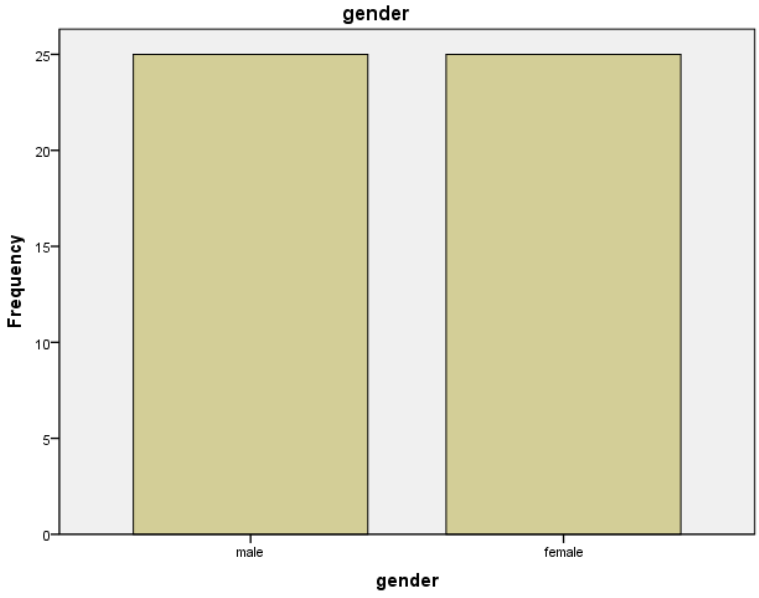


Figure 3.1: Gender distribution of the participants

The participants of the study were in different age groups. There were 43 participants between the age range of 18 and 20, which made 86% of the total number of the students. And, 7 of the participants were between the ages of 21 and 27, which made 14% of the total number of the students. Figure 3.2 below shows the age distribution of the participants.

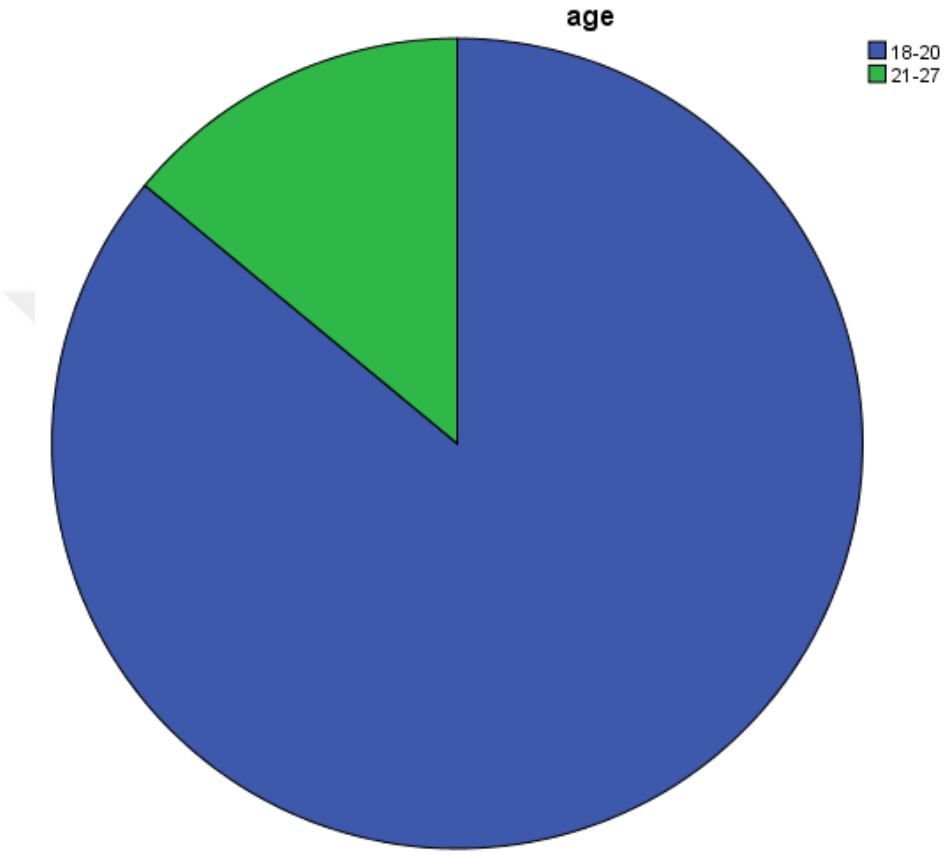


Figure 3.2: Age distribution of the participants

3.4 Data Collection Instruments

The data of this study was collected through two main instruments. These were Foreign Language Classroom Anxiety Scale (FLCAS) and Focus Group Interviews.

3.4.1 Foreign language classroom anxiety scale

The first data collection instrument was the Foreign Language Anxiety Scale (FLCAS), which was developed by Horwitz, Horwitz and Cope (1986). There are two parts in the FLCAS (see Appendix 1). In the first part, there are two questions, which require demographic information about the students' age and

gender. The second part involves 33 items based on a 5-point Likert type- rating scale ranging from strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) to strongly agree (5). The questionnaire' items are divided into four subcategories: Self-perceived proficiency includes Items 1, 11, 14, 17, 18, 22, 27, 28 and 32, Self-comparison to others and competitiveness involves Items 5, 7, 9, 13, 15, 16, 20, 23, 24**,** 25, 26, and 31, Fear of performance in test situation comprise Items 3, 8, 10, 21, and 30, and Learners' beliefs about making mistakes in English class includes Items 2, 4, 6, 12, 19, 29, and 33.

3.4.2 Focus group interviews

The second data collection instrument of the study was the focus group interviews. This kind of interview is “suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and is able to develop broad questions about the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story” (Dornyei, 2007, p. 136). During the focus group interviews, an interview checklist developed by Batiha, Mohd and Mustaffa (2014) was used (Appendix 2). The focus group was established on voluntary basis. The number of the learners who participated in the focus group interviews was 10 out of 50 participants. The interview was conducted on October 15, in 2018-2019 academic year. The language of the interview was English. The duration of the interview took about half an hour. The learners already articulated their notions in FLCAS but through the focus group interviews they had the opportunity to discuss and express their ideas verbally which made them feel more comfortable.

3.5 Data Analysis Procedure

The data collected through Foreign Language Classroom Anxiety Scale was subjected to Statistical Package for Social Science (SPSS) version 19. The qualitative data collected through the focus group interviews was transcribed and then analyzed through descriptive analysis. Descriptive analysis is defined by Elo and Kyngas (2008) as a method that can be used inductively or deductively with either quantitative or qualitative data.

4. FINDINGS

4.1 Introduction

This chapter presents the findings of the study in two main sections. The chapter begins with the findings from the foreign language classroom anxiety scale (Section 4.3) and then it concludes with the findings from the focus group interviews (Section 4.4).

4.2 Findings of the Study

The main purpose of the study was to define the factors that cause speaking anxiety in an English foreign language classroom and to find out possible solutions to overcome this problem. This section presents the findings of the study in two sections: Findings from the Foreign Language Classroom Anxiety Scale (section 4.3) and Findings from the focus group interviews (section 4.4).

4.3 Findings from the Foreign Language Classroom Anxiety Scale

This section presents the findings from the Foreign Language Classroom Anxiety Scale (FLCAS). The factors that cause speaking anxiety in an English foreign language classroom were identified through 33 items based on a 5-point Likert type- rating scale ranging from strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) to strongly agree (5). The findings are presented in four sections: Findings on self-perceived proficiency (section 4.3.1), Self-comparison to others and competitiveness (section 4.3.2), Findings on fear of performance in test situation (section 4.3.3) and Findings on learners' beliefs about making mistakes in English class ((section 4.3.4).

4.3.1 Findings on self-perceived proficiency

This section presents the findings on the students' self-perceived proficiency. FLCAS Items 1, 11, 14, 17, 18, 22, 27, 28, and 32 are related to the learners'

assessment of self- perceived proficiency in speaking skills. Table 4.1 reveals the students' responses given to the items related to self-perceived proficiency.

Table 4.1: Findings Related to Self-Perceived Proficiency

FLCAS Items	SD		D		N		SA		A	
	F	%	F	%	F	%	F	%	F	%
1: I never feel quite sure of myself when I am speaking in my foreign language class.	11	22,0	6	12,0	16	32,0	11	22,0	6	12,0
11: I don't understand why People get so upset over foreign Language classes.	7	14,0	5	10,0	19	38,0	11	22,0	8	16,0
14: I would not be nervous The foreign language with native speakers.	2	4,0	10	20,0	10	20,0	15	30,0	13	26,0
17: I often feel like not going to Language class.	18	36,0	15	30,0	12	24,0	2	4,0	3	6,0
18: I feel confident when I speak Foreign language class.	4	8,0	8	16,0	14	28,0	17	34,0	7	14,0
22: I don't feel pressure to prepare very well for language class.	2	4,0	9	18,0	20	40,0	11	22,0	8	16,0
27: I get nervous and confused when I am speaking in my language class.	15	30,0	11	22,0	10	20,0	11	22,0	3	6,0
28: when I'm on my way to language class, I feel very sure and relaxed.	2	4,0	6	12,0	16	32,0	14	28,0	12	24,0
32: I would probably feel comfortable around native speakers of the foreign language.	3	6,0	5	10,0	18	36,0	17	34,0	7	14,0

SD= Strongly Disagree D= Disagree N= Neither agree nor disagree SA=Strongly Agree A= Agree f= frequency %= percentage.

As can be seen in the Table 4.1, for the FLCAS Item 1, 11 students strongly disagreed at a rate of 22,0%, 6 disagreed at a rate of 12,0%, 16 neither agreed nor disagreed at a rate of 32,0%. Eleven students agreed at a rate of 22,0%, and 6 students strongly agreed at a rate of 12,0%. This finding indicates that almost half of the students (34%) think they are not worried when they speak English foreign language class unlike the other half (34,0%).

Item 11 was strongly disagreed by 7 students (14,0%) while 5 of them (10,0%) disagreed. This shows that 12 of the students (24,0 %) understand those students who get so upset over foreign Language classes. However, 19 students pointed

out that they don’t understand those students who get so upset over foreign Language classes. While 19 of the participants (38,0%) stayed neutral.

For Item 14, 2 students (4,0%) stated that they strongly disagreed while 10 (20,0%) of them disagreed. This reveals that 12 of the learners have a problem when speaking English in front of the native speakers. Although, 28 subjects pointed out that they don't feel nervous during speaking English with native speakers, 10 participants (20,0%) chose to be neutral.

The responses given to Item 17 revealed that 18 learners strongly disagreed at a rate of 36,0% while 15 disagreed at a rate of 30,0% with the idea of not going to the English class. While those who agreed was 2 students (4,0%), 3 students (6,0%) stated that they strongly agreed with this idea and 12 (24,0%) stayed neutral. According to these results, we postulate that most of the learners are in favor of going to the English class.

Item 18, was strongly disagreed by 4 students (8,0%), while 8 of them (16,0%) disagreed. This demonstrates that 12 learners don't feel confident when they speak the target language. Nevertheless, 24 learners indicated that they feel confident while speaking English. While 14 (28,0%) of the students were neutral.

The responses were given to Item 22 showed that 2 students (4,0%) strongly disagreed and 9 students (18,0%) disagreed with this statement. And 11 students (22,0%) agreed while 8 of them strongly agreed. While those who choose neutral was 20 students (40,0%). This means that more than half of the students (30) don't feel pressure to prepare for language class very well.

For Item 27, 15 students strongly disagreed at a rate of 30,0%, 11 disagreed at a rate of 22,0 %, 10 neither agreed or disagreed at a rate of 20,0%. While 11 students agreed at a rate of 22,0%, 3 of them strongly agreed at a rate of 6,0%. It becomes clear that more than half of the students (52,0%) don't feel nervous and confused when they speak in the English class unlike the rest of them.

The responses given to Item 28 showed that, 2 students (4,0%) selected the option strongly disagreed while 6 of them (12,0%) selected the option disagreed. Sixteen students (32,0%) preferred to be neutral. Therefore, we can

say that almost half of the students (52 %) feel relaxed on their way to the English class.

The responses given to Item 32 revealed that 3 students (6,0%) strongly disagreed and 5 (10,0%) disagreed about this idea. While 17 students (34,0%) agreed and 7 students (14,0%) strongly agreed. Eighteen students (36,0%) opted for neutral. Based on these results, we realize that most of the students would feel comfortable with the native speakers.

4.3.2 Findings on self-comparison to others and competitiveness

This section shows the findings on the learners' self-comparison to others and competitiveness. FLCAS Items 5, 7, 9, 13, 15, 16, 20, 23, 24**,** 25, 26, and 31 are related to the learners' evaluation of self-comparison to others and competitiveness in speaking skills. Table 4.2 reveals the students' responses given to the items related to self-comparison to others and competitiveness.

Table 4.2: Findings Related to Self-Comparison to Others and Competitiveness

FLCAS Items	SD		D		N		SA		A	
	F	%	F	%	F	%	F	%	F	%
5: It wouldn't bother me at all to take more foreign language class.	2	4,0	6	12,0	16	32,0	14	28,0	12	24,0
7: I keep thinking that the other students are better at languages than I am.	13	26,0	14	28,0	14	28,0	4	8,0	5	10,0
9: I start to panic when I have to speak without preparation in language class.	14	28,0	13	26,0	9	18,0	8	16,0	6	12,0
13: it embarrasses me to volunteer answers in my language class.	14	28,0	14	28,0	12	24,0	9	18,0	1	2,0
15: I get upset when I don't understand what the teacher is correcting.	10	20,0	13	26,0	17	34,0	7	14,0	3	6,0
16: even if I am well prepared for language class, I feel anxious about it.	15	30,0	10	20,0	14	28,0	4	8,0	7	14,0
20: I can feel my heart pounding when I'm going to be called on language class.	15	30,0	9	18,0	12	24,0	11	22,0	3	6,0
23: I always feel that the other students speak the foreign language better than I do.	11	22,0	19	38,0	6	12,0	9	18,0	5	10,0
24: I feel very self-conscious about speaking the foreign language in front of other students.	9	18,0	7	14,0	21	42,0	8	16,0	5	10,0

Table 4.2: (con) Findings Related to Self-Comparison to Others and Competitiveness

25: language class moves so quickly I worry about getting left behind	13	26,0	14	28,0	13	26,0	9	18,0	1	2,0
26: I feel more tense and nervous in my language class than in my other classes.	19	38,0	11	22,0	13	26,0	6	12,0	1	2,0
31: I am afraid that the other students will laugh at me when I speak the foreign language	25	50,0	12	24,0	4	8,0	6	12,0	3	6,0

As can be seen in the Table 4.2, Item 5 was strongly disagreed by 2 students (4,0%) and disagreed by 6 (12,0%) while 14 of them (28,0%) agreed and 12 students (24,0%) strongly agreed. Whereas, 16 (32,0%) of them reported that they were unsure. So, in this respect we can declare that almost half of the students have no problem with taking more English class than the rest of others.

For Item 7, 13 students strongly disagreed at a rate of 26,0%, 14 disagreed at a rate of 28,0%, 14 neither agreed nor disagreed at a rate of 28,0%. While 4 students agreed at a rate of 8,0%, 5 of them strongly agreed at a rate of 10,0%. It becomes clear that the majority of the learners don't think of others competency during the English class.

The students' responses given to Item 9 showed that 14 learners (28,0%) strongly disagreed and 13 students (26,0%) disagreed with this opinion. Whilst, 8 students (16,0%) agreed, 6 of them (12,0%) strongly agreed. And those who chose to be neutral were 9 students. Thus, the findings reveal that most of the subjects don't get scared speaking English when they aren't ready for that.

Item 13 was strongly disagreed by 14 students (28,0%) and 14 learners (28.0%) disagreed. This means that 28 students feel relaxed when they volunteer answers in the English class. However, only 10 students mentioned that get embarrassed to do that. While 12 of the students (24,0%) chose to be neutral.

For Item 15, 10 students stated that they strongly disagreed at a rate of 20,0%, 13 disagreed at a rate of 26,0%, 17 neither agreed nor disagreed at a rate of 34,0%. While, 7 students agreed at a rate of 14,0% and 3 strongly agreed at a rate of 6,0%. Accordingly, we can state that almost half of the students don't get irritated when they don't understand what the teacher is correcting.

For Item 16, 15 students pointed out that they strongly disagreed at a rate of 30,0%, 10 disagreed at a rate of 20,0% whereas 14 neither agreed nor disagreed at a rate of 28,0%. Four students agreed at a rate of 8,0% and 7 strongly agreed at a rate of 14,0%. Based on these results, we might say that most of the students refuse the idea that even if they prepared very well in the target language they will feel worried about it.

The responses given to Item 20 showed that 15 students strongly disagreed at a rate of 30,0% and 9 disagreed at a rate of 18,0%. While 12 of them neither agreed nor disagreed at a rate of 24,0%, 11 of them agreed at a rate of 22,0%, and 3 strongly agreed at a rate of 6,0%. So, we can assume that almost half of the students (48,0%) don't face any physical reaction when they have to be called in the English class.

The responses given to Item 23 revealed that 11 students strongly disagreed at a rate of 22,0% while 19 disagreed at a rate of 38,0%. Six of the students neither agreed nor disagreed at a rate of 12,0% and 9 agreed at a rate of 18,0% and 5 strongly agreed at a rate of 10,0%. Based on these findings, we can state that two- thirds of the students rejected the idea of the others speak better that they do.

Item number 24 was strongly disagreed by 9 students (18,0%) and 7 learners (14,0%) disagreed. However, 13 students pointed out that they feel self-conscious during speaking English in front of other students. While 21 of them (42,0%) opted to be neutral.

For Item 25, 13 students stated that they strongly disagreed the idea at a rate of 26,0%, and 14 disagreed at a rate of 28,0%, meanwhile 13 neither agreed nor disagreed at a rate of 26,0%. While 9 agreed at a rate of 18,0%, only one student strongly agreed at a rate of 2,0%. We observe that almost half of the students 40,0 %, don't feel worried about getting left behind if the class moves quickly unlike the other students.

The responses given to Item 26 revealed that 19 students strongly disagreed at a rate of 38,0%, 11 students disagreed at a rate of 22,0%, 13 of them neither agreed nor disagreed at a rate of 26,0%. Whilst 6 students agreed at a rate of 12,0% and only one student strongly agreed at a rate of 2,0%. The above

mentioned findings indicate that these results are quite similar to those findings achieved through Item 23 in which the two-thirds of the students don't feel tense in the English class than any other course. For Item 31, 25 students pointed out that they strongly disagreed at a rate of 50,0%, 12 disagreed at a rate of 24,0% and 4 students neither agreed nor disagreed at a rate of 8,0%. While 6 agreed at a rate of 12,0% and 3 strongly agreed at a rate of 6,0%. Therefore, it becomes clear that the majority of the students don't believe that the other students would laugh at them when they speak English in the class.

4.3.3 Findings on learners' fear of performance in test situation

This section presents the findings on the learners' fear of performance in test situation. FLCAS Items 3, 8, 10, 21 and 30 are related to the students' assessment of fear of performance in test situation. Table 4.3 reveals the students' responses given to the items connected to fear of performance in test situation.

Table 4.3: Findings Related to Learners' Fear of Performance in Test Situation

FLCAS Items	SD		D		N		SA		A	
	F	%	F	%	F	%	F	%	F	%
3: I tremble when l know that I'm going to be called on in Language class.	17	34,0	15	30,0	13	26,0	3	6,0	2	4,0
8: I am usually at ease during tests in my language class.	3	6,0	4	8,0	17	34,0	20	40,0	6	12,0
10: I worry about the consequences of failing my foreign language class.	7	14,0	8	16,0	16	32,0	13	26.0	6	12,0
21: the more I study for a language test, the more confused I get.	11	22,0	11	22,0	14	28,0	10	20,0	4	8,0
30: I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	9	18,0	9	18,0	26	52,0	6	12,0	0	0,0

As can be seen in the Table 4.3, Item 3 was strongly disagreed by 17 students (34,0%) while 15 of them (30,0%) stated that they disagreed. This reveals that 32 of the students wouldn't feel tremble when they know that they are going to be called on in the English class. Although, only 5 students stated that they

would feel tremble by getting called on in the English class, 13 of them (26,0%) opted for neutral.

The responses given to Item 8 showed that 3 learners (6,0%) strongly disagreed and 4 of them (8,0%) disagreed. Whilst 20 students (40,0%) agreed and 6 learners (12,0%) strongly agreed and 17 students chose to be neutral. Based on these findings, we may report that more than half of the students (52,0%) feel at ease during the examination time in the target language unlike the others.

For Item 10, 7 students opted for strongly disagreed at a rate of 14,0%, 8 disagreed at a rate of 16,0% and 16 neither agreed nor disagreed at a rate of 32,0%. While 13 students agreed at a rate of 26,0% and 6 students strongly agreed at a rate of 12,0%. Drawing on these results, it can be said that nearly half of the students don't feel anxious about the possibility of failing the English language class as compared to the other half.

The responses given to Item 21 revealed that 11 students (22,0%) strongly disagreed and 11 (22,0%) of them disagreed. Whilst 10 students (20,0%) agreed, 4 students (8,0%) strongly agreed. And those who preferred to be neutral were 14 students (28,0%). So, we may state that almost half of the students do not support the idea that the more they study, the more they get confused during an exam in the foreign language class.

For Item 30, 9 students indicated that they strongly disagreed at a rate of 18,0% and 9 disagreed at a rate of 18,0%. While 26 students neither agreed nor disagreed at a rate of 52,0% and 6 agreed at a rate of 12,0% but no one of the students choose the option strongly agreed. Based on these findings, we may state that only a few of the students (12,0%) feel overwhelmed by the number of the rules that they have to learn to speak a foreign language while18 students out of 50 think that of the number of the rules to learn English is a lot.

4.3.4 Findings on learners' beliefs about making mistakes in english class

This section presents the findings on the students' beliefs about making mistakes in English class. FLCAS Items 2, 4, 6, 12, 19, 29 and 33 are related to the students' assessment of making mistakes in English class. Table 4.4 reveals the students’ responses given to the items related to the learners' beliefs about making mistakes in English class.

Table 4.4: The Findings Related to Learners' Beliefs about Making Mistakes in English Class

FLCAS Items	SD		D		N		SA		A	
	F	%	F	%	F	%	F	%	F	%
2**:** I don't worry about making Mistakes in language class.	6	12,0	7	14,0	14	28,0	14	28,0	9	18,0
4: it frightens me when I don't understand what the teacher is saying in the foreign language.	20	40,0	13	26,0	7	14,0	7	14,0	3	6,0
6: during language class, I find myself thinking about things that have nothing to do with the course.	11	22,0	16	32,0	17	34,0	3	6,0	3	6,0
12: in language class, I can get So nervous I forget things I know.	12	24,0	9	18,0	13	26,0	11	22,0	5	10,0
19: I am afraid that my language teacher is ready to correct every mistake I make**.**	20	40,0	12	24,0	12	24,0	6	12,0	0	0,0
29: I get nervous when I don't understand every word the the language teacher says.	14	28,0	14	28,0	13	26,0	5	10,0	4	8,0
33: I get nervous when the language teacher asks questions which I haven't prepared in advance.	12	24,0	10	20,0	13	26,0	6	12,0	9	18,0

As can be seen in the Table 4.4, the responses given to Item 2 showed that 6 students (12,0%) strongly disagreed and 7 students (14,0%) disagreed. While 14 students (28,0%) agreed and 9 students (18,0%) strongly agreed. And those who preferred to be neutral were 14 students (28,0%). Therefore, the findings reveal that nearly half of the students (46,0%) have no problem about making mistakes in the foreign language unlike the rest of the other students (28,0%).

Item 4 was strongly disagreed by 20 students (40,0%) and disagreed by 13 (26,0%). This shows that 23 of the students wouldn't feel panic if they don't understand what the teacher is saying in the English language. However, only 10 students pointed out that it would frighten them if the language teacher says something they don't understand. While 7 of the students (14,0%) stayed neutral.

For Item 6, 11 students strongly disagreed at a rate of 22,0%, 16 disagreed at a rate of 32,0% and 17 students neither agreed nor disagreed at a rate of 34,0%. Whilst, 3 agreed at a rate of 6,0% and 3 students strongly agreed at a rate of

6,0%. So, it becomes clear that most of the students rejected the idea of thinking of different things which are not related to the English course.

The students' responses given to Item 12 showed that 12 students (24,0%) strongly disagreed and 9 students (18,0%) disagreed. While 11 students agreed (22,0%), 5 students (10,0%) strongly agreed. But those who chose to be neutral were 13 students. Thus, we can state that almost half of the students (42,0%) rejected the opinion that they get nervous in the English class and this feeling leads them to forget everything they know.

For Item 19, 20 students strongly disagreed at a rate of 40,0%, 12 disagreed at a rate of 24,0%, 12 neither agreed nor disagreed at a rate of 24,0%. While 6 agreed at a rate of 12,0% and none of the students choose strongly agreed. According to these results, we can state that almost half of the students don't get afraid of being corrected by their teachers.

The responses given to Item 29 was similar to those responses given to Item 15. That is 14 students (28,0%) mentioned that they strongly disagreed and also 14 students (28,0%) stated that they disagreed. This shows that 28 of the students don't get upset if they don't understand any word from the teacher. However, 9 students mentioned that they do get nervous about this opinion, while 13 of the students stayed neutral.

For item 33, 12 students pointed out that they strongly disagreed at a rate of 24,0% and 10 of them indicated that they disagreed at a rate of 20,0%. Thirteen students mentioned that they neither agreed nor disagreed at a rate of 26,0%. While 6 students agreed at a rate of 12,0% and 9 of them strongly agreed at a rate of 18,0%. Based on these results, we can say that nearly half of the students (44,0%) don't get nervous if the teacher asks something they didn't prepare in advance.

4.4 Findings from the Focus Group Interviews

This section presents the findings gathered through the focus group interview. During the interview a checklist developed by Batiha, Mohd and Mustaffa (2014) was used (Appendix 2). The focus group interview involved 7 questions. The main aim of using this interview was to enable the interviewer to gain

valuable information from the participants' experiences and also to allow the respondents a space to discuss and express their ideas verbally which was believed to make them feel comfortable and also may raise issues that may not have been considered by the interviewer.

4.4.1 Findings related to self-perceived proficiency

It has become noticeable that the conception of self- ability has a crucial role in forming the learners' skills towards foreign language learning. In order to perceive what the learners think about their self-capacity, the second interview question was asked to the focus group. The question was How do you feel when you are speaking in the English class? Do you get anxious while speaking in front of the other students?

On analyzing the students' responses given to the second interview question, we found out that 3 of the students feel comfortable when they speak in the English class. While explaining the reasons as to why they feel comfortable with the use of target language, Student 1 stated that he perceived learning English similar to learning her mother tongue as stated in the following:

Student 1: No, I don't feel anxious at all on the contrary I feel relaxed when I speak English just like my main language.

Student 2 and Student 3 also stated that they feel comfortable when they speak in the English class however their reasons were different from that of Student 1:

Student 2: No, I don't feel anxious because we are here to learn English and we here to learn all English skills like speaking, listening, and writing.

Student 3: No, in all my life I am very comfortable when I speak any language so, whether it is English or Spanish or any other language. I always feel comfortable.

While 3 students mentioned that they feel comfortable when they speak in English in class, 1 student stayed neutral with this idea mentioning that she thought speaking English in the class is what is expected from a language learner as shown below:

Student 5: I feel nothing, because I think it is normal here.

The analysis of the student responses for the first question in the interview revealed that those who say they are not always as comfortable as Students 4, 6, 7, 8, 9, and 10 stated different answers; some of them referred to their personal characteristics and the others said that they show physical reactions when they feel nervous and some of them pointed out that at the beginning of their language learning process they felt anxious but now they believe they got accustomed to this situation as shown below:

Student 4: Yes, sometimes, I feel anxious but most of the time I feel comfortable.

Student 6: Yes, I feel a little bit anxious and my heart pounding in fast.

Student 7: Yes, I feel anxious because I am a bit shy.

Student 8: I was anxious in the first time but now that is not that bad.

Student 9: Yes, because I am quite shy and anxious person but sometimes I feel comfortable.

Student 10: Yes, I feel a little bit nervous when I talk.

4.4.2 Findings related to self-comparison to others and competitiveness

To examine the degree of self-comparison, the third interview question was asked to the learners Do you believe that other students are performing better than you in the English language class? Do you think about others' competence when you are speaking in the English language?

On analyzing the students' responses given to the third interview question, we noticed that 7 of the students don't either think of the others' competence at all or even believe that they are better than them in the English class. Those students who came up with nearly the same answers that is related to this point were Students 1, 2, 4, 5, 6 and 8. They stated that they believe they are all equals and that they tend to make mistakes that's why there is no better or worse in the English class as mentioned in the following:

Student 1: No, they are all talking very well but there is no better or worse way, I don't think they are better or worse than each other.

Student 2: No, I don't think there is worse or better than me because we all make mistakes and the teacher correct the mistakes that we make.

Student 4: No, I think all my friends are good in English and me as well.

Student 5: No, I don't believe that they better than me I think we are all cool.

Student 6: No, there is no better or worse we are just equals.

Student 8: I think every student in my class is trying his best and try to get better and better that's why I don't think there is someone best or worst.

Only 1 student gave a different answer in this respect stating that he is the best among the other students as shown below:

Student 3: Not at all, I am the best among them.

The analysis of the student responses for the third question in the interview showed that Students 7, 9, 10 keep thinking of others' competence and believe that others perform better than them. They rationalized their views as shown in the following:

Student 7: Yes, sometimes because I am not good in speaking English and I feel myself lack of proficiency.

Student 9: Yes, sometimes because I can't speak fluency just like my friends do but we come here to learn and we are in the same degree.

Students 10: Yes, I think they are better than me at English but I am trying to get better.

Based on these responses, it is noticeable that most of the students do not think about other's performances or competency whether they are better than them or not but they believe in themselves. And that they believe they speak English very well and this is why they are very confident when they talk in front of the class.

4.4.3 Indings on Learners' Fear of Performance in Test Situation

In order to determine the test-anxiety of the students, the seventh interview question was asked to the subjects in the focus group interview: How do you feel during the English language exam? Are you worried much about failing the course? How do you prepare for your English language exam?

On analyzing the students' responses given to the seventh interview question, we found out that 7 of the students don't feel worried about failing in the English language exam. Those students brought up different reasons in this respect. For example, Student 1, 4, 5, 7, 8 and 9 declared that they don't get anxious about the English language exam because they always prepare themselves by studying hard at home and also by listening to the teacher in the class. They also added that their teacher is very good and that is why there is no need to get nervous about the exam time as presented below:

Student 1: No, I don't feel worried during exam time. I just study and prepare myself before the exam.

Student 4: No, I don't feel nervous. I just listen to my teacher in the class and study at home or with my friends before the exam.

Student 5: I think it is kind of so easy for me because our teacher is good and if you study and work hard we can do it and pass the exam.

Student 8: No, I don't feel afraid I just feel okay because I study hard.

Student 2 and Student 3 also stated that they don't get anxious about the English language examinations however their reasons were different from the rest of the students above:

Student 2: No, because I used to prepare myself when I had to do the language exam to enter the university last year that is why exam time becomes normal to me because I did it before.

Student 3: No, I feel nothing because it is easy. I don't even work at home I am just listening to my teacher and doing the exam well.

The analysis of the students' responses for the same question in the interview revealed that Students 6, 7 and 10 get worried about failing in the English language exam. One of them related his source of anxiety to his laziness while the others mentioned although they get prepared for the exams they still worried about the idea of taking exams.

Student 6: Yes, I feel a little bit worried because I am lazy person and I am not doing my homework as well, and I prepare to the exam by just looking at my notes again and that is enough for me.

Student 7: Yes, I feel worried about the exam and I prepare the exam by studying and checking the subjects that our teacher send to us by email.

Student 10: Yes, I get anxious during the exam time however, I do my best by studying the books.

4.4.4 Findings on learners' beliefs about making mistakes in english class

To examine the learners' opinion about making mistakes in English class, the sixth interview questioned was posited to them in the focus group interview: Are you afraid of making mistakes in front of the class? How do you feel if you do not understand what the teacher is correcting?

On analyzing the students' responses given to the sixth interview question, we found out that 6 of the students don't get scared of making mistakes when they speak in the English class. Those learners who gave nearly the same answers were Students 1, 2, 4, 5 and 9 where most of them mentioned that it is something normal and expected to make mistakes during the learning process and that is why they are here to learn English as stated in the following:

Student 1: No, I do not get scared from making mistakes because that is why we here to learn and of course we will make mistakes and these mistakes will be corrected to us and we will learn them and memorize them and to be able to avoid them again in the future.

Student 4: No, I am not afraid of making any mistakes at all, I will ask from him to repeat what he was saying again.

Student 5: No, I do not feel afraid of making mistakes.

Student 9: No, we came here to learn.

It was noticeable that even though Student 3 and Student 6 reported that they are not scared of making mistakes in front of the class like the other students, their reasons were different as shown below:

Student 3: No because I don't make any mistakes, I will ask him again but I do not think it will be happened.

Student 6: Not at all, actually I can earn experience from my mistakes that is why I do not feel afraid.

Those students who get worried about making mistakes in front of the class were Students 7, 8, and 10. Among these students, Student 7 stated that he is not afraid of making mistakes but when she makes a mistake she is embarrassed.

4.4.5 Findings on anxieties caused by instructor beliefs about language teaching

Young (1991) stated that the teachers who think that their responsibility is to focus on the learners' mistakes and rectify them continually, who view the work in pairs or in group as meaningless and do not want to put them in such activities that might lead to loss of control in the class, who believe that they have the right to do all the talking and teaching in the class without giving any chance for the students to talk or participate, who prefer to be knowledge dispensers rather than facilitators where students are able to understand the facts, apply the facts, analyze ,evaluate, innovate and think critically all of these reasons might be obstacles during teaching language and could easily increase the anxiety for the learners. In other words, the social atmosphere created by the teacher may have an outstanding impact on the learners' ability to learn in a classroom. He also added that the misconception that a teacher must correct all mistakes made by learners result in anxiety. This section presents the anxieties caused by instructor beliefs about language teaching in two sub-sections: Findings on instructors' attitudes towards error correction (Section 4.4.5.1) and Findings on anxieties caused by classroom procedures (Section 4.4.5.2).

4.4.5.1 Findings on the instructors' attitudes towards error correction

The fourth interview question was: Do you get upset if the teacher corrects any mistake you make in the English language class? Why? How does your teacher react to your mistakes in English classes?

Through the analysis of the students' responses given to the fourth interview question, we detected that all of the students don't get upset if the teacher corrects their mistakes in the English class. Those students brought up different reasons as to this point. For example, Students 1, 2, 3, 4, 5, 6,7, 8, 9 and 10 stated that they don't get disturbed because error correction is what is expected from a language teacher during the learning process as stated in the following:

Student 2: No, because we are here to learn and I think she must correct the mistakes that I make because it's her duty to correct our mistakes. Actually, she corrects us gently without being offensive.

Student 4: No, because that is the reason why we are here in the preparatory school to make mistakes and the teachers correct them, and she explains the mistakes gently.

Student 9: No, because we all came here to learn and we are not going to learn without making mistakes. She just provide us the correct answers.

Student 10: No, I don't get upset because I am learning and I like it when my mistakes get corrected. She is very patient and gentle when she corrects our mistakes.

As it is seen in the above extracts, the students' responses to this question shows that they are not offended by error correction for various reasons. First of all, they believe that it is the teacher's responsibility to show them where they make mistakes and to show them the correct form. Secondly, they pointed out that the error correction technique that their teacher uses is not offensive. More importantly, we observed that the students are aware of the fact that making mistakes during the language learning process is natural. Students 6, and 8 explained their views as stated in the following:

Student 6: No, it doesn't bother me at all on the contrary these mistakes will help us to learn better and gain experience. She always tolerates our mistakes.

Student 8: No, I like it because I want to learn what my mistakes are. That's why I don't get anxious.

4.4.5.2 Findings on anxieties caused by classroom procedures

Young (1990) reported that making students work in groups or in pairs in the foreign language encourage collaborative learning that certainly allow them to engage in speaking activities and not being embarrassment plus it gives them the chance to get to know each other in a good way. He also added that the good rapport between the classmates would make them feel less anxious when they are trying to speak the foreign language. And in order to enhance and support such a relationship between the learners, the teachers should for instance

increase the level of activities such as interviews with other students. Related to this issue, interview question fifth, How confident are you in the English language class? Do you feel it is a very difficult course? Does it bother you if you need to take more English language classes? was posited to the students in the focus group interview.

On analyzing the students' responses given to the fifth interview question, we realized that 5 of the students (Students 1, 2, 3, 5 and 8) feel confident and relaxed when they speak in the English class and they also don't consider English as a difficult course. However, 3 students out of 5 pointed out that they are satisfied with the number of the English classes offered at the Institution and Student 8 stated that she did not have time to take more English lessons. The following quotations taken from the interview reflect the students' views:

Student 2: No, I don't think it's very difficult and I feel relaxed because my friends do not laugh at me or anything to my mistakes. And I would be happy if I will get more English classes.

Student 3: I am very confident. And it is very easy course. No, I don't think so.

Student 5: I am confident. No, it's not difficult. Yes, may be it bothers me if I have to take more classes in English.

Student 8: I am confident. No, it is not difficult. Yes, it bothers me because I don't have enough time to take more lessons.

The analysis of the student responses for the fifth question in the interview revealed that Students 4, 6, 7, 9 and 10 are not confident when they speak in English class and they think English lessons are neither difficult nor easy. They also mentioned that taking additional English classes would not be a problem for them:

Student 6: I am a little bit shy. It's not difficult it's normal to me. No, it doesn't bother me.

Student 7: I am not confident I am a bit nervous. Not easy but it's normal for me. It's normal I will feel happy.

Student 9: I am not confident in English class. No, it is not difficult. No, it doesn't bother me and I would be happy.

Student 10: I am not confident. It is not very difficult but also not easy. No, it doesn't bother me.

5. CONCLUSIONS

This chapter firstly provides a brief summary of the present study.Then, the conclusions deduced from the instruments of the foreign language classroom anxiety scale (FLCAS) and the focus group interviews are clearly presented. Also, the limitations that I encountered during the research are explained in this section.

5.1 Summary of the Study

Young (1991) argues that language anxiety depends on different reasons such as ethic or social background, prior language experiences, learner characteristics and classroom settings. For these reasons, it is not easy to reach definite conclusions through flexible findings. But still, some factors can be determined as the sources of the learners' anxiety arousal such as learner characteristics, learners' beliefs about language learning, teachers' beliefs about language teaching, classroom procedures, test anxiety and some other reasons. In the present study, the aim was to determine the sources of speaking anxiety so that we can take actions to find out ways of eliminating these factors in order to establish effective language teaching environments. Following this line of argument, in this study the answers to the following research question was examined:

- What factors cause speaking anxiety in an EFL classroom?

The participants of the study were 50 Turkish university students studying at the Preparatory School of Istanbul Aydın University, Turkey in 2018-2019 academic year. The students' language proficiency level of English was pre-intermediate. The data of the study was collected through Foreign Language Anxiety Scale (FLCAS), which was developed by Horwitz, Horwitz and Cope (1986) (Appendix 1) and focus group interviews using an interview checklist developed by Batiha, Mohd and Mustaffa (2014) (Appendix 2).

5.2 Conclusions

Using the design of the FLCAS as a basis, we attempted to present the conclusions of the study in four sections: self-perceived proficiency (Items 1, 11, 14, 17, 18, 22, 27, 28 ,32), self-comparison to others and competitiveness (Items 5, 7, 9, 13, 15, 16, 20, 23, 24**,** 25, 26, 31), fear of performance in test situation (Items 3, 8, 10, 21, 30) and learners' beliefs about making mistakes in English class (Items 2, 4, 6, 12, 19, 29, 33). The findings related to self-perceived proficiency showed that the majority of the students have self-confidence and feel relaxed about speaking English in the class However, the rest of the students that represent the minority have self-perceived low- level ability in learning a foreign language cannot be ignored in educational settings. On analysing the reasons why those students have self-perceived low-level ability, we found out that those students are not sure of themselves during speaking English in the class. The focus group interview analysis helped us to conclude that those students with low ability level self-perception learn to overcome the feelings of speaking anxiety as they get accustomed to using English in communication. For this reason, we might conclude the importance of involvement in speaking practice activities in language classrooms. All in all, we may conclude that being confident and feelings of comfort during speaking in foreign language are significant factors in speaking. This conclusion is similar to those pointed out by Young (1991) and Toth (2007). Toth (2007) argued that the learners may feel anxious about using the target language if they believe that they lack enough competence in language skills. For this reason, Toth (2007) believes that there are negative correlations between self-perceived competence in language learning and anxiety level and if students have low expectations of their foreign language learning ability, they perceive their success as poor in foreign language learning.

With regard to the self-comparison to others and competitiveness category we realized that more than half of the students don't think of others' competence during the language learning process, while the rest of them compare themselves with the other students in the class. In the light of our analysis as to why those students don't think of others' competence, we found out that those students think that it is natural to make mistakes in learning a foreign language.

They also believe that they are better than their peers in the English class and this is why they feel very confident when they talk in front of the class. As for those students who compare their language proficiency levels to others, we observed that those students are less proficient in the target language that the others and in time their level of confidence in the use of the target language increases. This conclusion is similar to those pointed out by Price (1991). Price (1991) articulated that most of the participants in the survey believe that their language skills were behind the others in class and they were worried about what the others would think about them when they made mistakes. Therefore, it was found out that self-comparison to others played an anxiety-arousal factor causing students feel less competent than the others.

The findings that are related to fear of performance in test situation revealed that most of the students have no problems when it comes to taking English examinations. Those students stated that they don't get anxious about the English language examinations because they always prepare themselves for the examinations in advance on daily-basis. In addition, they mentioned that studying hard at home and also listening to the teacher in the class help them to become aware of the topics that they are not good at. Moreover, they pointed out that their teacher is very good and that is why there is no need to get nervous about the examination time. But we cannot deny those learners who do have problems in test situation even though they represent the minority of the students. It was clear that those students who have problems in this issue feel worried about the idea of failing in the English language examination for different reasons. For example, while one student says he does not spare much time for out-of-class work, the other one complains about his carelessness.

Regarding the learners' beliefs about making mistakes in English class, we concluded that all of the students don't feel anxious about making mistakes in the English class. These students view the process of foreign language learning similar to learning a mother tongue. Accordingly, they believe it is natural to make mistakes in the language classroom. Additionally, they expect the teachers to correct their mistakes so that they learn the target language appropriately. Hashemi &Abbasi (2013) conducted a study on this topic and they concluded that making mistakes in English class might have a negative impact on those

students' self- image who are anxious of making mistakes in front of their peers. And in turn this will increase their anxiety during speaking. Also, as concluded by Tsiplakides (2009) students who practice bad assessment whether from the teacher or their peers do not view language mistakes as an ordinary fragment of learning process but as a threat to their appearance.

The finding that are related to the classroom procedures showed that half of the students feel confident and relaxed when they speak in the English class and they also don't consider English as a difficult course at all. While the other half of the students have problem in self-confidence during speaking in the English class and according to those students, English lessons are neither difficult nor easy. Therefore, we cannot ignore the students who do have problem with self-confidence. Additionally, we can conclude that the reason why they don't feel confidence during speaking the English class ascribe to their personal features. In addition, as concluded by Daubney (2002) classroom procedures play a vital role in academic success and a supportive and friendly environment should be set up in classrooms in which students behave comfortably without being constantly evaluated. Similarly, Aida (1994) articulated that for some students the classroom setting presents itself as an anxiety-provoking situation because it includes perpetual evaluations from others except that the student him/herself.

5.3 Limitations of the study

There was one limitation that should be taken into consideration. The educational setting in the study was specific to only this environment for this reason the findings of this study cannot be generalized to all contexts. In this respect, the number of the learners was not sufficient enough to make generalizations as it requires bigger sampling of participants.

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APPENDICES

Appendix 1: Foreign Language Classroom Anxiety Scale (FLCAS).

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

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

Appendix 2: Interview Checklist

1- Could you introduce yourself please?
2- How do you feel when you are speaking in the English class? Do you get anxious while speaking in front of the other students?
3- Do you believe that other students are performing better than you in the English language class? Do you think about others' competence when you are speaking in the English language?
4- Do you get upset if the teacher corrects any mistake you make in the English language class? Why? How does your teacher react to your mistakes in English classes?
5- How confident are you in the English language class? Do you feel it is a very difficult course? Does it bother you if you need to take more English language classes?
6- Are you afraid of making mistakes in front of the class? How do you feel if you do not understand what the teacher is correcting?
7- How do you feel during the English language exam? Are you worried much about failing the course? How do you prepare for your English language exam?

Appendix 3 : Ethics Approval Form

Evrak Tarih ve Sayısı: 11/06/2018-3210

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : 88083623-044-3210 11/06/2018
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Sayın NAEELA SAAD MOHAMMED MOHAMMED ELSHARKAWY

Enstitümüz Y1612.020002 numaralı İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı tezli yüksek lisans programı öğrencilerinden NAEELA SAAD MOHAMMED MOHAMMED ELSHARKAWY'nın "AN INVESTIGATION ON THE FACTORS THAT LEAD TO SEAKING ANXIETY AMONG EFL LEARNERS" adlı tez çalışması gereği "Foreign Language Classroom Anxiety Scale" ile ilgili anketi 07.06.2018 tarihli ve 2018/15 sayılı İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinizi rica ederim.

Prof. Dr. Özer KANBUROĞLU
Müdür

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RESUME



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