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ENGLISH SPEAKING ANXIETY LEVEL OF FIFTH GRADE STUDENTS IN A MIDDLE SCHOOL IN VAN

M.A. THESIS

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BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

VAN'DA BİR ORTAOKULDA ÖĞRENİM GÖREN BEŞİNCİ SINIF ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMA KAYGI DÜZEYLERİ

YÜKSEK LİSANS TEZİ

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Doç. Dr. İlknur SAVAŞKAN

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Abstract

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Supervisor : Assoc. Prof. Dr. İlknur SAVAŞKAN

ENGLISH SPEAKING ANXIETY LEVEL OF FIFTH GRADE STUDENTS IN A MIDDLE SCHOOL IN VAN

This study aims to analyse the speaking anxiety of students at the fifth grade intensive foreign language classrooms by comparing with regular fifth grades, and it intends to investigate whether there are any changes between the beginning and the end of the academic year in terms of speaking anxiety. It also aims to analyse the speaking anxiety level differences according to demographical information. Lastly, this study attempts to determine the anxiety provoking factors and possible ways for coping with them.

This research was conducted with 149 fifth grade students studying at a state middle school, and 5 language teachers working at the same school during 2018/2019 academic year in Van, Turkey. Designed as an explanatory sequential mixed method research, the quantitative data were obtained from students via a scale, and then the qualitative data were gathered from both students and teachers by a semi-structured interview. The quantitative data

were analysed by Mann Whitney U, Kruskal Wallis, Spearman's rank correlation tests on SPSS v.23, whereas the qualitative data were examined by content analysis.

The present study revealed that fifth grade students feel anxious at a moderate level, and students of intensive foreign language classrooms are found less anxious than regular ones. Also, some other significant differences were found in terms of gender, age, supportive courses, family income level, and English achievement scores of the previous year. On the other hand, both types of classrooms did not show significant changes in terms of both academic terms in themselves. Lastly, some anxiety provoking factors and ways for coping with them were presented. As a consequence, the research had implications for language teachers both to help students reduce their anxiety and to make the classroom environment more stress-free.

Keywords: affective factors in language learning, foreign language speaking anxiety, middle school, the speaking anxiety reasons for young learners, young learners.

Özet

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VAN'DA BİR ORTAOKULDA ÖĞRENİM GÖREN BEŞİNCİ SINIF ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMA KAYGI DÜZEYLERİ

Bu çalışma 5. sınıf yabancı dil ağırlıklı sınıfarda öğrenim gören öğrencilerin konuşma kaygılarını, diğer 5. sınıflarla karşılaştırarak analiz etmeyi amaçlamaktadır. Ayrıca sene başında ve sene sonunda konuşma kaygısı seviyeleri açısından da anlamlı bir değişiklik olup olmadığı incelenecektir. Diğer bir hedef ise, İngilizce konuşma kaygısının öğrencilerin demografik bilgilerine göre anlamlı değişiklik gösterip göstermediğine bakılmasıdır. Son olarak, bu araştırma kaygıya sebep olan faktörler ve bu kaygı ile başa çıkma yollarını belirlemeyi hedeflemektedir.

Araştırma, Van, Türkiye' de bir devlet ortaokulunda 5. sınıfta öğrenim gören 149 öğrenci ve aynı okulda çalışan 5 ingilizce öğretmeni ile 2018/ 2019 akademik yılında yapılmıştır. Sıralı karma yöntem olarak dizayn edilen bu çalışmada, öğrencilerden ölçek yoluyla nicel veri toplandıktan sonra, yarı yapılandırılmış mülakat aracılığı ile hem

öğretmenlerden hem öğrencilerden nitel veri de toplanmıştır. Öğrencilerden toplanan nicel veriler SPSS 23 ile analiz edilirken, nitel veriler ise içerik analizi yoluyla incelenmiştir.

Bu çalışma 5.sınıf öğrencilerinin orta düzeyde İngilizce konuşma kaygısına sahip olduklarını; ve yabancu dil ağırlıklı sınıflardaki öğrencilerin diğer sınıflardakilere göre daha az kaygı yaşadığını nortaya çıkarmıştır. Bunların dışında bazı anlamlı farklılıkların olduğu da saptanmıştır. Bu farklılıklar cinsiyet, yaş, destekleyici kurslar, aile gelir düzeyi ve bir önceki sene alınan İngilizce notu gibi demografik bilgiler üzerindendir. Diğer yandan, iki sınıf türünde de kendi içlerinde sene başından sonuna konuşma kaygısı yönünden anlamlı bir farklılığa rastlanmamıştır. Aynı zamanda, bazı kaygı artırıcı faktörler ve bu kaygı ile başa çıkma yolları belirlenmiştir. Sonuç olarak bu araştırmanın bulguları hem öğrencilerin kaygısını azaltmaya yardım etmek için hem de sınıf ortamını daha stresten uzak bir hale getirmek için öğretmenler açısından önem arz etmektedir.

Anahtar Sözcükler: Dil öğreniminde duyuşsal faktörler, çocuk öğrenciler, çocuk öğrencilerin İngilizce konuşma kaygılarının sebepleri, ortaokul , yabancı dil konuşma kaygısı.

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List of Abbreviations

CA: Communication Apprehension

DA: Debilitating Anxiety

ELT: English Language Teaching

ELTP: English Language Teaching Program

FA: Facilitating Anxiety

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLSA: Foreign Language Speaking Anxiety

FNE: Fear of Negative Evaluation

IFL: Intensive Foreign Language

MEB: Ministry of National Education

MR: Mean Ranking

RQ: Research Question

SA: State Anxiety

SSA: Situation-Specific Anxiety

TA: Trait Anxiety

Chapter I

Introduction

This chapter presents background information to the research on the foreign language speaking anxiety of students studying in the fifth grade classrooms. The researcher gives information about the main topic. Statement of the problem purpose of the study, the research questions, and the significance of the study have been presented in this chapter.

1.1. Background of the Study

While the world is changing day after day, with the important contribution of technology, people have a chance to communicate with each other anytime they wish. The world has turned into a big global village, and people have started to behave like only one society on this big and integrated planet. If something happens in any part of the world, people can get information about it regardless of distance. Globalization of the world makes humans closer, and makes possible to be able to do business, trade with other countries, attend international tournaments, travel the world, exchange cultures and etc. even if they live in faraway countries. Technological advancements have made all these opportunities possible. However, in contrast to all of these facilities, these changings have brought with some necessities for people. One of the most important necessities is to learn a common language to be able to communicate with citizens from other countries. Hence, English has become the leading language among many others. As Kılavuz (2014) stated, "at the present time, since English is the most common language spoken and has become more dominant all around the world, no one can disclaim and ignore its importance." (p.2). But, English is not just an ordinary language randomly selected. According to Çermik (2015), the global dominancy of countries who speak the English language as their mother tongue has made this language unalterable with another one. In addition, Crystal (2013) asserts that a language can be a

global language for only one reason; it is the power of the people speaking that language, but it doesn't mean real strength of people; it is economic power of them. As a consequence of this, people all around the world feel necessity to learn it with different purposes (Demirel, 2003). For example, in order to pursue an international career in any context, people have to be able to speak English.

Because of the dominant role of English, it is accepted by many countries as a language which should be learned by their citizens. Consequently, English has become the language taught in many countries as either second or foreign language at schools. One of these countries, in Turkey, English is taught to students starting from young ages. Even though compulsory education for a student is twelve years, foreign language teaching used to start from fourth grade at schools. However, since 2013, English has been taught starting from the second grade of middle schools. In addition, with the changing of English Language Teaching Program (ELTP), more creative classroom environment and action-oriented activity-based learning have been targeted. Unfortunately, because of deficiencies in the implementation of the curriculum and in the support from Ministry of National Education, this innovation has not reached to expected success in language teaching. Then, in the academic year of 2017/ 2018, a new foreign language teaching system has been adopted. Accordingly, fifth grades of middle schools will be turned into intensive foreign language classrooms (IFL classrooms), but it is not obligatory for all middle schools in the county for the time being, so it is implemented in pilot schools; nevertheless, if middle schools want to open intensive foreign language classrooms, they can, it depends on the decision of the school administration.

In spite of the efforts of the government at the policy level, for an effective language teaching and learning, some factors should be taken into consideration. Learning a language is not to learn only rules and memorize words; learners should be able to speak it as well (Taysi,

2015). But this time, different variables show up. According to Senemoğlu (2004 as cited in Baş, 2013), affective factors such as attitude, motivation, ability, intelligence level, general arousal state of the individual have important effects on the learning process. These factors have power to affect directly or indirectly the language learning process negatively or positively (Özcan, 2019). Anxiety is one of these psychological factors, so a plethora of research have been carried out in this field to investigate anxiety and language learning relationship (e.g. Amiri & Ghonsooly, 2015; Ehrman, 1996; Horwitz, Horwitz &Cope, 1986; Horwitz, 2000; Saito & Samimy, 1996; Şener, 2015; Young, 1991; Gursoy & Korkmaz, 2018; Hu& Wang, 2014; Woodrow, 2006; Zhanibek, 2001). Students mostly believe that speaking a language is the most challenging step which may cause to arousal anxiety during the learning process (Young, 1990). Aydın (2001) states that unfavourable experiences undergone by students may enhance the extent of anxiety they feel. Thus, it is important for teachers to behave students in a non-threatening way when they make a mistake in this learning process. In addition, according to researchers, demographical information such as gender, age, grade, income level and etc. may affect the level of speaking anxiety students feel. However, it may be changeable depending on the context, culture, and region the study conducted.

1.2. Statement of the Problem

Students may get anxious at every part of the language learning process, but speaking is generally accepted as one of the most anxiety-provoking skills in the four skills of language (e.g. Ay, 2010; Daly, 1991; Horwitz et al., 1986; MacIntyre& Gardner, 1991; Price, 1991; Young, 1986). Considering the findings, many researchers believe that anxiety has a negative effect on the speaking performance of learners (e.g. Horwitz et al., 1986; Price, 1991; Young, 1990). Because of this, it has been a very attractive topic to be studied by researchers for many years. Nonetheless, research on speaking anxiety carried out with the participation of

the young learners are very few in the Turkish context and world literature (e.g. Ay, 2010; Aydın, 2013; Aydın, Harputlu, Çelik, Uştuk &Güzel, 2017; Chan & Wu, 2004; Çermik, 2015). It means that the young learners' foreign language speaking anxiety is rarely studied.

In Turkey, one of the most important skills, speaking has been not given enough importance by people since the education system pushes them into being prepared for high school placement exams at the end of the middle school (Gürsoy & Korkmaz, 2018). Even though the speaking anxiety of young adults and adults are investigated many times, young adolescents' anxiety levels are ignored in Turkish literature. This situation causes questions in minds because young learners who are in their critical period for learning a language better than an adult does should be investigated deeply to compensate deficiencies in the system.

In the current study, participants are selected from fifth grade students studying at a state middle school in Turkey. Two types of classrooms are preferred because the main aim is to give an answer to the dilemma about whether the foreign language (FL) classrooms have a positive influence on FL speaking anxiety level of learners or not. Because the recent English Language Teaching (ELT) system with IFL classroom at fifth grade is a very new arrangement, it is not examined in terms of its effect on the speaking anxiety level. This fresh ELT system has a main purpose of teaching how to use a language actively to the students in their daily lives and to get them prepared for the realities of the life, and make them citizens of the world communicating effectively with other societies over the globe (Ministry of National Education [MEB], 2017). Hence, this study aims to investigate how the IFL classrooms accomplish this goal and fill this gap in the literature.

1.3. Purpose of the Study

The current study aims to investigate the foreign language speaking anxiety level of the fifth grade IFL classroom students by comparing them with regular fifth grade students in

a state middle school in Turkey (Vankulu Middle School). It focuses on the difference between the two types of classrooms at fifth grade in terms of anxiety level. In addition, the comparison of their anxiety levels in the first and second term of the academic year is aimed to be examined. Additionally, the study attempts to determine the speaking anxiety-provoking factors and possible ways to eliminate it from the perspectives of students and teachers. Furthermore, students will be compared from the points of their demographical information like age, gender, family income level, English achievement score, and supportive courses.

1.4. Significance of the Study

As Krashen (1982) stated in "Affective Filter Hypothesis", feelings have an important role in the learning process. One of these emotions, anxiety is one of the most affective ones. Accordingly, Al-Saraj (2014) indicates that while learning a language, FL anxiety has a higher possibility to hinder or block language learning. This may come true any part or any skill of language learning. Thus, one of the most affected ones, speaking is the most influenced skill and also the most anxiety-provoking skill according to the findings of many researchers (e.g. Ay, 2010; Daly, 1991; Horwitz et al., 1986; MacIntyre& Gardner, 1991; Price, 1991; Young, 1986).

Until now, a notable amount of studies have been conducted on speaking anxiety, but most of them have selected adult people as participants to be studied with. The young learners' speaking anxiety is very scarcely examined (e.g. Ay, 2010; Aydın, 2013; Aydın, Harputlu, Çelik, Uştuk &Güzel, 2017; Chan & Wu, 2004; Çermik, 2015). Moreover, the students studying at IFL classrooms with the new ELT system have never been investigated in terms of their FL speaking anxiety. Therefore, this study attempts to address this gap and make people have an idea about it. On the other hand, this research contributes to the language educators by giving them an opportunity to see anxiety-provoking factors and their

influences on learners, and to allow them to take precautions. Furthermore, by means of the findings of this study, the success of the fresh ELT system with fifth grade IFL classrooms might be interpreted.

1.5. Limitations of the Study

The present study was carried out with 149 fifth grade students studying at a state middle school, Vankulu middle school in Van, Turkey, and 5 language teachers working at the same school. To increase the validity, the amount of the participants from both teachers and students could have been enhanced without thinking their regions. Thus, the difference between students living in different locations level might be compared in terms of speaking anxiety.

Chapter II

Literature Review

In this chapter, the researcher mentions the anxiety, foreign language anxiety and foreign language speaking anxiety, interchangeably. On the other hand, it is focused how anxiety affects the language learning and language using process in general terms. While doing this, the different kinds of anxiety are examined, and they are handled in terms of their effects on the learning process. And then, it is focused on the speaking anxiety, its potential sources, and how to reduce it. Finally, researches related to the speaking anxiety are presented in three categories to keep studies which have common features together.

2.1. What is Anxiety?

Anxiety is one of the most effective factors during the learning process because it has a lot of effects on the learner, mostly in a negative way. So a great deal of researchers has made quite a lot studies on the topic. Firstly, it is needed to understand what anxiety is.

Many researchers have described the term "anxiety" up to now. Zhanibek (2001) claims that it is too difficult to give a certain definition of anxiety. However, many researchers are defining the term "anxiety". Freud (1936, cited in Zambak, 2016, p. 7), who is the pioneer of the concept of anxiety, defines it as "an unpleasant emotional state arising from a unique combination of phenomenological and physiological qualities". Also, Hall (1955) gives a description for anxiety as following, "Anxiety is a painful emotional experience which is produced by excitations in the internal organs of the body" (p. 44). On the other hand, May (1950) states that anxiety is an answer to "a threat to some value that the individual holds essential to his existence as a personality" (p. 206). To Spielberger, Gorsuch, Lushene, Vagg, and Jacobs (1983) it is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 1). Besides, Scovel

(1978, cited in Amiri& Ghonsooly, 2015, p. 856) calls anxiety as "apprehension, a vague fear that is only associated with an object."

Horwitz, Horwitz, and Cope (1986) claim that anxiety affects people mostly in a bad way, and blocks their learning of new things up to a certain level in lots of area like science, mathematics, language and so on. Also, MacIntyre and Gardner (1989), after they examined Horwitz et al.'s findings, come up with a similar idea and assert that "anxiety leads to deficits in learning and performance" (p. 271). Ehrman (1996) states that anxiety and fear are related to each other, and show up together; as a result, that pushes learners to have negative thoughts that they are going to be unsuccessful somehow during the process of learning. On the other hand, Ehrman (1996) also points out that unlike inhibitory side of it; anxiety sometimes has a facilitating role too for the benefit of the learner.

When the term of anxiety is deeply investigated, it is seen that researchers divide it into sub-categories to understand better and to get clearer findings. They mostly work anxiety through two main groups. The first one contains trait, state, and situational anxiety. The second group includes debilitating and facilitating anxiety.

2.1.1. Trait, state and situational anxiety. Unlike situational anxiety, trait and state anxiety are mostly handled together by considering their linked properties. As the first kind of anxiety, trait anxiety (TA) has several definitions given by different researchers. Dörnyei (2005) asserts that trait anxiety refers to a tendency to worry about the cross-section of conditions. Additionally, Philips (1992) defines TA as a permanent inclination to feel anxious in almost every part of people's lives. In another definition, TA is a constant component of a person's characteristics, so it is a trait of a person. (Erhman, 1996; Brown, 1994) According to Zhanibek (2001), TA belongs to individuals' own, and some of the people usually feel

anxious in many situations; nevertheless, it is not shown clearly in the behaviour, but it can be understood indirectly through the density of person's rising anxiety level in the long run.

In contrast to TA, which is about the characteristics of individuals, state anxiety (SA) is mostly related to the moment people experiencing at that moment. When the literature is reviewed, some similar definitions can be found. As one of them, SA refers to a non-permanent situation experienced at a special point (Woodrow, 2006). To Philips (1992) SA is a kind of anxiety peculiar to a specific condition having by the person, so it is temporary. Dörnyei (2005, p.198) states that SA is "the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation." In a nutshell, SA is an ephemeral anxiety state, particularly on a special occasion.

Eysenck (1992) points out that SA is decided by TA in an interactive way by instantaneous threat and apprehension, so SA has more effects on the personal processing and performance of individuals. However, it is still hard to differentiate trait and state anxiety at experimental degree. According to Spielberger (1971), people who have higher TA are more likely to manifest strongly state anxiety in many situations; in an example, neurotic persons have the bigger possibility to feel uneasy in different situations although there is no any kind of stress source. Throughout the language learning process, SA mostly appears when the speaking performance is expected. To overcome SA in these situations, "self-talk" might be the solution to do it better (Young, 1991).

If the SA of a person is experienced again and again in the same situation every time, it turns into situation-specific anxiety (SSA) because of its repetition (MacIntyre& Gardner, 1989). According to Brown (2001), SSA is the kind of anxiety that an individual feels anxious repeatedly in a certain situation. On the other hand, MacIntyre and Gardner (1991) state that SSA is a version of trait anxiety limited to a certain context in persons' lives. Also, they assert

that it is quite possible to get more understandable information about "anxiety" by SSA studies. When it is handled from the viewpoint of education, "foreign language anxiety" (FLA) is related to Situation-specific anxiety (Horwitz et al., 1986). Thus MacIntyre and Gardner (1991) recommend that it will be more proper to study foreign language anxiety under the title of SSA.

    2.1.2. Facilitating and debilitating anxiety. The other important group puts anxiety into two categories: facilitating (FA) and debilitating (DA) according to the influences of apprehension on learning. Albert and Haber (1960) were the first ones to come up with this distinction. Accordingly, they make a distinction between the two. While FA has a motivating power on individuals when they come across to a new task, DA pushes persons into an escape from new learning or behave faint-heartedly. Eysenck (1979) propose that it is decided as beneficial or harmful by the extent the person feels anxious. Phillips (1992) states that a little anxiety can boost performance, but too much anxiety is harmful to the performer. Gentle concern or stress, matched with enthusiasm for learning the language, inspires learners and makes them eager for studying (Bailey 1983). Sellers (2000) clarify that DA involves unlikeable emotions like fear and apprehension that blocks learning to some extent.

    At the first times, when the term of anxiety is studied, it was thought there were only negative effects of it on individuals. As well, few researchers still have no faith in the helpful side of it. However, Erhman (1996) states that there is a kind of anxiety having an accelerating role while learning, called "Facilitating anxiety". So the researcher explains that "the function of anxiety is to build up just the right amount of arousal to get onto a task and mobilise one's cognitive and affective resources" (Erhman, 1996, p.148). MacIntyre and Gardner (1991) see the FA as helpful anxiety to enhance the learning. Besides, Dörnyei (2005) points out that a certain level of anxiety can really promote the performance of learning. On the other hand, Philips (1992) shed light on the term and infers that when the

stress level of learners is low, they can acquire language faster than in high level anxiety situations.

Amiri and Ghonsooly (2015) suggest that teachers should enlighten learners about the reality of anxiety, it is always there but manageable, and to some extent, it could be seen beneficial unless it exceeds a certain level. The teachers had better recommend some strategies to handle anxiety throughout the learning process. Besides that, Horwitz et al. (1986) express that FA is not so much effective in easier tasks which do not cause anxiety on learners. Zhanibek (2001) specifies that creating a competitive environment in the classroom can create facilitating anxiety at learners, but it should be designed very carefully not to make learners feel excessive anxiety that may lead to DA.

Spielberg (1966) creates a model to explain deeply how anxiety relates to different components during the learning process. Accordingly, the researcher claims different theories about facilitating and debilitating effects of anxiety changing with the features of individuals like intelligence, stage of learning, etc. Regarding this model, it is clear that anxiety can show different influences on learners so that a student with a high IQ level can be affected positively from anxiety, whereas the reverse students may suffer from it.

In his theory, Eysenck (1979) claims that the amount of anxiety has a great importance on the quality of what is done. MacIntyre (1995) explains the FA-DA relationship simply, as shown in Figure 1. Accordingly, when a task is seen easy, anxiety has no harmful effect on the performance to an extent; in contrast, it has more accelerating and increasing effect on the quality of performance done by the person. On the other side, after a climax point of performance, as anxiety increases the speed and quality of learning start to decrease, and it means that the learner begin to perceive the task as more difficult.
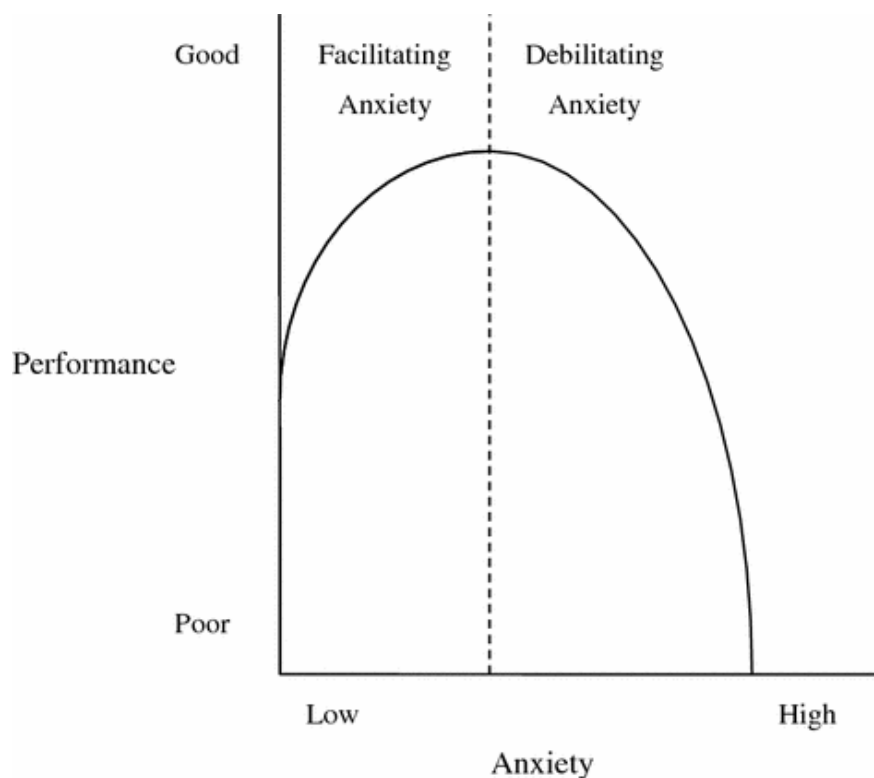
Figure: 1 "Inverted U relation between anxiety and performance" (MacIntyre, 1995, p.92).

2.2. Anxiety and Cognitive Processing

Many researchers claim that cognitive processing and anxiety are correlated with each other. The effects of anxiety on the cognition are mostly about the quality and quantity of efforts given by the learner during learning new patterns. When the anxiety appears, the behaviour and the effort given for it are influenced negatively most of the time (Macintyre, 1995). Eysenck (1979) advocates that anxiety breeds some irrelevant activities that occupy working memory and make it busy unrelatedly from the current task. Thus, this occupation passivates the amount of effort to an extent, which causes ineffectiveness on the performance unless there is a compensatory effort trying to balance anxiety level. This means anxiety have effects on the ability of concentration in a reducing way mostly. Chen and Chang (2009) assert that anxiety absorbs the functions of the working memory so that cognitive capacity are limitedly used while the learning process. Therefore they surveyed with 88 students in a

university to find out influences of anxiety on the working memory. As a result, they figure out that the learners who experience apprehension at a higher level are under severe mental strain in their cognitive skills. Eventually, the anxious students get lower scores because of the cognitive overload. This topic will be mentioned under the next title too.

MacIntyre (1995) clarifies the connection among anxiety, cognition, and behaviour in a simple example. According to him, the relation between the three components is a circular event (Figure 2). When a student is expected to give an answer to a question in the target language in the classroom, he or she may get anxious, and then this anxiety causes to apprehension and deep thoughts. Because the cognitive capacity is hardly used and the concentration is disturbed, performance loses its quality, which leads to negative self-appraisal and seeing his or her opinions and behaviours unimportant; later, this situation damages behaviour, and it goes like that.
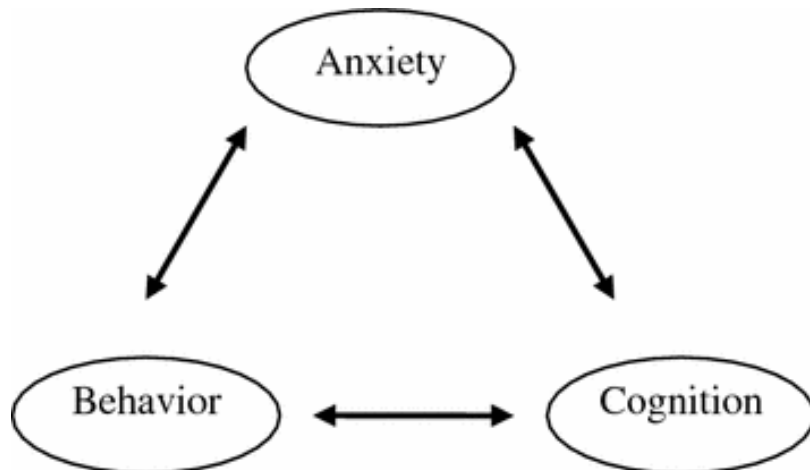
Figure: 2 "Recursive relations among anxiety, cognition and behaviour" (MacIntyre, 1995, p.93)

2.3. Foreign Language Anxiety (FLA)

Krashen (1982) comes up with a new theory called as "Affective Filter Hypothesis" which explains the importance of the feelings in the learning. One of the most prominent ones

is mostly showed as "anxiety" depending on its level while getting and internalizing the new learning. In the educational context of language learning, many students undergo foreign language anxiety while learning a foreign or second language. This is sometimes a big problem for them. Indeed, high accomplishing and bright learners may expose to the hindering impacts of FLA when they should perform in a foreign language (FL) (MacIntyre, 1999). As the pioneers of the "Foreign Language Anxiety" concept, Horwitz et al. (1986) describe FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). According to them, classes which are taught languages are more likely to make students feel worried rather than other classes.

While learning a language, FLA may contain some particular emotions or attitudes which accelerate the internalisation of language, yet it has a higher possibility to hinder or block proper language learning (Al-Saraj, 2014). So Horwitz et al. (1986) and MacIntyre and Gardner (1991) suggest that language anxiety should be researched under the title of Situation-specific anxiety. However, researchers experience some difficulties to show the real role of anxiety in language learning (MacIntyre, 1995). The manner by which individuals learn languages is, to a great extent, undetectable, occurring inside the brain of a language student, where scientists cannot pursue (Hilleson, 1996). According to Young (1991), language anxiety is very complicated and multifaceted phenomenon because it involves many features of the individual like the social culture they come from, characteristics, classroom environment and previous learning of language. That is why it is not to be assessed easily. Trylon (1987) agrees with this judgement, FLA is a complex mental develop, hard to characterise decisively, maybe because of the many-sided progression of mediating factors. Also, this might be just because language learning includes many cognitive activities

depending on encoding, storage, and retrieval processes, which make complicated to understand absolutely what the exact effect of anxiety on these processing is.

MacIntyre and Gardner (1994) argue that foreign language anxiety may get increased every step of learning as followings: input, processing, and output. At the first stage, apprehension arises when learners see a new pattern of target language like a new word or a new phrase for them. So they might feel an obligation to repeat new patterns, again and again, to tolerate the effects of anxiety if they have enough motivation. To cope with this anxiety, it may be needed a repetitive encounter with the new items, too (Tobias, 1986). At the second step, processing of the input, learners try to store the new knowledge and understand it to recall afterwards when they need it (Onwuegbuzie & Bailey & Daley, 2000). When anxiety appears in this process, the understanding and learning of the second language can be damaged by either the learner's experience or the similar elements of the mother tongue, unless the meaning of the new elements is recognised. As the last stage, the output phase, individual retrieves the knowledge and generates the language pattern as verbal or written messages. If the learners get anxious at this stage, they have issues with retrieving the language materials for giving an answer, forming sentences, and remembering vocabulary so on (Tobias, 1979). Problems at this stage push students into having many difficulties during learning and producing language. McKeachie (1984) finds about anxiety on taking a test that the more anxious students have relatively lower scores in short answer and even in multiple choice tests because they have trouble with retrieving the information, they learn before, from their storage even if they have some clues in the exams with multiple choice items.

2.3.1. Effects of foreign language anxiety on the learner. When the clinical consequences of the feeling anxious in language learning are examined, it can be said that they are very similar to the experiences of any kind of specific anxiety, in terms of psychophysiological symptoms. May (1996) clarifies the process of getting anxious like that

at the point when a creature is exposed to risk, certain substantial changes happen which set up the life form for battling or escaping from the threat. However, these changes are not intentionally done, but automatically by the nervous system, which cannot be controlled directly. After that, learners feel apprehension, worry, fear; and they hardly focus, forget what they know, sweat easily; have absence in classes or being late for homework tasks (Horwitz et al., 1986). Hu and Wang (2014) handle the signs of language anxiety in three groups involving "general avoidance," "physical actions," and "physical symptoms." For an example of physical symptoms, learners may complain about headache, tight muscles, or feeling pain without any reason. For general avoidance, students may forget how to answer a question, join late a lesson, avoid communicating orally, and be laxness. In other words, the anxiety impacts foreign language performance of lots of learners (Saito, 1996). Besides, Cohen (1989) put the consequences of anxiety into two categories through sentimental responses and physical responses. Accordingly, sentimental responses involve blameworthiness, fear, rage, paranoia, and offence; while physical responses are composed of flushing, shaking hands, arrhythmic heartbeats, pain in any part of the body, even heart attack.

Furthermore, foreign language anxiety has other consequences. Chastain (1975) expresses that students feel nervous and panic even before arriving at school, so they most probably become failed in the lesson because of their specific apprehension. The researcher carries out his research in the field of three languages German, Spanish, and French; and finds a negative correlation between French learners' achievement in the language and anxiety. In contrast, he finds a positive relation between the other two languages and anxiety, which means there is also found an undeniable facilitating effect of anxiety in that study. So the three correlations are not consistent with each other. From a different point of view, Beeman, Martin, and Meyers (1972 as cited in Scovel, 1978) shed light on facilitating and debilitating effect of foreign language anxiety by revealing that while anxiety facilitates and accelerates

the learning of students at advanced stages, it slows down the process at earlier stages of learning.

2.3.2. The components of FLA. According to Horwitz et al. (1986), the FLA involves three main pieces: communication apprehension, test anxiety, and fear of negative evaluation. To understand the foreign language anxiety, all of the three components are needed to be comprehended very well because language learning is an inter-personal process.

2.3.2.1. Communication apprehension (CA). Communication apprehension is described by Horwitz et al. (1986) as a kind of timidity during speaking with individuals. According to them, since speaking is a skill happened among people, CA is an important component of FLA. McCroskey (1977) states that if an individual experience CA at a higher level, he or she is more likely to draw back themselves from making speech in a social environment. They usually prefer less taking part in conversations than others, but this does not mean "never". McCroskey, Daly, and Sorensen (1976) advocate that CA is the situation which persons try to escape from a potential conversation even if they have to change their location. If they cannot successfully avoid from it, they will expose to the feeling of anxiety. Daly (1991) proposes that CA may be also sourced by one's characteristic features from the birth. Accordingly, these kinds of people may be very shy, and they experience the apprehension in every situation, including any type of social conversation. Beatty (1987) figures out that CA is a remarkable factor determining the possibility of person's escaping from communication. People with high CA are more likely to choose options which do not need any spoken communication competence.

2.3.2.2. Test anxiety. In language classrooms, most of the students generally suffer from test anxiety. Horwitz et al. (1986) define it as the fear learners feel about the possibility of being unsuccessful in language performance assessments. These kinds of students believe

in perfectionism while taking tests, so they push themselves to do best without any mistake every time, which makes them test-anxious. Thus, students suffering from test anxiety mostly get marks under their capacity even if they are the most hardworking ones in the class. Furthermore, their anxiety increases if they are unfamiliar to test formats and types (Young, 1991). Especially, oral examinations make learners very anxious. Correspondingly, they do not regard oral performance examinations as a guide for them to practice language as much as possible, unlike it; they see these tests as something frightening (Tsiplakides & Keramida, 2009). Nevertheless, test anxiety is peculiar to only test situations.

   2.3.2.3. Fear of negative evaluation (FNE). According to Horwitz et al. 1986, this kind of fear makes individuals think so much about what other people say or consider about their words, sayings, or behaviours. This situation cause anxious people avoid from both natural and planned social interactions. FNE is similar to test anxiety, but the first one has much more possibility to arise since it may be experienced at any social moment. FNE arises when a learner overthinks about negative evaluations of his/ her friends or instructors about him/ her (MacIntyre & Gardner, 1991). Horwitz et al. (1986) state that students get FNE because of their peers, and the only one person speaking fluently in the classroom, the teacher. Therefore, Gregersen and Horwitz (2002) express that people who care about others' opinions have a tendency to live through trying to decrease unlikeable evaluations. They do not want to make any mistake because making mistake is not forgivable, and a reason for negative comments of others, moreover, they do not see mistakes as a step on the way of learning (Tsiplakides& Keramida, 2009). That is why they do not want to start a new conversation with people and prefer sitting silently in the classroom (Dalkılıç, 2001; Ely, 1986). On the other hand, Gursoy and Korkmaz (2018) figure out in their study that FNE of learners are positively correlated with the lack of confidence, the fear of interaction, and the fear caused by language proficiency; in contrast, it is negatively correlated with proficiency

level. It means that as the level of proficiency students have increases the amount of FNE decreases. Aydın (2008) examines the relationship between FNE and foreign language anxiety and reaches some results like that linguistic mistakes made by students affect their confidence, and trigger them about what others consider about him /her, and this makes them anxious during learning process.

2.4. FLA Sourced By Different Skills

In the literature, FLA is handled in terms of every kind of skills of languages: receptive and productive skills. It means that anxiety is not specific to only one skill, and it can arise at every part of a language. Moreover, it can be changeable from learner to learner how they feel at the different skill of language.

Up to now, great deals of study have been done by lots of researchers to find out how anxiety affects learners at different skills of the language. In terms of four main skills, many researchers investigate foreign language reading anxiety (e.g. Garza & Horwitz, 1999; Ghonsooly & Elahi 2010; Sellers, 2000; Shi & Liu, 2006; Zhao, Guo & Dynia, 2013; Zin, 2010). Besides, many investigators have interested in figuring out the effects of apprehension on learners from the point of listening skill (e.g. Bekleyen, 2009; Rubin, 1994; Vogely, 1998; Zhank, 2013). As well, possible effects of anxiety on writing skills have been intensely worked (e.g. Cheng, 2002; 2004; Daud, Daud & Kassim, 2016; Vogely, 1999) and one of the most anxiety-provoking skill, speaking has been commonly investigated by researchers (e.g. Balemir, 2009; Çagatay, 2015, Gursoy & Korkmaz, 2018; Mahmoodzadeh, 2012; Ozturk & Gurbuz, 2013; Suleimanova, 2013; Young, 1990; Woodrow, 2006). When it is looked at the literature, it can be seen the predominant place of several skills about anxiety. Even though many researchers focus on only one skill while carrying out their studies, some agree that FLA should be handled as a whole with four skills (Hilleson, 1996; Young, 1990).

Nevertheless, Horwitz et al. (1986), Young (1986), Daly (1991), MacIntyre and Garder (1991), and Price (1991) stress that speaking is a far more anxiety-causing skill in all of them. Besides, in the interview with FL specialists administered by Young (1992), some pioneers, Krashen, Terrel, and Omaggio Hadley explain their agreement with Horwitz et al. (1986). Also, in many researches in the literature, learners state that speaking in the target language is the most anxiety-producing skill (Ay, 2010). In this study, speaking anxiety will be focused among the four skills.

2.5. Foreign Language Speaking Anxiety (FLSA)

Getting a language requires utilising it to convey, yet attempting to express thoughts in the new language can be portrayed as mentally agitating (Guiora, 1983). According to Shumin (2002), speaking is one of the hardest skills to be an expert on it. That is why FLSA is one of the most problematic ones language learners have to deal with during their FL development. The vast majority of researchers accept its existence after results of great deals of studies until today. Correspondingly, Horwitz et al. (1986) bring forward that in the centre of the language anxiety, there are two fundamental skills in which students feel more anxious than they do in other skills: listening and speaking. Sparks and Ganschow (1991) show that troubles in talking and listening aptitudes and weak memory for language may add to the nervousness that learners feel in FL classes. In different contexts of the world, there are a lot of students trying to learn a new language. To their changeable contexts, most of them suffer from lack of exposure to the target language they learn. These students do not have much access or opportunity to talk/utilise the foreign language. When getting utilising the target language, they mostly become (un)intentionally edgy or anxious, which generally adversely influences their learning results (Liu, 2006).

McCroskey (1977) defines FLSA as a person's dimension of dread or tension related with either genuine or foreseen communication with someone else or people. According to the researcher, people who experience this situation pull back from and try to maintain a strategic distance from possible conversations. Especially, characteristics of persons have a great role in their anxiety level and being timid or not. Based on from here, withdrawn individuals will in general incline to be more silent and less ready to get in touch with others. In contrast to highly anxious and timid individuals; people with low anxiety demonstrate the opposite tendency (Burgoon, 1976).

2.5.1. What causes FLSA? During the research history of education, until now, a plethora researches have been carried out about language learning and anxiety; however, some of them claim no relation between anxiety and learning while the others figure out a significant correlation between the two. Therefore, it is clear that there are several points, which make the results of researches different from each other, to be taken into consideration such as classroom environment, anxiety descriptions, and methods of survey, language ability, and demographic information of the participants. Mostly, the main reason for the arousal of apprehension is abnormal forming of classrooms; it means the classrooms are not natural enough (Young, 1991). The anxiety students feel while speaking is debilitating kind of it (Melouah, 2013). So as to succeed in language, speaking anxiety is needed to be controlled (Chaokongjakra, 2013 as cited in Tercan& Dikilitaş, 2015).

Young (1990) points out that "The fear of speaking in a foreign language may be related to a variety of complex psychological constructs such as communication apprehension, self-esteem, and social anxiety." (p.540). Pica (1987) states that students may get anxious because of the feeling of inferiority caused by different social status between students and teachers. Besides, Liu, (2006); Price, (1991); Woodrow, (2006); Wörde, (2003) reveal that one of the most often causes of nervousness which is specified by learners is

speaking in the FL before mates. They get apprehensive for that they would be giggled at or they would be made fun of when communicating in another tongue. As noted in Aida (1994)'s and McCoy (1979)'s studies, lots of the participants say that they suffer from worry and dread of humiliation because of making mistakes before other students. Gregersen and Horwitz (2002) claim in their study about "perfectionism" that students believe that making a mistake has enough power to change classmates' and teacher's positive feelings about the student who does wrong. Moreover, Kitano (2001) infers that learners' nervousness levels are significantly and strongly corresponded with their dread of negative evaluation and diminished view of their capacity in the foreign language. According to learners, when it comes to giving an answer to a memorized pattern or conveying words arranged previously, they do not get anxious; however, speaking spontaneously is a trigger for them to get frozen (Horwitz et al., 1986; Mak, 2011; Öztürk& Gürbüz, 2014; Palacios, 1998). Hashemi and Abbasi (2013) claim that tasks like making a speech or presentation in front of other classmates make the classroom atmosphere more formal and threatening for students. Hence, learners are more likely to feel tense in formal atmospheres like that.

Öztürk and Gürbüz (2014) present the anxiety sources in three categories as following: educational, individual, and environmental. According to this categorisation, the vast majority of anxiety sources are stemmed from individual reasons. For example many students clarify that they have difficulty to learn a new language unfamiliar to them, and they complain about not knowing how to say their thoughts. On the other hand, McCoy (1979) asks both students and teacher for what exactly makes learners anxious about language learning, and then suggests a list of common anxiety increasing factors highlighted by the two groups. Accordingly, students have trouble and difficulty with the articulation of unfamiliar words and sounds, and grasping the gist of the sayings of other people; later, giving a reply to it in a different language. Besides, learners mostly complain about forgetting what they know about

grammar rules of language, even though they know very well, when they are expected an oral production which necessitates both remembering rules and ordering them properly (Horwitz et al., 1986). Further, they are afraid of coming across unfamiliar words while speaking (Bailey, 1983). In other words, students with high speaking apprehension point out their problems with recognising the pronunciation of words coming to their ears (Horwitz et al., 1986; Debreli &Demirkan, 2015). So they do not get the gist of the main message in speech. Undoubtedly, this situation relates to the "Affective Filter Hypothesis" put forward by Krashen (1982). When affective factors like uneasiness increase, this situation makes the individual unwelcoming to language input; consequently, the student neglects to "take in" the accessible target language messages and language developing does not advance (Krashen, 1982).

According to students, they get nervous when they come across traditional teaching techniques such as repetition and drills; and have to speak like a parrot (e.g., Audio Lingual Method) (Hashemi& Abbasi, 2013). Additionally, students get anxious when they have to take "fail/pass" exam in a traditional way (Tercan& Dikilitaş, 2015). As another example situation of traditional teaching, students do not like being compared with their mates, which makes them anxious while trying to participate in the class (Bailey, 1983). Thus, in order to create a student-centred classroom which provides a more peaceful and less stressful atmosphere for learners, Suggestopedia and Community language learning approaches are put forward because researchers try to create a less anxiety-provoking environment for students. They are more humanistic approaches than traditional ones. In these teaching approaches, it is aimed to make students feel relaxed and safe (Young, 1991).

Al-Saraj (2013) investigates the reasons for the anxiety of female students through a case study in a private university in Jiddah, Saudi Arabia. This type of university consists of only female learners. By collecting both quantitative and qualitative data via singular and

group interviews, questionnaires, and observations, she aims to find out possible prompts of language anxiety for students. Students are chosen from Level 1 and Level 3 classes. Level 1 students are newer in the college than Level 3 students. At the end of the study, the researcher studies out that most of the female learners specify different reasons for their being-anxious status. Also she states that some students have a tendency to feel anxious, while others are ready to challenge with the anxiety and try to control it by accepting its existence. On the other hand, since they are in a new setting with different methods, atmosphere, and challenges Level 1 students are found more anxious than the other group. According to the findings explained by students forming the two groups, teachers are very effective on their anxiety. Especially, the way of behaving to students affects female learners too much; for example, giving unclear instructions, discriminating between students on purpose, and showing exaggerated behaviours while students are speaking. Also, Hu and Wang (2014) propose the same situation about students' anxiety provoked by teachers' attitudes. In the end, the researcher, Al-Saraj (2013) points out that at the first stages of language learning, students might be trying to cope with some important changes in their lives like school changes for example from elementary school to middle school, or primary school to high school etc. These changes may have an effect on learners.

From the point of views of some researchers, the socio-economic status of learners may have a remarkable effect on students' anxiety. Doğan and Tuncer (2016), and Gayton (2010) find that students with low family income level are more speaking-anxious than middle and high economic families. Ausubel (1968) support this idea in terms of academic achievement. Accordingly, he states that students coming from mid-class families are more eager to do their best in the classroom because low-class families do not support their children enough to make them motivated. In contrast, Çimen (2011) claims no relationship between anxiety and income level.

2.5.2. How to reduce anxiety in the classroom? Generally, teachers have two choices when managing on learners with high anxiety: 1) they can enable them to figure out how to adapt to the current anxiety-provoking circumstance; or 2) they can make the learning setting more stress-free (Horwitz et al., 1986). To Young (1991), the environment in language teaching is one of the most important issues, because students need to be relaxed and comfortable to learn a new language healthily. So it must be learner-centred classrooms with a low anxiety atmosphere. Wörde (2003) carries out a study about the perspectives of students on their foreign language anxiety. In the end, the researcher presents some recommendations to decrease the apprehension students feel in the classroom. Correspondingly, the supportive and creative classroom environment is very important for students to feel relaxed because that is the way making them confront their fears. For teachers, it is important to correct students' errors in a safe way by showing students that their ideas, suggestions, and attendance are seen valuable by the teacher (Hashemi& Abbasi, 2013). On the other hand, they need to make use of the promoter side of group works so that students can get stronger with their friends. Also, students should be enlightened about the tasks by instructions; and these instructions had better be given written to be understood more clearly by learners (Tanveer, 2007).

Saito (1996) figures out that language learners who have a higher level of anxiety are less likely to take risks to use new patterns of language during a performance, so they need to be provided with a secure environment to take heart to get new risks. The researcher proposes a suggestion for language teachers like that they had better be awake about the debilitating effect of anxiety in the classroom so that they can follow some strategies, for example, it will be very useful to discuss with learners, especially beginner ones, how to study a language efficiently. Hu and Wang (2014) suggest teachers to be sincere and polite against students not to make them feel nervous and scared. It is important to be in a friendly manner and praise them when the time comes. Chastain (1975) also believes that teachers should let students be

creative, and they should do whatever they can to support and relax these students. Also, they should be understanding during the lesson to make them feel more relaxed about that making a mistake is a normal way of learning a language, and that all of the students have feelings like anxiety, but the important point is to find a way to cope with it (Dalkılıç, 2001). On the other side Horwitz et al. (1986) recommend educators initially to recognise the presence of foreign language anxiety because it may be a reason for students to fail in the lesson irrelevantly from previous learning or inadequate capacity. After watching students closely and identifying the anxiety-provoking sources of these types of students, teachers may make use of relaxation techniques or lead learners to special support outside the school provided by professionals.

According to some studies, it is suggested that intensive language programs may be effective on the language anxiety level of students. Gardner, Smythe and Brunet (1977) investigate students' some emotions like anxiety and motivation, and success in the FL before and after the 5 weeks language course program. The findings indicated that the anxiety level of students reduced after the program. In a similar study, Gardner, Smythe and Clement (1979) found the same result for five or six weeks intensive program. So, speaking anxiety level of French learners decreased remarkably after that intense program. Also, Baker and MacIntyre (2000) supported these results. On the other hand, in their study, Tanaka and Ellis (2003) stated that after fifteen weeks of intensive language exposure, students felt statistically more self-confident compared to their first situation. It can be concluded that intensive programs are beneficial for the anxiety students feel.

On the other hand, Tüm and Kunt (2013) do research with the participation of student teachers in a university. Correspondingly, at the end of the study, some advice is given by authors to the pre-service teachers. According to them, it is important for future teachers to be alerted about that it is very normal to feel anxious in some contexts that they need to speak in

the target language. Also, with the consulting of teacher trainers, pre-service teachers had better set targets for language development of them, and every step they reached should be a reason to take pride and to look at further aims. Besides, Gürsoy and Korkmaz (2018) suggest that so as to cope with the speaking anxiety, prospective teachers should be given opportunities to express their emotions and opinions.

Tsiplakides and Keramida (2009) discuss the topic of speaking anxiety sources to give some suggestions to teachers of English. The study involves fifteen young participants 13-14 years old and studying at third grade of a middle school in Greece. Through qualitative data, six of the students are found speaking-anxious. Main reasons for their anxiety are factors such as negative evaluation and underestimating their own ability comparing to classmates. The researchers make some recommendations to decrease students' speaking anxiety. Accordingly, teachers can give project works to students to make them take more active role during the learning process; besides, the classroom atmosphere should be created as comfortable as students feel free. It needs several points to be mentioned. Firstly, the relationship between students and teachers should be in a helpful way, which does not include offending behaviours, especially about errors done by learners. Error-correction should be non-threatening and indirectly; and scaffolding is provided when they need. Lastly, instead of praising with good words; nodding (head movement) should be employed not to make other students discouraged. Except these suggestions, Melouah (2013) gives similar pieces of advice to teachers. So, the circle classroom order would be more helpful for students to make them see each other, which makes them allowed to join debates.

2.6. Research on FLA and Speaking Anxiety

FLSA has been studied many times until today. From the first studies to the last ones, researchers have gotten different findings in terms of varied variables because of separate

properties of participants like region, culture, age, language level, social status and so on. Accordingly, from the next paragraph, academic studies carried out in the world literature, and Turkish context will be mentioned respectively. Later, the researches carried out with young learners will be presented under a different subtitle.

2.6.1. Research in the world literature. When Horwitz et al. (1986) come up with their Foreign Language Classroom Anxiety theory, they need to make sure to what extent it is true; thus, they test the hypothesis with 75 participants learning the Spanish language from an American state university. Correspondingly, they figure out that there are many students experiencing language anxiety. One of the most important points for this research is that learners' language anxiety is correlated negatively with their speaking performance. It means that highly anxious students get apprehensive and worried easily when it comes to speaking. Also, their achievement is affected negatively by their anxiety (Horwitz, 1986; 1991).

Aida (1994) does an investigation to reveal the connection mostly appears in Japanese learning and apprehension. In this research, therefore, the researcher makes use of Horwitz et al.'s (1986) theory about anxiety. Accordingly, the author aims to figure out the effects of anxiety on Japanese learners in terms of various factors like the difference between both genders and course grades, impacts of it on learning the language from the points of view of 96 college students. In the end, Aida finds that there are several significant differences. So, the paper demonstrates that there are significant distinctions among students in terms of language achievement and performance. The more worried students are incline to get lower marks than others. In contrast, it is not found any significant effect to differ the two genders and anxiety (Çubukçu, 2008; Luo, 2014), although they are separated significantly from each other in the way of course grades.

Liu and Jackson (2008) study on the anxiety levels of undergraduate students of non-English departments of a university in China. This research where 547 participants took places expects to look at uneasiness in undergrad non-English majors in oral English study halls at various capability levels. Liu and Jackson investigate the differences among different proficiency levels to find out whether it causes any changes in the level of apprehension which students experience, too. Unfortunately, because of the inefficient number of female participants, anxiety level differences between the two genders were not able to be diagnosed. In the end, the researcher reaches at these outcomes: (1) plenty of students feel uneasy while trying to communicate in English at the time of spoken communication lessons; (2) in terms of proficiency level, the less proficient ones are more likely to feel anxiety at a higher level; (3) the students feel the most worried when they react to the educator or are selected to communicate in English in the classroom, and they feel nervous at minimum level during working with a classmate; (4) and lastly, after more and more exposure to spoken language, students are started to be seen decreasingly less nervous when they need to use English.

In another research carried out by Kitano (2001), it is investigated how fear of negative evaluation and learners' perception of speaking ability (two important anxiety-provoking factors) impact the learning foreign language and using it properly. Kitano did the research with 212 learners of Japanese to find out how they are affected by anxiety. Consequently, the study finds out that anxiety and negative evaluation and self-perception of them for speaking capacity are related to each other. According to the findings, learners at advanced levels are affected by fear of negative evaluation more strongly than learners at lower levels of language.

With Chinese EFL learners, Tianjian (2010) investigates the speaking anxiety in terms of different variables involving trait anxiety, achievement, classroom socialness, unwillingness to communicate, and self-efficacy etc. The findings show that more than half of

the learners express themselves as feeling speaking anxiety at a moderate or high level, but the overall anxiety is found at a moderate level. Between the two genders, no any difference can be found; but proficiency level and the speaking anxiety are correlated negatively. Additionally, the researcher investigates speaking anxiety and language achievement in terms of any correlation. Accordingly, she finds that the two are negatively correlated and have a mutual relationship.

Abrar, Mukminin, Habibi, Asyrafi, and Makmur (2018) carry out a study with 600 pre-service teachers to learn about their speaking experiences in an Indian university. The research has a mixed-method research design with a questionnaire and an interview. Researchers find that future teachers live many kinds of difficulties about speaking. While some of them are about linguistic problems, and learning environment; others are including psychological factors like attitude, anxiety, and motivation. So, prospective teachers are mostly afraid of not to be understood by others, coming across with rude way of error correction by his/her peers, and being misunderstood by the audience. Similar to this research, Dalkılıç (2001) investigates the speaking anxiety of ELT freshmen in a state university. As much as findings suggest, female students are found more worried than males during spoken communication, and their anxiety levels decrease as their marks of speaking course increase.

In regard to the relationship between anxiety and examination achievement, Amiri and Ghonsooly (2015) did research with 258 freshmen in a university, Iran. The obtained results reveal that students' examination success and anxiety level are negatively correlated (Aida, 1994; Horwitz, 1986). Especially, the components of FLA affect students' achievement in a decreasing way. Besides, the researchers find females more anxious (Çağatay, 2015; Gerencheal, 2016; Huang, 2004; Park& French, 2013).

2.6.2. Research in the Turkish context. On the other hand, in the Turkish context, there are some researches investigating speaking anxiety in terms of different aspects. Studies on the feeling of speaking anxiety have been conducted in different contexts by researchers. One of these contexts is the university environment. Tüm and Kunt (2013) investigated the pre-service teachers' apprehension against speaking skill with attendance of 131 pre-service teachers in a state university. The main aim was to find out to what extent they get anxious and what its sources are in pre-service teachers' opinion. Therefore, the motivation behind this examination is to research non-native prospective educators' sentiments of uneasiness while communicating in English. On this way, a questionnaire followed by an interview was implemented to the participants. Consequently, the participants were found apprehensive to some extent, and they explained clearly that the feeling of apprehension affects productivity in a foreign language, mostly, negatively. Furthermore, the researchers put the reasons for anxiety into two categories according to answers gotten from prospective teachers: utilisation of language rules and implementing speaking abilities.

Tercan and Dikilitaş (2015) study the speaking anxiety-provoking factors from the point of views of 159 EFL students in preparatory classes of a private university. Different variables are taken into consideration to detect the amount of anxiety experienced by learners. These are proficiency level, the way of beginning of the language learning, and two genders including male and female. Additionally, it is investigated how these variables relate to various kinds of anxiety like speech, preparation, asking and responding, test, debate, speaking to people, error correction. Thus, the researchers reveal that anxiety levels are found to be different in terms of speech mode and context. To explain, learners feel less apprehension in non-threatening situations they speak. Just like in Liu (2006)'s results, Tercan and Dikilitaş find that students become more withdrawn when it necessitates speaking before their peers and also a teacher. The researchers relate this high anxiety degree to the

Turkish educational system, which mainly centred by conventional teaching and assessment methods that rarely cares about students' needs. Hence, both teaching and testing ways of this system make students worried about the matter of if they become successful or unsuccessful in the end. Also this study reveals that female students are more anxious than male students.

To question the relationship between the proficiency level and speaking anxiety levels of university students, Balemir (2009) conduct a study in a state university with students from different departments. He aims also finding out the potential anxiety sources, so the researcher designs his study as mixed-method research. The findings reveal that students have a moderate level of anxiety; the proficiency level does not affect the speaking anxiety level. Also the results suggest that fear of negative evaluation, characteristic features, assessment methods, and linguistic issues are some of the speaking anxiety sources.

So as to find out speaking barriers for language learners, Tok (2009) does research with 139 students in a state college in Turkey. Undergraduates participate in the quantitative data collection process. They fill a scale with 66 five-point items. According to findings, reluctance and anxiety are the leading factors making learners keep themselves away from even trying to speak the language. Apart from this, the researcher finds out that anxiety and language proficiency of students are negatively correlated with each other.

Şener (2015) conducts a study with 77 Turkish students in their first years in a university, with the aim of investigating the relation of anxiety to several factors like gender, age, and achievement. Through quantitative research, the study reveals that first-year students feel a remarkable amount of anxiety. The researcher accuses of the Turkish education system due to their attitude neglecting important skills, listening and speaking. On the other hand, she finds that female students are more anxious than males while age does not have any effect on

speaking anxiety level. With regard to success and anxiety, she found a negative correlation between them.

Gursoy and Korkmaz (2018) investigate the speaking anxiety level of prospective teachers of a state university in Turkey. The main aim of the study is to find out if there is any difference between freshmen and seniors in terms of the speaking anxiety level. Besides, different demographical information are asked from students and employed as comparison criterion. In the end, findings shed light on speaking anxiety from different points. The overall anxiety level is the first concern they dealt with. It is found at a moderate level. In addition, they find several significant differences that freshmen students are more anxious than seniors. This is interpreted like that seniors have much more practice and exposure time to the speaking skill than freshmen do. The female prospective teachers feel more nervous than the males; the students graduated from Anatolian high schools get anxious more easily than the others graduated from Anatolian teacher training high schools. They examine the relationship between speaking anxiety and proficiency feel. After analysing it via Spearman's rank correlation, they find a negative correlation between the two., the study reveals the possible speaking anxiety-provoking factors with the help of both the scale and semi-structured interview. Accordingly, the prospective teachers are afraid of making mistakes related to grammar, syntax, and pronunciation while speaking, and they complain about the lack of practice because of the education system. Moreover, they are found to be distressed because of negative evaluation by others, especially their peers.

In Debreli and Demirkan's (2015) study on anxiety and language proficiency level and gender, the participants ranged from 18 to 33 are from a Preparatory School of a university in Cyprus, means that they are Turkish. After quantitative and qualitative data analysed, the researchers state that students are found non-anxious at all; there is no significant difference between gender and the amount of anxiety. However, some of the students with better

proficiency level are figured out more anxious than others with lower levels of proficiency. As similarly, another study carried out in the Turkish context with the participation of 383 English Preparatory school students by Öztürk and Gürbüz (2014) aims to find out the level and important reasons for the anxiety. The participants are between 17 and 22 ages from different majors. In the findings of the study designed as mixed-method research, whereas students feel anxiety at a low degree, the majority of them regard speaking as an anxiety-producing skill.

In order to see the relation of anxiety to speaking skill, Taysi (2015) carried out a study with 115 English preparatory class students in a state university. Taysi examined the speaking anxiety by caring several features of the learners participated like their ages, genders, and general anxiety levels. Also, it was questioned by means of open-ended items the possible factors causing speaking anxiety from the point of views of students. As a result, it was found that students had an average speaking anxiety level, neither high nor low. When looked at the differences between the two genders, any significant difference was not found in terms of their levels. Moreover, the findings of the study showed no difference between the ages of participants. With open-ended items, Taysi reached some common factors provoking speaking anxiety. Mostly, students specified that their anxiety was triggered by a deficiency in vocabulary, the dread of making a mistake in pronunciation of words and following grammatical rules.

2.6.3. Research carried out with the participation of young learners. The researches which are carried out with young learners are very few in the literature. Since this study will be conducted with young learners, the literature is also reviewed in terms of this point. Chan and Wu (2004) carried out a study with 601 students from the fifth grade of a primary school in Taiwan. According to the outcomes obtained from both quantitative and qualitative data young learners are found prone to feel anxious. So their foreign language

anxiety level is at an average level. Besides, an inverse correlation is found between FLA and language success. Further, the researchers figure out some anxiety sources as follows: low proficiency, FNE, nervous character, pressure form environment, unclear input, and conversation with natives.

Aydin (2013) conducted a study with young learners from 9 to 14 years old. The participants were from 4th to 8th grade 477 students. The researcher investigated students' test anxiety within FLA in terms of various variables. The results indicated that they have low-level anxiety; gender is not found a significant predictor for test anxiety. Besides, younger students are more relaxed about taking a test if they are informed about the test in advance, but older students feel depressed about tests. Similarly, the grade is also a good predictor of anxiety like age. The higher grades are more likely to feel anxious about tests. It means that their performance while taking a test is depended on their anxiety level. Further, students' achievements in tests are correlated negatively with anxiety, but more successful students are more conscious of anxiety sources. On the other hand, the researcher examined also anxiety level of participants from the point of income levels of families. Accordingly, the level of anxiety and families' economic status were not found correlated significantly; nevertheless the researcher stated that participants from families with high income level were detected more nervous compared to students from lower level families.

So as to examine the relation of anxiety to four skills and the amount of instruction given to students, Ay (2010) investigates a study with the participation of 160 Turkish adolescents aged from 11 to 13, studying at a state primary school. Participants are ranged from fifth grades to seventh grades. As a result, Ay finds that even if they are very young, children at the ages of first years of adolescence have a remarkable amount of language anxiety. Although various skills show significant differences among the three grades, any significant difference is not found in terms of grammatical issues between classes. With

respect to speaking skill, seventh grade students are found the most speaking-anxious one comparing to the other two classes. Most of the students point out that when they have to speak unpreparedly, they get anxious unintentionally. On the other hand, the researcher states that fifth grade students experience the least anxiety because of laughing and negative evaluation of classmates.

Çermik (2015) investigates the anxiety issue of 8th grade students of a middle school in Turkey. The aim is to figure out any significant difference between males and females, and the possible causes of anxiety appeared during the speaking activities, and its effects on the speaking activities, and how to cope with it. Consequently, participants feel anxiety at a moderate level; no significant difference is found between females and males, but students' test anxiety level is found higher than speaking anxiety. But, Aydın, Harputlu, Çelik, Uştuk, and Güzel (2017) find females more apprehensive than males. Their ages are between 7 and 12 years. On the other hand, they find that anxiety has a negative effect on the young learners' speaking skill, especially because of the FNE, and communication apprehension.

Mestan (2017) carries out a study with the participations of students from different grades: 6th, and 8th in different two middle schools; 10th, and 12th in a high school. The main aim of the researcher is to investigate their speaking anxiety in terms of their demographical information like gender, age, and grade. Additionally, it is intended to figure out students' attitudes towards speaking anxiety, and their strategies to cope with it. Both quantitative and qualitative data were collected to investigate it deeply. So according to results, male students are found more anxious than female students; there is no any significant difference between grades; students are afraid of making mistake while speaking, which causes anxiety in them. Also, students have suggestions about the ways for overcoming anxiety, but they do not use them mostly.

2.7. Research Questions

This study aims to find answers to the following research questions:

1. What is the overall level of foreign language speaking anxiety of 5th grade students?

2. What is the relationship between students' demographic information and speaking anxiety?

   a. Does each of the factors such as gender, year-end English achievement score taken the previous year, supportive language course, age, and income level of the family make a significant difference in language speaking anxiety?

3. Is there a significant difference in terms of speaking anxiety between the students in the intensive foreign language classes and the students in the regular fifth grade classes?

4. When considering a school year, is there a significant decrease or increase in the speaking anxiety levels from the beginning to the end of the academic year?

5. What are the possible causes of speaking anxiety from the perspectives of students and teachers?

6. What might be done to eliminate or control the anxiety of students from the perspective of students and teachers?

Chapter III

Methodology

This chapter includes information about the procedure of the research involving design and context, participants, data collection tools, data collection, and data analysis. Then, findings have been presented by the researcher.

3.1. Research Design and the Research Context

The study was designed as an explanatory sequential mixed method research design (Creswell & Plano-Clark, 2011) since the researcher believed that both qualitative and quantitative data would be needed to guide the study through the research questions. According to Caracelli (1994), sequential mixed method research design is to compound the two methods (quantitative and qualitative) to give an increasingly explained comprehension, and also more reliance in the results of the evaluation study. Thus, as it could be understood in this definition, a mixed method research design provides more clear and reliable results in one single study. In addition, Johnson, Onwuegbuzie, and Turner (2007) expressed that this model of research gain researchers different point of views, perspectives and outlooks on the study. Based on from these ideas, the researcher of this study embraced this type of mixed method research design to figure out answers to his research questions.

The present research was carried out in Vankulu Middle School, in İpekyolu, Van, Turkey. The School was located in the centre of the city. In the neighbourhood of it, people have better economic status than many other people living in Van. Most of the students are coming from these families. In addition, the school is seen as a successful one by people of the city in terms of its success among all the middle schools, although its classrooms with crowded population. But this successful status of it is limited to only academic success.

3.2. Participants

The study was carried out with 149 students (female=70 and male=79) and 5 teachers (female=4 and male=1) during the 2018-2019 academic year. It included four classes of the fifth grade of a state middle school. Each of the classes had average 40 students. 76 out of 149 students were studying at the intensive foreign language classrooms. The rest (73) were students of regular fifth grade classes. The ages of participants were varied from 9 to 11 as follows; 16 of them were 9; 77 students were 10; and the rest of the participants (56) were 11 years old. All the participants were from a state middle school in Van, Vankulu Middle School. Participants were selected by making use of the convenience sampling. Robinson (2014) described it as a kind of sampling in which participants are chosen according to accessibility in their proximity, and eagerness to take part in the study. Before starting the study, participants were informed about what the aim of the study is clearly. In addition, due to their young ages, they were informed what the study was about, what stages it involved, what the questionnaire was, how to fill a questionnaire, and participate in an interview. To make sure they understand how to fill a questionnaire, the researcher showed how to do it, on the smart board in detail.

3.3. Data Collection Tools

In this research, two distinctive research procedures were utilised. Since the study had the attributes of both quantitative and qualitative techniques, so as to help the quantitative perspective, a scale was utilised; notwithstanding, for the commitment of the qualitative sides of the investigation a semi-organised interview was set up for gathering the information.

3.3.1. Quantitative data collection instrument. The quantitative data collected from 149 participants via five-point Likert scale involving five choices changing from "Strongly Disagree" (1) to "Strongly Agree" (5) (Appendix A). It was administrated in Turkish

(Appendix B). The questionnaire was based on "Foreign Language Classroom Anxiety Scale" (FLCAS) (Horwitz et al., 1986); however its original version was not used but the modified version by Gürsoy and Korkmaz (2018) after Melouah (2013)'s modification of the FLCAS. According to von Wörde (2008), this scale is very reliable and valid, therefore, many researchers employed it in their studies (Aida, 1994; Ganschow & Sparks, 1996; Gürsoy & Korkmaz, 2018; MacIntyre & Gardner, 1986; Young, 1992). The last version of the scale included 27 items which are categorised into four groups. Through these groups, it was aimed to understand possible speaking anxiety-provoking factors. The four groups were as follows (Gürsoy& Korkmaz, 2018): lack of self-confidence (1, 2, 5, 7, 14, 15, and 21); fear of interaction (3, 12, 13, 22, and 26); language proficiency problems (4, 6, 10, 11, 16, 19, and 24); error correction and fear of negative perception (8, 17, and 25). However, it should be noted that these groups are not sub-sections of the scale. On the other hand, for the more reliable study, with ten students from every one of four fifth grade classrooms (totally 40), the reliability value was calculated in the piloting study, and it was found .94 which can be accepted as a satisfactory Cronbach alpha coefficient. In addition, the reliability coefficient of the main study was found .91 which also can be accepted as reliable.

3.3.2. Qualitative data collection instrument. The qualitative data gathered from both ten students and their five teachers by means of semi-structured interview questions (Appendix C). Firstly, questions which were prepared for students and teachers were examined and confirmed by five experts. Next, all of the participants' permission about recording and the procedure was obtained before the interview, and they were guaranteed privacy. For the interview, a quiet place was chosen to make participants feel relaxed and explain themselves freely. They were informed that all of the recordings would not be shared with a third person except the researcher. Semi-structured interview questions were about how they feel about language speaking and its emotional effect. Hence, the researcher's main

purpose was to learn participants' emotions and opinions about language speaking anxiety, and how they could keep this sense under control or defeat it. All of the questions were in participants' mother tongue (Turkish), but in order to add them here, they were translated into English (Appendix C). Here are the questions mentioned above:

1. Can you tell me about your feelings about the English speaking lesson, do you like or don't like it?

2. Do you think that you feel stressful when it comes to speaking a foreign language?

3. What might be the reasons for you to feel anxious?

4. What do you think? Is it personal or environmental factors that are worrying you when you try to speak a foreign language?

5. What might be done to eliminate or control this anxiety in your opinion?

On the other hand, the researcher interviewed with five English teachers working at the same school with student participants. They were asked four questions in their mother tongue to make them comforted and free to give responses. Their responses were recorded, too; and transcribed later. The questions asked to the teachers are below (Appendix D):

1. How do your students feel about speaking the target language (English); do they feel anxious about it according to your observations?

2. Do you think you have any contribution to the speaking anxiety of students? Are they afraid of your reactions to their words?

3. What might be the factors making your students anxious about speaking?

4. What might be done to eliminate or control the amount of anxiety students feel in your opinion?

3.4. Data Collection

  3.4.1. Quantitative data collection procedure. Quantitative data collection instrument (a modified version of FLCAS) was administered to the participants twice with an interval of six months in 2018/2019 academic year. The first one was done in November and the second was in May. The aim of the researcher was to find out if there was any significant change at the level of speaking anxiety which students studying at both kinds of classes experience. Prior to the administration of the instrument for the first time, it was explained to students in detail how to fill the scale, and what the responses (from 1 to 5) mean. Additionally, it was clearly stated that responses would be seen by only the researcher.

  3.4.2. Qualitative data collection procedure. Gathering quantitative and qualitative data was sequential steps in a linear process. It means that firstly quantitative data was collected from the students twice; next, the anxiety level of students was analysed, and then the interview was carried out with 10 participants who experienced speaking anxiety at a higher level. The interviewees were selected based on purposive sampling strategy because the main aim of the interview was to learn anxiety rising factors for anxious students. During the interview, quiet places were preferred with the intention of providing students with a comfortable environment. After students, the researcher conducted interviews with five teachers to take a deep look at potential reasons for speaking anxiety. Interviews with teachers were also administered in school by permission of the school headmaster. All of the interviews were recorded by a smartphone and transcribed by the researcher later.

3.5. Data Analysis

  The quantitative data of the study were analysed via IBM SPSS Statistics 23. Firstly, the data was examined according to the normality test, Shapiro Wilk. Since it was not distributed normally, non-parametric tests were used for analysis. By means of descriptive

statistics, differences among each of demographical information were checked. Some items in the scale were prepared as reversed so as to be interpreted healthier. They were marked in Table 2 and 3. Certain items having means upper than 3.5 were accepted as highly anxiety-provoking situations. The rest of the items, except the ones having around 3 means, with under 2.5 means were regarded as anxiety non-provoking elements.

Table 1

Interval scale of the speaking anxiety levels in the scale

Speaking Anxiety Level	Mean
Low level of speaking anxiety	1.00- 2.50
Moderate level of speaking anxiety	2.51-3.50
High level of speaking anxiety	3.51-5.00

While the Mann-Whitney U test was used for dual comparisons such as gender, and grade; Kruskal-Wallis test was employed to see differences among multiple comparisons like additional language course. Moreover, demographic information with multiple choices demanded from participants was analysed with the help of Spearman's rank correlation. Because the scale was applied to students twice, all of the comparisons and analysis were done two times for every period's data, and their results were compared between each other one by one.

While analysing the qualitative data, content analysis was carried out by coding and categorizing the participants' words painstakingly. The technique of coding what participants say during the meeting according to the similarity of words is accepted as a common strategy for analysing the qualitative data in the literature (DeCuir-Gunby, Marshall, & McCulloch, 2011).

Chapter IV

Results

In this chapter, the findings obtained through quantitative and qualitative data were presented, and the results were indicated through the tables. Quantitative and qualitative data were analysed under separate titles. Quantitative data were interpreted by means of SPSS Statistics 23 whereas qualitative data were analysed via content analysis. Since the data gathered by the scale were not distributed normally according to Shapiro-Wilk normality test, non-parametric tests were employed to analyse and interpret them. The findings were presented respectively according to research questions. The qualitative data were examined and then categorised as codes and themes according to their common points.

4.1. Quantitative Data Analysis

4.1.1. The overall speaking anxiety level of fifth grade students. To find an answer to the first research question about the general speaking anxiety level, the amount of overall speaking anxiety of all the students was calculated twice because students answered the scale twice, one of them was in the first term and the other was at the end of the second term. For the first term it was found 3.03 whereas the second calculation was found 2.92 for the end of the second term. It can be clearly informed that participants had a moderate level of speaking anxiety in both education periods.

In Table 2 and 3, the percentage of agreements belonging to participants in the two terms was presented. It will be healthier to examine the percentages of two terms separately from each other. Accordingly, for the first administration of the scale, the half of means were at the moderate level, but others were found speaking anxiety increasing situation by fifth grade students (2, 4, 8, 9, 13, 16, 17, 18, 19, 22, 23, 24, 25, and 26). Correspondingly, in the first term of the academic year, the possibility of making a mistake makes young learners

(55.7%) anxious (Item 2). They (50.4%) were mostly worried about not to be able to understand teacher's sayings in a speech (Item 4). More than half (54.4 %) felt worse than their classmates at speaking in the classroom (Item 8), and they (57.1%) got nervous easily when they have to make a speech spontaneously (Item 9). On the other hand, the majority of them (60.4%) were afraid of making a conversation with a native person (Item 13). Besides, 53.7% of students hesitated to speak because of making a syntactic error (Item 18); and 52.3% were suffering from error correction by the teacher at that time (Item 17). In addition, some students (49% and 53.7%) got apprehensive due to the fear of called on and giving answer to questions asked by the teacher in the lesson (Item 18 and 26). Apart from these, pronunciation was seen as another factor causing anxiety by participants (59% in Item 19; 58.4% in Item 24). According to items 22 and 23, students found speaking classes more stressful than other classes (55% and 53%). Lastly, more than half of the learners (53.7%) felt tense in case of laughing at them by classmates (Item 26) (see Table 2).

In the second term, for most of the items, students' agreement decreased. Some items were not much anxiety-provoking situations for them anymore (13, 19, 22, 23, 24, 25, and 26). Especially, items 11, 13, 19, 21, 23, 24, and 25 had a remarkable downfall. However, there were still some situations making students felt nervous (2, 4, 8, 9, 16, 17, and 18). Accordingly, they had the same thoughts about items 2, 4, 8, 9, 16, 17, and 18; but there were some factors become more visible in this term. They were items 7 and 10 (see Table 2). In contrast to other items, they increased their agreement percentage as distinct from others. Differently from the first term, students stated that they had some worries about being distracted during the lesson, which meant they dreamed about the things irrelevant from the lesson (46.3%) (Item 7). Furthermore, some students (49%) complained about forgetting what they know due to their apprehension while speaking (Item 10).

Table 2

The overall anxiety of the whole fifth grade learners in both academic terms (part 1)

Items	Term	Disagree (%)	Undecided (%)	Agree (%)	Mean	SD
1. I never feel quite sure of myself when I speak in the speaking lesson.	1st term	48.3	10.7	40.9	2.81	1.43
	2nd term	49.7	8.1	42.3	2.79	1.44
2. I worry about making mistakes in the speaking lesson.*	1st term	35.6	8.7	55.7	3.25	1.43
	2nd term	38.9	9.4	51.7	3.14	1.46
3. I tremble when I know that I am going to be called on in the speaking lesson.	1st term	40.9	10.1	49	3.02	1.42
	2nd term	44.3	9.4	46.3	2.91	1.44
4. It frightens me when I don't understand what the teacher says in the speaking lesson.	1st term	45.9	4.7	50.4	3.02	1.38
	2nd term	43.6	6	50.3	3.03	1.46
5. It bothers me at all to take more English speaking lessons per week.*	1st term	56.4	14.1	29.5	2.53	1.50
	2nd term	55	13.4	31.5	2.50	1.39
6. I feel nervous while speaking because I cannot be sure of my vocabulary.	1st term	41.6	12.8	45.6	3.03	1.35
	2nd term	42.3	8.1	49.7	2.99	1.47
7. During the speaking class, I find myself thinking about things that have nothing to do with the course.	1st term	45.6	16.1	38.3	2.71	1.47
	2nd term	36.2	17.4	46.3	3.03	1.41
8. I always feel that my classmates speak the English language better than I do.	1st term	38.3	7.4	54.4	3.18	1.60
	2nd term	37.6	10.1	52.3	3.09	1.45
9. I start to panic when I have to speak without preparation in English.	1st term	35.6	7.4	57.1	3.39	1.48
	2nd term	36.2	9.4	54.4	3.21	1.39
10. In the speaking lesson, I can get so nervous that I forget things I know.	1st term	45	14.8	40.2	2.85	1.43
	2nd term	40.9	10.1	49	3.04	1.39
11. I am very afraid of making grammatical mistakes while speaking.	1st term	43	12.1	45	3.02	1.36
	2nd term	49	11.4	30.6	2.77	1.34
12. It embarrasses me to volunteer for answers in my speaking lesson.	1st term	53	12.1	34.9	2.61	1.44
	2nd term	53.7	9.4	36.9	2.55	1.48
13. I feel nervous while speaking English with native speakers.*	1st term	31.5	8.1	60.4	3.48	1.52
	2nd term	38.3	16.8	45	3	1.38
14. I often feel like not going to the speaking lesson.	1st term	51.7	16.8	31.5	2.56	1.41
	2nd term	49.7	14.1	36.2	2.67	1.42
15. I do not feel confident when I speak in the speaking lesson. *	1st term	49.7	9.4	40.9	2.78	1.51
	2nd term	55	11.4	33.6	2.61	1.40
16. It makes me worried put the words into wrong places in a sentence while speaking.	1st term	32.9	13.4	53.7	3.19	1.31
	2nd term	35.6	9.4	55	3.22	1.42

*The items which were reversed in terms of meaning for clearer comments.

Table 3

The overall anxiety of the whole fifth grade learners in both academic terms (part 2)

Items	Term	Disagree (%)	Undecided (%)	Agree (%)	M	SD
17. I am afraid my English teacher is ready to correct every mistake I make while speaking.	1st	36.9	10.7	52.3	3.15	1.45
	2nd	40.3	9.4	50.3	3.04	1.51
18. I can feel my heart pounding when I am going to be called on in the speaking lesson.	1st	41.6	9.4	49	3.14	1.40
	2nd	38.9	10.1	51	3.16	1.43
19. It makes me nervous to pronounce words incorrectly while speaking English.	1st	26.8	14.1	59	3.41	1.27
	2nd	40.3	18.8	40.9	3.04	1.32
20. I feel pressure to prepare very well to my speaking lesson.*	1st	45.6	10.7	43.7	2.89	1.51
	2nd	57	7.4	35.6	2.67	1.39
21. I cannot feel self-confident about speaking English in front of my classmates.*	1st	49	6	45	2.91	1.54
	2nd	59.7	8.1	32.3	2.46	1.42
22. I feel more tense and nervous in the speaking lesson than in my other classes.	1st	37.6	7.4	55	3.10	1.43
	2nd	38.9	12.1	49	3	1.36
23. I get nervous and confused when I speak English in speaking lessons.	1st	40.3	6.7	53	3.06	1.30
	2nd	45.6	8.7	45.6	2.87	1.39
24. I am afraid of making pronunciation mistake while speaking English.	1st	36.2	5.4	58.4	3.27	1.37
	2nd	40.9	10.7	48.4	2.99	1.39
25. I am afraid my classmates will laugh at me when I speak English.	1st	38.9	9.4	51.7	3.20	1.58
	2nd	40.3	14.8	45	3.05	1.51
26. I feel nervous in the speaking lessons when the teacher asks me questions and I must reply.	1st	38.3	8.1	53.7	3.16	1.37
	2nd	34.9	15.4	49.7	3.13	1.37
27. I do not feel confident during speaking lesson.*	1st	47.7	4.7	47.6	2.98	1.58
	2nd	45.6	12.8	41.6	2.77	1.49

*The items which were reversed in terms of meaning for clearer comments.

4.1.2. The analysis of data obtained under the guidance of the 2nd research Question.

4.1.2.1. The examination of the speaking anxiety level of different genders. As a part of the second research question, two different genders were compared by means of Mann-Whitney U test. To make healthier comments, each term was handled separately. When looked at Table 4, no significant difference was detected in terms of the overall anxiety level. Although it seemed that there were differences between two genders in both terms when it was looked at mean ranks, these differences were not significant. However, in terms of some items, several significant differences were detected between females and males (Table 5 and 6).

According to the findings (Table 5), for the first term, there were 5 items making a clear difference between male and female students (3, 6, 8, 12, and 26). Correspondingly, female students thought that it was very stressful to be called on to speak during the lesson (MR=82.23). Besides, females felt more anxious than males because of not being able to find the right word while speaking (MR=83.02). They worried about that their classmates were better than them at speaking (MR=82.54). On the other hand, they hesitated to volunteer for a word in the lesson (MR=83.37), and they got nervous when answer a question (MR=81.37). For the first term, female students were found more apprehensive than males in terms of certain items in the scale (U=2223.7, p=.035).

Table 4

The overall anxiety differences between the two genders

	Term	Gender	Number	Mean Rank	Sig.
The overall anxiety level	1st Term	M	79	69.78	.117
		F	70	80.89	
	2nd Term	M	79	69.32	.088
		F	70	81.41	

Table 5

The comparison of the two genders in terms of their anxiety in details for the first term

Items	Gender	N	Mean rank	Sig.
3. I tremble when I know that I am going to be called on in the speaking lesson.	M	79	68.59	.047
	F	70	82.23	
6. I feel nervous while speaking because I cannot be sure of my vocabulary.	M	79	67.89	.028
	F	70	83.02	
8. I always feel that my classmates speak the English language better than I do.	M	79	68.59	.047
	F	70	82.54	
12. It embarrasses me to volunteer for answers in my speaking lesson.	M	79	67.58	.022
	F	70	83.37	
26. I feel nervous in the speaking lessons when the teacher asks me questions and I must reply.	M	79	68.08	.031
	F	70	81.37	

When it comes to second term, the findings were very similar to the previous one. In details, female students were more anxious than males in 6 items (6, 11, 12, 16, 18, and 27). They still felt the same about items 6 and 12; however there were new significant differences in items 11, 16, 18, and 27. Accordingly, they were afraid of making grammatical mistakes much more than boys (MR=84.89 and MR= 82.51). On the other hand, female students stated that they trembled when they were called on (MR=84.26), and they did not feel self-confident during the speaking class (MR=82.34). Briefly, girls were found more worried in this term, too (U=2173, p=.024).

Table 6

The Comparison of the two genders in terms of their anxiety in details for the second term

Items	Gender	N	Mean rank	Sig.
6. I feel nervous while speaking because I cannot be sure of my vocabulary.	M	79	67.06	.014
	F	70	83.96	
11. I am very afraid of making grammatical mistakes while speaking.	M	79	66.23	.007
	F	70	84.89	
12. It embarrasses me to volunteer for answers in my speaking lesson.	M	79	68.16	.032
	F	70	82.72	
16. It makes me worried put the words into wrong places in a sentence while speaking.	M	79	68.34	.039
	F	70	82.51	
18. I can feel my heart pounding when I am going to be called on in the speaking lesson.	M	79	66.80	.011
	F	70	84.26	
27. I do not feel confident during speaking lesson.	M	79	68.50	.044
	F	70	82.34	

4.1.2.2. The relationship between the overall speaking anxiety level and English achievement score taken previous year. To give an answer to whether there was a relation of the general level of speaking anxiety to English achievement degree of the previous year, or not, Spearman's rank correlation test was employed by the researcher. According to the findings (Table 7), a negative correlation was found between the two. It means that as the English achievement score of previous year increases, the level of speaking anxiety will be lower. This correlation was found statistically significant ($p<.01$).

Table 7

The correlation between the overall anxiety level and English achievement score taken previous education year

		The Overall anxiety level	English achievement score taken the previous year
The Overall anxiety level	Correlation Coefficient	1	-.44
English achievement score taken the previous year	Correlation Coefficient		1

Correlation is significant at $p<.01$. (Two-tailed)

4.1.2.3. The effect of supportive courses on speaking anxiety. Are educative and supportive courses effective on the level of speaking anxiety? To figure out an answer to this question, the Kruskal-Wallis test was done with the three choices as seen in Table 8. Accordingly, a significant difference appeared among the three of them ($p=.003$). Thus, students who take private language lessons (one to one) had a lower level of anxiety; however, the other two groups had a far higher level of apprehension than the third group.

After all, there was no difference between students who do not prefer any course, and students who join courses supported by the school. When the researcher examined items one by one, he found significant differences in 19 items, but other 8 items did not make any difference between the three groups (4, 5, 10, 12, 14, 15, 20, and 21). For example, all of the groups accepted that they would not be disturbed to take more speaking lesson (Item 5). The three groups stated that they would feel shy to volunteer for giving an answer in the lesson (Item 12).

Table 8

The effect of supportive courses on the speaking anxiety of students

Do you take any supportive language course?	Number	Mean Rank	Sig.
No	69	78.59	
Supporting and training course of school (provided by Ministry)	64	79.93	.003
Private language course (one to one)	16	39.78	

4.1.2.4. Does age affect the speaking anxiety level? There were three groups of age according to the choices selected by participants who filled the questionnaire. The researcher analysed the possible differences between the three age groups from the point of two terms. Kruskall-Wallis test was administered to reach findings, and it was found significant distinctions among them. Accordingly, for both terms, 10 year-old-students were more speaking-anxious compared to other students. But there was a remarkable change with nine-year-old students. Although they did not feel much anxious in the first term, their anxiety was increased rapidly and radically. Thus, it can be said that eleven-year-old students were more

stable and lower in terms of their anxiety level than others for both periods of education year, and they felt less anxious in three groups (p=.000). In addition, the anxiety level of eleven-year-old decreased in the second term.

When each item was considered, 20 items made a clear difference within three groups; in contrast, the researcher did not find any significant difference in 7 items (4, 8, 9, 14, 18, 19, and 20). According to the findings, all the groups had close mean ranks in these items. Correspondingly, they got anxious when they felt an obligation to speak without any preparation (Item 9). In these items, eleven years students had lower mean ranks too but the difference was not significant.

Table 9

The relationship between age and speaking anxiety

Age	Number	Term	Mean Rank
9	16	First	56.69
		Second	82.89
10	77	First	89.19
		Second	89.70
11	56	First	60.71
		Second	56.97

Both Kruskall-Wallis tests are significant. P= .000

4.1.2.5. Does family income level affect the speaking anxiety students feel? In the first part of the scale, one of the demographical information was family income level, asked students. In spite of the fact that there were three choices offered (lower than 1600, 1600-3000, and more than 3000), 59 out of 149 chose "1600-3000 TL" option; whereas 89 students

preferred "more than 3000 TL". Only one participant ticked the option of "lower than 1600 TL". To reveal the relation in this respect, the Man-Whitney U test was used by comparing two groups. According to the findings, the difference found between the two options is very significant (p= .000). Consequently, it can be declared according to Table 10 that as family income level got higher, the speaking anxiety level of students reacted contrarily. It means that students with lower economic conditions were more speaking-anxious than others with better conditions (MR=92.89). However, in terms of 5 items, there was no significance between the two groups (Table 11). 3 out of 5 items were about language proficiency.

Table 10

The correlation between speaking anxiety and family income-level

Income-level	N	Mean Rank	Sig.
1600-3000 TL	59	92.89	
			.000
More than 3000 TL	89	62.31	

Table 11

The items which do not make significant difference between the two income levels.

Items	Income levels	N	Mean Rank	Sig.
11. I am very afraid of making grammatical mistakes while speaking.	1600-3000TL	59	81.58	.091
	More than 3000 TL	89	69.80	
14. I often feel like not going to the speaking lesson.	1600-3000TL	59	76.10	.703
	More than 3000 TL	89	73.44	
19. It makes me nervous to pronounce words incorrectly while speaking English.	1600-3000TL	59	81.08	.119
	More than 3000 TL	89	70.13	
20. I feel pressure to prepare very well to my speaking lesson.	1600-3000TL	59	82.37	.060
	More than 3000 TL	89	69.28	
24. I am afraid of making pronunciation mistake while speaking English.	1600-3000TL	59	81.92	.076
	More than 3000 TL	89	69.58	

4.1.3 Are there any differences between the two kinds of fifth grade classrooms?

To answer the third RQ, the differences between the regular 5th grades and the 5th grade intensive FL classrooms were examined by dual comparison via the Mann-Whitney U test. Both comparisons were found statistically significant (p=.000). Accordingly, Table 12 indicated that in both first and second term, the students of the intensive foreign language classrooms were statistically less speaking-anxious than the regular fifth grade students. Besides, whereas the regular 5th grade students' anxiety level is getting higher in the second term, the students of the intensive foreign language classes show contrary tendency.

Table 12

The difference between the two types of classes for the first and second term

Term	Type of class	Number	Mean Rank	Sig.
1st	Regular 5th grade	73	90.55	.000
	5th grade IFL	76	60.07	
2nd	Regular 5th grade	73	94.70	.000
	5th grade IFL	76	56.08	

However, there were still some items which did not show significance between the two kinds of classrooms (Table 13). According to the table, in six items (5, 9, 11, 13, 18, and 20) there were no statistically significant distinctions in terms of the anxiety level. But in the next term, they reduced to three items (9, 18, and 20). Except in these three items, students of IFL classes are significantly less anxious in all of the items (p=.000).

Table 13

The items which do not show significant differences between the two classes for the first term

Items	Type of class	N	Mean Rank	Sig.
5. It bothers me at all to take more English speaking lessons per week.	Regular 5th grade	73	76.76	.614
	5th grade IFL	76	73.31	
9. I start to panic when I have to speak without preparation in English	Regular 5th grade	73	79.13	
	5th grade IFL	76	71.03	.237
11. I am very afraid of making grammatical mistakes while speaking.	Regular 5th grade	73	78.94	
	5th grade IFL	76	71.22	.262
13. I feel nervous while speaking English with native speakers.	Regular 5th grade	73	77.91	.402
	5th grade IFL	76	72.20	
18. I can feel my heart pounding when I am going to be called on in the speaking lesson.	Regular 5th grade	73	71.49	
	5th grade IFL	76	78.38	.314
20. I feel pressure to prepare very well to my speaking lesson.	Regular 5th grade	73	74.10	.797
	5th grade IFL	76	75.87	

4.1.4. Is there a significant difference between the first and second term speaking anxiety levels of each type of classes? The 4th research question was about the possible difference between classes' first and second term anxiety levels in themselves. Hence, the two overall levels of speaking anxiety of each type of classes were compared to see whether there was a statistical difference, or not. However, as it can be understood in Table 14, any

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	5th grade IFL	76	71.03	.237
11. I am very afraid of making grammatical mistakes while speaking.	Regular 5th grade	73	78.94	
	5th grade IFL	76	71.22	.262
13. I feel nervous while speaking English with native speakers.	Regular 5th grade	73	77.91	.402
	5th grade IFL	76	72.20	
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	5th grade IFL	76	78.38	.314
20. I feel pressure to prepare very well to my speaking lesson.	Regular 5th grade	73	74.10	.797
	5th grade IFL	76	75.87	

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significant distinction was not found for both classes. Although it seems like that there were differences between first and second terms' levels, they were not statistically significant. But for IFL classes there were several significant changes between two academic terms (Table 15). According to the comparisons, students of the 5th grade intensive foreign language classes felt much more anxious about focusing on lesson in the second term than the previous one (MR= 83.24, p=.047) (Item 7). On the other hand, in two items, there were remarkable decreases in the second term. As reported by students, they were more relaxed compared to the first term about speaking with a native person in the target language (MR=65.57, p=.002). Also they relied on themselves about speaking in the foreign language in front of their classmates in the class much more than they did in the first term (MR=68.20, p=.013).

Table 14

The Comparison of the overall speaking anxiety belonging to the two fifth grade classes in both terms

Type of class	Term	Number	Mean Rank	Sig.
Regular 5th grade	First	73	77.77	.222
	Second	73	69.23	
5th grade IFL	First	76	81.21	.187
	Second	76	71.79	

Table 15

The items which showed significant differences between IFL classes' first and second term speaking anxiety levels.

Items	Term	N	Mean Rank	Sig.
7. During the speaking class, I find myself thinking about things that have nothing to do with the course.	First	76	69.76	
	Second	76	83.24	.047
13. I feel nervous while speaking English with native speakers.	First	76	87.43	.002
	Second	76	65.57	
21. I cannot feel self-confident about speaking English in front of my classmates.	First	76	84.80	.013
	Second	76	68.20	

4.1.5. What are the possible speaking anxiety-provoking factors according to the students? The fifth research question was about the possible reasons for the speaking anxiety from the perspectives of students. To answer this question, the researcher calculated the means of four groups in the scale which may cause the speaking anxiety. These four item groups were mentioned in the quantitative data collection instrument part of the methodology (lack of self-confidence, fear of interaction, language proficiency problems, error correction and fear of negative perception). Additionally, the researcher added some demographical information placed in the scale to the correlation table. To see the relationship among all of these factors, Spearman's rank correlation was employed by using second terms' data (because they are more up-to-date) to reveal whether they are interrelated or not.

As seen in Table 16, it showed that the overall speaking anxiety level was significantly correlated negatively with "family income level", "achievement score taken

previous year", and "age". It meant that the economic conditions of a family affected the speaking anxiety in a positive way, and the better income level meant the less anxious students. (rs= -.32, p< .01). Besides, the achievement score of student taken the previous year was an effective factor on the speaking anxiety levels they feel; if the score was higher, the level of anxiety got less (rs= -.44, p< .01). Next, age as negatively correlated with the overall anxiety level (rs= -.33, p< .01). On the other hand, the overall speaking anxiety level was found strongly and positively correlated with the groups "lack of confidence", "fear of interaction", "language proficiency problems", and "error correction and fear of negative perception". Thus, if a student suffered from a lack of confidence, he or she would most probably be speaking-anxious (rs= .88, p< .01). In addition, fear of interaction had a great importance in terms of speaking anxiety level because if one of them was high, the other one would be high in the same way (rs= .90, p< .01). The other important point for the speaking anxiety level according to Table 16 was language proficiency problems. The two were also positively interrelated with each other. It meant that problems with any part of the proficiency of language would be expected to increase the anxiety level of learners (rs= .91, p< .01). Moreover, the thoughts of learner about error correction by the teacher and negative perception by others were so much effective that it increases the speaking anxiety level (rs= .84, p< .01).

According to Table 16 the correlation between family income level and the achievement score taken the previous year was positively related to each other (rs= .40, p< .01). However, negative correlations were found between income level and other factors except for age. Even though these relations were not very strong, they were significant at the .01 level. Hence, as the income level of a family rose, the possibility of being anxious of students because of "lack of self-confidence", "fear of interaction", "language proficiency problems" and "error correction and fear of negative perception" decreased (rs= -.34; -.29; -

.22; and -.26) (p< .01). Furthermore, achievement score taken previous year was correlated positively with age (rs= 23, p< .01), while it was in an adverse relation with the four groups in the scale (rs= -.47; -.39; -.38; and -.39) (p< .01). It meant that how high the achievement score was, the speaking anxiety level in terms of groups would be so low.

When it comes to age, it was also negatively correlated with the four groups as can be seen in the table below. According to findings, the older students were in a better situation than younger ones with anxiety caused by self-confidence, interaction, language proficiency, and perception of others (rs= -.35; -.28; -.21; -.36) (p< .01). On the other hand, the four groups showed positive and strong correlation in themselves in terms of anxiety increase. So if one of them got higher, the others went up in the same extent. The correlation coefficients can be seen clearly in Table 16.

Table 16

The correlations among the speaking anxiety-provoking factors included in the scale

	The overall speaking anxiety level	Family income-level	Achievement score taken previous year	Age	Lack of self-confidence	Fear of interaction	Language Proficiency problems	Error C./ Fear of negative perception
The overall speaking anxiety level		-.32	-.44	-.33	.88	.90	.91	.84
Family income-level			.40	.15	-.34	-.29	-.22	-.26
Achievement score taken previous year				.23	-.47	-.39	-.38	-.39
Age					-.35	-.28	-.21	-.36
Lack of self-confidence						.74	.70	.71
Fear of interaction							.79	.72
Language Proficiency problems								.78
Error C./ Fear of negative perception								

*All the correlations are significant at the .01 level (2-tailed), p< .01.

As an important issue, the means of the four groups were calculated to see how high they were for students (Table 17). Accordingly the mean of "lack of self-confidence" was found 2.79 for the first term; and 2.74 for the second term. It meant students suffered from "lack of self-confidence" at a moderate level for both terms; but in second term it decreased a little. So learners were not so much nervous because of their self-confidence about speaking language. On the other side, the mean of "fear of interaction" was measured as 3. 07; and 2. 92 for the terms, respectively. It can be understood that students' fear of interaction also diminished compared to first term. In addition, as it can be seen in Table 17, the means of both "language proficiency problems" and "error correction and fear of negative perception" decreased in the second term. First average belonging to "language proficiency problems" was 3.11 while the second one was found 3.01. Besides, the last factor similarly diminished from 3.17 to 3.06, too. In a nutshell, participants had speaking anxiety because of these four factors at a moderate level.

Table 17

The means of item groups which may contribute to the speaking anxiety in the scale

	Term	N	M	SD
Lack of self-confidence	1st	149	2.79	.95
	2nd	149	2.74	.92
Fear of interaction	1st	149	3.07	1.03
	2nd	149	2.92	1.04
Language proficiency problems	1st	149	3.11	.98
	2nd	149	3.01	1.05
Error Correction and fear of negative perception	1st	149	3.17	1.27
	2nd	149	3.06	1.23

4.2. Qualitative Data Analysis

4.2.1. Possible anxiety provoking factors from the perspective of students and teachers. The qualitative data gathered from learners were analysed by the content analysis technique. According to students' answers, there were several themes involving many factors causing arousal of anxiety as could be seen in Table 18. The themes were just as the same with the groups of the quantitative data collection instrument (Table 17).

As it was understood in the analysis, some students found themselves incompetent to speak in the FL in the classroom. They thought that they know nothing about the topic. Some believed their voices were funny when they say something in English. So they mostly hesitated to speak in the target language. For example, S5 stated that "While trying to speak English, I could not recognize my own voice, it sounds very funny." Furthermore, interviewees did not believe in themselves to cope with speaking anxiety (3 of 10). They felt desperate about this situation. As another issue, few students explained that they feel pressure when they have to speak in the classroom (5 of 10). For this matter, S4 say that "While saying something in English, if I say something wrong, my classmates try to correct me immediately by shouting, this makes me worried, and I do not want to speak mostly." It can be inferred that the context of the classroom with classmates and teacher made students be afraid of getting interaction. This situation may be stemmed from their feeling of being ridiculed or laughed by their peers. Sometimes, as the table indicated, some students (S2, S4 & S7) thought like that "What if the teacher gets angry with me?" Even though the teacher is not someone like this, some students cannot put this thought out of their minds. Actually, these students may be scared of being looked down on, or embarrassed in front of their friends. For example, when they uttered a sentence they assume that other students would perceive it as something weird or nonsense (7 of 10). For example, S10 stated that "Sometimes I would like to say something, but I am afraid that my classmates find it worthless."

According to interviewees, some issues within the language proficiency might provoke the speaking anxiety. For instance, some students stated that they may forget how to say and what to say something, and they had problems in syntactic rules. For instance, S8 expressed that "While making a sentence, I suddenly forget the right places of the words, and I could not find for a while, which makes me nervous." Besides, they may get anxious due to the deficiency in vocabulary, and they had difficulty to find the right word while speaking. Most of the students, as the table suggests, were afraid of mispronouncing words and being ridiculous. This may be resulted from little practice chance in the environment students live.

As the third interview question, they were asked "What do you think where this anxiety stems from? Is it sourced by personal or environmental?" Most of them (7 of 10) thought that their anxiety fundamentally stemmed from their characteristic features, but when environmental conditions were added they got more anxious. It means both characteristics and environmental conditions were affective on their anxiety.

Table 18

Possible anxiety-provoking factors from the perspective of students

Interview question	Theme	Code
What might be the reasons for you to feel anxious?	Lack of self-confidence	Incompetent
		Think that I do not know about the topic
		My voice is funny in English
		I cannot used to speaking English
		I am not good enough to cope with anxiety
	Fear of interaction	I feel pressure if I have to speak
	Fear of negative perception and error correction	afraid of being ridiculed or laughed
		if the teacher gets angry
		being looked down on
		being embarrassed in front of my friends
		What if I say something nonsense or weird
	Language proficiency	Forgetting how to say and what to say
		Lack of vocabulary
		Mispronounce words
		Lack of practice
		Incorrect order of the words in a sentence

Furthermore, the researcher interviewed with 5 teachers in terms of anxiety-provoking factors and suggestions about the problem (Table 19). Firstly, they were asked what they think about their students; they feel anxious about speaking English, or not. All of them stated that their students feel confused about it. The second question was about what factors may be

the reason for that anxiety from the point of views of teachers. Teachers had mostly in common thoughts and complaints with learners about speaking anxiety. They were in agreement with students about many sides of speaking anxiety in the classroom. Accordingly, they stated that some students were suffering from low self-esteem in the lesson, so they did not want to take part in activities, and they did not see themselves as enough as their peers. This may cause embarrassment for students. On the other hand, there was one more factor which may contribute to shyness; it was low family income level of some students. Their deficiency in economic status was reflected in their lessons too. For example, T1 said that "Some students from families with low income level look like shier than others, and these students do not want to speak during lesson." Hence, these kinds of students may be introverted in terms of the lesson, and they may be afraid of communicating with somebody during the lesson.

In addition, the teacher interviewees (3 of 5) expressed that many students in the classroom may get reluctant to participate in the lesson because of negative reactions coming from classmates when they make a mistake. T3 stated that "Students are very afraid of making mistake because of the reactions coming from their environment." This revealed a peer pressure on students that leads to anxiety. Therefore, they became scared of being ridiculed and laughed in the classroom. Besides, just like students, teachers also thought that lack of vocabulary and pronunciation mistake may cause nervousness in the students (3 of 5). Additionally, the teachers believed in the failure of some students about transforming theoretical information to practice, which made them worried.

There were also several factors out of control of students like the physical classroom environment. T5 expressed that "Because of crowded population of the classrooms, we could not do speaking activities much, and I could not deal with students one by one; so most of the students could not cope with the speaking anxiety on their own." This factor was perceived as

important for a healthy speaking development of students because in crowded classrooms teachers cannot deal with the students individually, and the classroom had a chaotic atmosphere since everybody tried to say something on their own. Besides, the seating arrangement cannot be made in the best way for a speaking lesson. Consequently, students may not receive enough feedback and reinforcement to get motivated for the next lesson.

As the interviewees stated (4 of 5), another issue causing to anxiety was about the education system and the perception of language learning in families' minds. For instance, families did not give enough importance to the speaking skill because of the high school placement exams done by Ministry of National Education. They thought that doing accurately ten out of ten questions in the mentioned exam was more important than speaking that language because speaking did not contribute anything visible to students in the short run. So the teachers were not satisfied with the evaluation methods at the end of middle school.

In the third interview question, the teachers were asked "Do you think you have any contribution to the speaking anxiety of students? Are they afraid of your reactions to their words?" According to teachers, they did not give a harsh response to their students; on the contrary, they tried to make students relaxed and not be afraid of making a mistake (3 of 5). However, students cannot help themselves think that the teacher would get angry with them even if this is not true.

Table 19

Possible anxiety provoking factors from the perspective of teachers

Interview question	Theme	Code
What might be the factors making your students anxious about speaking?	Lack of self-confidence	Low self-esteem
		Embarrassed
		Low family income level
	Fear of interaction	Introverted students
	Fear of negative perception and error correction	Negative reactions
		Making a mistake
		Peer pressure
		Be ridiculed and funny
	Language proficiency	Lack of vocabulary
		Pronunciation mistakes
		Failure while transforming theoretical information to practice
	Physical classroom environment	Crowded classroom
		Lack of individual care
		Seating arrangement
		Lack of feedback and reinforcement
	The education system and the families' perception of language learning	The high school placement exam
		Evaluation methods
		Not giving importance to the speaking

4.2.2. Possible ways of coping with anxiety suggested by teachers and students. In the interview done with students, they were asked what can be done about their anxiety problem (Table 20). According to the answers, as a first step they needed to believe in themselves (4 of 10) and they needed teachers' support and reinforcement about speaking. Also, the most important point was to do practice frequently and regularly for speaking, and pronunciation. Accordingly, S4 said that "I try to do pronunciation practice almost every day to feel better." Therefore, they may need their families' support at this point. On the other hand, being prepared for the lesson may lessen the amount of worry in the classroom as far as students stated (7 of 10).

Table 120

Possible ways for coping with anxiety suggested by students

Interview question	Theme	Code
What might be done to eliminate or control this anxiety in your opinion?	Possible ways	Believe in myself more
		Do speaking practice
		Teacher support about speaking
		Practice with the help of family at home
		Pronunciation practice
		Vocabulary notebook
		Prepare for the lesson in advance
		Study regularly

From the perspective of teachers (Table 21), speaking activities should be created in an attractive way for students. For example, lesson plans can be designed according to the interests of students (5 of 5). Therefore, games and role-play activities may be very beautiful means for this purpose. As Table 21 indicated, another suggestion may be to create an atmosphere for students that they can find opportunities to do practice with native speakers (2 of 5). About it, T2 stated that "Teachers should create entertaining activities based on interests of students." However, she thought that this was very difficult to make real in Turkey for all the teachers unless the language education system was officially changed by the Ministry of National Education. On the other side, five teachers stated the same suggestion in the interviews. Accordingly, to make progress in the speaking skill students need a lot of practice of speaking; but teachers have big problems with the population of classrooms. T5 stated that "The population of the classrooms should be reduced, so we can practice language much more" Hence, it was very difficult to manage speaking activities in groups in the classrooms. As a result, if the teachers want to do more effective and useful activities for the speaking development of students, the population of the classroom should be reasonable, not forty or fifty (4 of 5).

Table 21

Possible ways for coping with anxiety suggested by teachers

Interview question	Theme	Code
What might be done to eliminate or control the amount of anxiety students feel in your opinion?	Possible ways	Create speaking activities they would like
		Communication with a native speaker
		An education understanding based on students' interests
		Speaking activities with groups with max 4 students
		Playing games
		Reduce the classroom population
		Listening practice
		Role-play

Chapter V

Discussion

This section gives the results of the research in connection with every one of the RQs; similar and different results are contrasted with those in past studies. The researcher introduces a general picture of the outcomes with potential reasons mentioned in past studies related to the issue. In the Turkish context, the speaking anxiety is one of the most discussed issues for language lessons in terms of learners from all level and department because many people in this country suffer from anxiety while learning a language and trying to use it. Even though it is not able to be clearly decided which one causes the other one, it is a real concern to be dealt with. Thus, this study aimed to explain the speaking anxiety of learners studying at fifth grade classrooms including foreign language classes through the guidance of research questions.

5.1. The Overall Speaking Anxiety Level of Fifth Grade Students

Through the guidance of the first research question "What is the overall level of foreign language speaking anxiety of the 5th grade students?" the general level of speaking anxiety of students is calculated. The researcher did it twice for both first and second term. According to findings, the first term was found 3.03; the second one was found 2.92. It can be inferred from these numbers, the students studying at the fifth grade have a moderate level of speaking anxiety in both term. Even though it seems as if the second one decreased, there is no significant difference between the two overall speaking anxiety levels. Nevertheless, in some items, there are important changes in the second term. Especially, seven items show remarkable changes (11, 13, 19, 21, 23, 24, and 25). These differences show that the anxiety students feel because these items are diminished. Accordingly, students feel more relaxed in

the situations related to language proficiency; also they feel more self-confident about speaking English both with natives and in front of their classmates.

The findings pointed out an average level of speaking anxiety of the fifth grade participants. When it is reviewed the literature, the results are in line with some other researches. Tüm and Kunt (2013), in their investigation with 131 prospective teachers in a state university, found students anxious at a moderate level. They stated that the feeling of apprehension affects productivity in a foreign language. Next, Balemir (2009), Tianjian (2010), Gürsoy and Korkmaz (2018), and Taysi (2015) found also the same level of anxiety with university students. With respect to the young learners, there were few researches investigating young learners' speaking anxiety level. In one of them, Ay (2010) found that learners at the very beginning of the adolescence have a remarkable amount of speaking anxiety, especially 7th grade students are more likely to feel anxious compared to fifth and sixth grade students. In this respect, Ay's (2010) findings are not congruent with the current study. On the contrary, in their study with young learners, Chan and Wu (2004) found an average level of anxiety. However, Çermik (2015) figured out that 8th grade students have anxiety at a moderate level just like in this research. On the contrary, Öztürk and Gürbüz (2015) figured out that the students, from preparatory school aged 17-22, experience speaking anxiety at a low level; nevertheless, those students perceive speaking as an anxiety-provoking skill. Similarly, there are some other studies in line with this result (Aydın, 2013; Debreli& Demirkan , 2015; Liu& Jackson, 2008). On the other hand, Tercan and Dikilitaş (2015) claimed that there is no certain and only one level of speaking anxiety because it is changeable from context to context; and from mode to mode. In other words, when students speak in a non-threatening environment for them, they feel more relaxed; however, if the atmosphere is vice versa, their anxiety level might be higher.

5.2. The Relationship between the Speaking Anxiety and Each of Demographic

Information

     5.2.1. The relationship between the FLSA and gender. As the first part of the second research question, the relationship between gender and speaking anxiety was investigated by the researcher. While making the comparisons by means of Mann-Whitney U test, the two genders are compared twice, for the first and second term. From the point of the overall FLSA level, there was no significant difference in both terms, but some items were found significant between males and females. Accordingly, females were found more anxious than male learners. In the first term, there were five items showing significant differences (see Table 4), whereas six items indicated a significant difference in the second term. The difference between the two genders is in line with some studies done before. Amiri and Ghonsooly (2015), in their study, found female university students more nervous than males in terms of speaking anxiety. In addition, there are several other studies which agreed on the same outcome (Çağatay, 2015; Dalkılıç, 2001; Gerencheal, 2016; Gursoy& Korkmaz, 2018; Aydın et al., 2017; Huang, 2004; Park& French, 2013; Şener, 2015; Tercan& Dikilitaş, 2015). As many studies found, female students are more anxious than males. There might be a reason for that result. Accordingly, females are grown up in a more strict way compared to males in Turkish society, so they are restrained in social conversations much more than males. That might be resulted in speaking anxiety in the end. However, males are raised more freely compared to females. That might be why there is a difference between the two genders. Contrarily, some studies claimed that there is no significant difference between the two genders (Aida, 1994; Çermik, 2015; Debreli& Demirkan, 2015; Taysi, 2015; Tianjian, 2010). All of these studies were carried out in different contexts with different participants. Consequently, these differences should be taken as possible.

5.2.2. The relationship between speaking anxiety and English achievement score taken in the previous year. The researcher investigated the relationship between grade and the level of speaking anxiety. According to the findings reached by means of Spearman's rank correlation, the overall anxiety and the English achievement score is negatively and statistically correlated with each other. It means that as the students' grade of previous year increases, their speaking anxiety level decreases, so there is a debilitating relationship between speaking anxiety and language achievement. According to Gardner (1985), anxiety is probably one of the best prognosticators of FL success. In the literature, many researchers have investigated the effect of anxiety on the achievement, or vice versa. Some of them found a negative correlation just like this research. Similarly, Horwitz et al. (1986), Horwitz (1991), Aida (1994), Woodrow (2006), and Liu (2006) investigated the anxiety, and found a negative correlation between them. Additionally, Amiri and Gholsooly (2015) claimed that the components of foreign language anxiety cause negatively affected achievement. In addition, MacIntyre and Gardner (1991), and Tercan and Dikilitaş (2015) claimed that an excessive amount of anxiety debilitates the achievement level of students. Tinjian (2010), and Dalkılıç (2001) stated that there is a reverse correlation between speaking anxiety and language grades in oral courses. Hence, this situation might be stemmed from the fact that more nervous learners have serious difficulties while trying to reflect on their feelings and thoughts. Highly anxious students get so much apprehension that they sometimes forget what they say and how to say, so they unfortunately get lower scores from examinations.

In contrast to studies mentioned, there are some studies finding positive relation, and do not agree with the results with negative correlations between anxiety and success. In this way, Park and French (2013) found that highly anxious learners get higher grades in the exams. Thus, the high level of anxiety leads to arousal of facilitating anxiety, and enhances the amount of attempts of the learner to reach success. To some extent, Horwitz et al. (1986)

supported facilitating anxiety because learners get motivated and push themselves to do the best with the help of anxiety with a certain level unless it goes beyond.

5.2.3. The effect of supportive courses on speaking anxiety. To provide the equality of opportunity for every single student, Ministry of National Education have decided to close private teaching institutions, and then, to fill that blank, with the first term of 2015/ 2016 academic year, they have started to provide supporting and training courses for students with the cooperation of teachers at schools. Although these courses are not compulsory for all students, the decision of attendance is left to the student and his / her parents.

In order to figure out whether there is a distinction or not between students in terms of any additional courses, some comparisons were made. Firstly, all the participants were asked if they attend any course, and they were given three choices as seen in Table 7. Next, they were compared with each other to find out any difference among them. Accordingly, the findings indicated that the students attending a private language course (one to one) are found significantly far less anxious than other students who do not attend any course, and participate in the courses supported by the Ministry of Education at schools. On the other hand, the anxiety levels of the students selecting "no" and "school courses" are not found statistically different. Thus, it can be understood from this finding that the course supported by the school does not affect students' speaking skill. It might be because these kinds of courses are provided for students to make them more prepared for the high school placement exam at the grade of 8th. Furthermore, these supportive courses' main purpose is to compensate students' deficiency in subjects. Since speaking skill is not seen essential by the most of people in Turkey, the supportive courses give importance to other skills, so it might be expected that it does not any positive effect on the speaking.

Besides, the students taking one-to-one lessons are far away from feeling speaking-anxious. It can be stated that one-to-one lessons try to make students understand every topic at the utmost level. This is an advantage for students when they go to the classroom. As a result, this is a source of self-confidence for them to be one step ahead from other classmates of them. That might be the reason for being less anxious than other students.

5.2.4. The effect of age on the speaking anxiety level. In this research, participants were fifth grade students from a state school. Their ages ranged from 9 to 11, but most of them (77) were ten years old, and 56 of them were eleven years old. Besides, 16 participants were nine years old. This various age range is sourced by the changings in the primary school regulations about the age of starting school decided by the government.

As inferred from the findings of this study, ten years of students were found the most anxious group in the three for both terms. On the contrary, eleven years participants are the least anxious among them. However, there is an important change for nine age students. Even though they were the least anxious students for the first term, their level of speaking anxiety was radically increased in the second term. In six months interval between two administration of the questionnaire, students took many speaking and pronunciation lessons at school that might be why they got anxious at the end of the term. So, as a consequence, age is a factor that makes significant differences in this study. This finding shows parallelism with the results of studies carried out by Şener (2015) and Aydın et al. (2006). Further, Aydın (2013) stated that younger students are more anxious than older ones. Furthermore, Chan and Wu (2004) supported this result.

5.2.5. The effect of the income level of the family on the speaking anxiety. As the fifth part of the second research question, the speaking anxiety level of students was compared in terms of their income level of families in one month. According to the results,

there were three categories of income levels like that "lower than 1600 TL", "1600- 3000", and "more than 300". However, there was only one student selected the first category, so the other two groups were compared with each other. By the way, when the study started, the minimum wages in Turkey was 1600 TL.

As stated in results, a significant difference was found between the high income level (more than 3000 TL) and medium income level (1600-3000 TL). Accordingly, students of parents with lower income level are more speaking-anxious compared to students of families with a higher level. This finding is supported by the studies of Gayton (2010) and Doğan and Tuncer (2016). Additionally, Ausubel (1968) handled the subject in terms of achievement, and expressed that students from low-class families are less eager to learn because they are not supported by their families. In contrast to the studies mentioned, Çimen (2011) and Aydın (2013) claimed that there is no any significant correlation between income level and the level of anxiety; nonetheless, Aydın (2013) added that students of high-class families are more prone to feel anxious than others. These different results may be stemmed from different context of the studies.

In a nutshell, the present research suggested that there is a significant difference between the two. Thus, several reasons might be proposed for that result. Firstly, the students coming from families with high income level are generally supported and motivated for lessons by their parents more than the others' families do. However, some of them might feel pressure on them, and that may cause nervousness as Aydın (2013) stated. Secondly, these students are mostly more self-confident than others thanks to their access to opportunities. This takes them one step further than their classmates.

5.3. The Difference between Students in Intensive Foreign Language Classes and Regular Fifth Grades in Terms of the Level of Speaking Anxiety

With the changes in the understanding of English teaching in 2005, it was aimed at more communicative lessons and more fluent students in Turkish educational context. However, the application of the curriculum by English teachers was not satisfactory enough. In 2013, alongside the foundational changes propelled in 2012, the English Language Teaching Program (ELTP) was changed. With radical innovations, this renewed program stressed action-oriented activity-based learning. However, unfortunately, that version of the new program could not go beyond a written program because of English teachers who do not have enough support. In spite of the fact that the program had new perspectives about English teaching, the education system did not allow teachers to turn them into real due to the exam based structure of it.

After some attempts, a new way has been proposed to make students have enough fluency and accuracy in a foreign language. Since the beginning of the 2017/ 2018 academic year, the intensive foreign language classrooms (IFL) have been created in some middle schools as piloting. Besides, Ministry of National Education allow all the middle schools to open IFL classrooms if they want. The programs of these classrooms are designed differently from regular fifth grade classrooms. They are more intensive and more detailed than regular fifth grade programs. On the other hand, schools are allowed to put English lesson up to 15 hours in the weekly timetable of IFL classes. By this way, it has been aimed to improve students' English from the point of different skills in this enough exposure time. However, there are, in fact, some hurdles for those classes like that exam oriented system is still the same. In addition, families and students still care about exams too much. Therefore, as Gürsoy and Korkmaz (2018) stated, any change in the system should be supported with the necessary

infrastructure to be successful. Additionally, educators, families, and students should be well-informed about the changes in advance.

As the third research question, it was asked the difference between two types of classes in middle schools in terms of the FLSA level. This question aimed to figure out whether there is any significant difference between the two classes or not. According to the results, for both terms, regular fifth grade students were statistically found more speaking-anxious than students of IFL classes. On the other hand, regular fifth grade classes' speaking anxiety levels were higher compared to IFL classes in the two terms. It can be said that students in IFL classrooms spent much more time with language and they were exposed to language much more than regular classrooms, so their anxiety was found lower. As Liu (2008) stated, exposure to foreign language makes students' anxiety decrease. This is also supported by Gürsoy and Korkmaz (2018) like that students who have much more practice and exposure feel less anxious. Since IFL classrooms' students are exposed to language more than learners in the regular fifth grade classrooms, it might be explained the difference between them in this way.

5.4. The Difference between First and Second Term Speaking Anxiety Level of Each Type of Classes

The forth RQ aimed to figure out possible differences between first and second term speaking anxiety levels in themselves of each type of classroom. According to the findings, whereas the regular fifth grade classrooms were identified as more anxious than IFL classrooms in both terms, there is no any significant change from the first term to the second one in each classroom. Although it seems that there were changes from first to the second term, they were not statistically significant changes (Table 13). Notwithstanding, it can be said that both classrooms' level of speaking anxiety were more and less the same level in two

terms of the academic year. Thus, the anxiety level of the 5th grade IFL classes was low in both terms; nevertheless, in the second term, it decreased a little bit more. On the contrary, the speaking anxiety level of the students from regular fifth grades was higher in both terms. It decreased more than that, but not at statistically significant level. On the contrary, Gardner et al. (1977) found that after an intensive program, students' level of anxiety significantly decreased. There are some other similar studies in line with Gardner et al. (1977) (Baker& MacIntyre, 2000; Gardner et al., 1979; Tanaka& Ellis, 2003). These studies mentioned are not in line with the current research in terms of their results. It may be because of that IFL classrooms which have an intensive foreign language program had not high anxiety level at the beginning, in fact, so it did not change in the end. On the other hand, the regular fifth grade classrooms do not have an intensive language program in both terms. So these results may be thought as normal for both kinds of classrooms.

5.5. The Anxiety Provoking Sources In Terms Of Students and Teachers

The last research question aimed to reveal potential anxiety sources from the perspective of both students and teachers. For that intention, both quantitative and qualitative data were gathered from students. Accordingly, they were tabled and written in details in chapter IV: Results.

5.5.1. The anxiety-provoking sources from the perspective of students. To investigate potential anxiety-provoking factors deeply, students were asked to fill the questionnaire, and then they were interviewed. As findings indicated, there are many factors making students feel anxious while trying to speak in the FL. As seen in Table 15, the correlation coefficients were calculated to find out mutual relationships among possible anxiety sources categorized in the scale (Table 16). According to Table 15, the overall speaking anxiety level was found strongly and significantly interrelated with "lack of self-

confidence", "fear of interaction", "language proficiency problems", and "error correction and fear of negative perception". It means that as troubles of students related to these categories increase, their speaking anxiety levels rise, too. When it is looked at Table 16, it can be understood that students have trouble with "language proficiency" and "error correction and fear of negative perception" categories the most in the four groups, even though their means decreased in the second term. Additionally, in interviews, there were several frequent factors students stated. According to Table 17, some students suffer from lack of self-confidence, for instance, they think that they are not competent enough to speak in the target language, and they feel like know nothing about the topic to say even a thing. They perceive their own voices as very funny in a different language. Pica (1987) and Tsiplakides and Keramida (2009) also supported this result about the self-confidence.

On the other hand, some have a fear of interaction like that they would feel pressure in case they have to speak. Besides, one of the most frequent complains was about the fear of negative perception and error correction. Most of the interviewees were afraid of being ridiculed and laughed by others, and they think that the teacher may get angry with them if they make a mistake. There are many other researchers in line with this result about fear of negative evaluation (Abrar et al., 2018; Al-Saraj, 2013; Amiri& Ghonsooly, 2015; Ay, 2010; Balemir, 2009; Chan& Wu, 2004; Çermik, 2015; Gürsoy& Korkmaz, 2018; Hashemi& Abbasi, 2013; Horwitz et al. 1986; Kitano, 2001; Liu, 2006; McCoy, 1979; Price, 1991; Tercan& Dikilitaş, 2015; Tsiplakides& Keramida, 2009; Woodrow, 2006; Wörde, 2003). Additionally, many students have difficulties with language proficiency, and they claim they forget what to say and how to say. Also, they sometimes have difficulties with pronunciation, vocabulary and syntactical issues. This outcome is also postulated by many studies in the literature (Balemir, 2009; Chan& Wu; 2004; Debreli& Demirkan, 2015; Gürsoy& Korkmaz, 2018; Horwitz et al., 1986; McCoy, 1979; Öztürk&Gürbüz, 2014; Taysi, 2015; Tüm& Kunt,

2013). On the other hand, in the third RQ, they were asked that their anxiety stems from their personality or environment. Most of the students stated personality is a fundamental factor for anxiety, but the environment is very effective too.

     5.5.2. The anxiety-provoking sources from the perspective of teachers. According to the teachers interviewed, there are many factors causing anxiety in students. As seen in Table 17 and 18, teachers and students state similar reasons for their anxiety. Differently from the students, the teachers added "low family income level" to the category of "lack of self-confidence". It means that students of families with low income level are mostly more anxious, and they suffer from lack of self-confidence among their classmates. Besides, the teachers give importance to the FNE and Language proficiency just like students. Accordingly, they stated similar points with students, but they noted additionally that students have difficulty with transforming their theoretical information into practice, which makes them anxious in most of the moments. This might be about lack of practice in fact. After all, the teachers concentrated on two different points unlike students. These are "physical classroom environment", and "education system and families' perception of language learning." According to their thoughts, crowded classrooms make implementing speaking activities harder, because classroom management during speaking class gets harder as the population increases. On the other hand, seating arrangement cannot be made as it should be in a speaking activity. Hence, in crowded classrooms, students get shier, and easily anxious because of the fear of being humiliated. Young (1991) stated a similar outcome about unnatural classroom environment which causes anxiety in learners. In a similar way, Hashemi and Abbasi (2013) stated that formal classroom environment causes anxiety in learners. To cope with that problem, more humanistic approaches to language teaching were developed by researchers such as Community language learning, and Suggestopedia (Young, 1991).

Besides, some teacher interviewees complain about the Turkish education system. To them, high school placement exam at the end of the 8th grade of the school makes students study for only grammatical sides of the lesson. Since the education system does not give enough importance to the speaking, students and their families do not care about it, either, unfortunately. Further, Gürsoy and Korkmaz (2018) supported this finding because they also believe that the Turkish education system ignores speaking skill. Additionally, assessments are done to test only students' grammatical knowledge and a little bit writing skill as postulated by Tercan and Dikilitaş (2015). That might be also a reason for students not to try to advance their speaking skill, and get easily nervous during speaking activities done rarely.

5.6. The Ways for Controlling or Eliminating the Anxiety from the Perspectives of Students and Teachers

In the interview with students, they were asked for what ways they can use for eliminating the anxiety. They stated that practice is very important for speaking skill because they get anxious at a lower level when they do speaking activities more than several times. On the other hand, students believe that the support of people around them is very relaxing for them. It means that teachers and parents should support and encourage their students in terms of speaking. Moreover, they need pronunciation practice not to be afraid of mispronouncing the words. Apart from these, they believe the power of studying regularly, and preparing for the lesson in advance.

Teachers believe that students need speaking practice. As Young (1991) postulated, the classroom environment is very important for practice and learning. Horwitz et al. (1986), and Tsiplakides and Keramida (2009) also stated that the atmosphere in the classroom should be stress-free to make students feel relaxed. On the other hand, students need to be provided entertaining and interesting activities in the classroom; however, for that purpose the

population of the classroom should be reasonable for effective teaching and speaking practice, also Melouah (2013) suggested circle seating arrangement for students in the classroom to see each other's faces. But this still depends on the population of the classroom. Moreover, students need a real experience of conversation in English, so it can be supported by Ministry of National Education in some way. As Liu and Jackson (2008) supported, cross-cultural activities or projects can be produced and applied for real communication in schools, but these kinds of activities should be regular and permanent in the whole academic year. On the other hand, as Table 20 suggested, teachers think that student groups with max 4 people may be effective to cope with speaking anxiety by the help of cooperation of friends as supported by Tanveer (2007). Similarly, they can do role-play activities in groups, too. By this way, they may learn in an entertaining and sociable way. To make this real, the language teaching program should be based on students' interests as much as possible.

Error correction ways are another important issue for speaking anxiety of students. According to Hashemi and Abbasi (2013), and Tsiplakides and Keramida (2009), errors and mistakes should be corrected in a non-threatening way not to discourage students. Dalkılıç (2001) suggested teachers that making a mistake is a normal and natural way of language learning. Thus, the relationship between teacher and student should be in a helpful way (Tsiplakides& Keramida, 2009). Further, in the present study, students stated that they are afraid of making a mistake, and they will be corrected in a rude way. Moreover, it is important not to discourage students in front of their peers.

Chapter VI

Conclusion

6.1. Summary

This study aimed to investigate the speaking anxiety level of 149 fifth grade students in a state middle school (Vankulu Middle School) in Van, Turkey. Their anxiety levels were compared in terms of many aspects, but the main aim was to find out whether there is a difference between two kinds of fifth grade classrooms. On this way, the questionnaire used was based on "Foreign Language Classroom Anxiety Scale" (FLCAS) (Horwitz et al., 1986); however its original version was not used but the modified version by Gürsoy and Korkmaz (2018) after Melouah (2013)'s modification of the FLCAS. The reliability of the scale was found quite satisfactory, .94. While analysing the data, the anxiety levels of students were compared in terms of different variables by means of SPSS (Statistical Package for the Social Sciences). After quantitative data analysis, the semi-structured interviews were administered with both ten students and five teachers to find out why they feel speaking anxiety during the speaking class. All of this study was carried out with the guidance of six research questions.

1. What is the overall level of foreign language speaking anxiety of 5th grade students?

To find an answer to the first research question about the general speaking anxiety level, the amount of overall speaking anxiety of all the students was calculated twice because students answered the scale twice, first and second term of the academic year. For the first term it was found 3.03 whereas the second calculation was found 2.92 for the end of the second term. Consequently, the results indicated that participants have a moderate level of speaking anxiety in both academic terms.

2. What is the relationship between students' demographic information and speaking anxiety? a. Does each of the factors such as gender, year-end English achievement score taken the previous year, supportive language course, age, and income level of the family make a significant difference in language speaking anxiety?

As the first part of the second research question, the findings showed that female students were found more speaking-anxious than male students studying in fifth grade. However this difference is valid for only five items in the first term; and six items in the second term. In terms of overall speaking anxiety level, students were not separated significantly from each other for both terms. Secondly, in terms of year-end grade, it was seen that there is a negative correlation between the speaking anxiety level and English achievement score of the previous year. Accordingly, the higher grade in English lesson means the lower level of anxiety for students. Next, it was investigated if any kind of supportive language courses affects the speaking anxiety level of students. According to the findings, there was no significant difference between students who did not attend any courses and who attended supporting and training courses carried out in the school. On the other hand, students taking a private language course (one to one) were found statistically less speaking-anxious among three groups of students. In addition, the age factor was examined if it is effective on the level of anxiety or not. The participants consisted of three different age groups ranged from 9 to 11. According to findings obtained via Kruskall-Wallis test, ten year old students were the most speaking-anxious, while eleven year old participants were the least anxious in terms of speaking. Later, the potential effect of the family income level on the speaking anxiety level of students was investigated, and there was a negative correlation between the two. Hence, as family income level gets higher, the speaking anxiety of students reacts contrarily.

3. Is there a significant difference in terms of speaking anxiety between the students in the intensive foreign language classes and the students in regular fifth grade classes?

To give an answer to the third RQ, the differences between the regular 5th grades, and the IFL 5th grade classrooms were examined by dual comparison via the Mann-Whitney U test. Both comparisons were found statistically significant. Accordingly, the findings indicated that in both first and second term, the students of the intensive foreign language classrooms were statistically less speaking-anxious than regular fifth grade students. Besides, whereas 5th grade students' anxiety level is getting higher in the second term, the intensive foreign language classes' students show a contrary tendency.

4. When considering a school year, is there a significant decrease or increase in the speaking anxiety levels from the beginning to the end of the academic year?

The 4th research question was about the possible difference between classes' first and second term anxiety levels in themselves. Hence, the two overall levels of speaking anxiety of each type of classes were compared to see whether there is a statistical difference, or not. However, no significant distinction was found for both classes. But for IFL classes there are several significant changes between two academic terms. According to the comparisons, students of the 5th grade intensive foreign language classes feel much more anxious about focusing on lesson in the second term than the previous term. On the other hand, in two items, there were remarkable decreases in the second term. As reported by students, they were more relaxed compared to the first term about speaking with a native person in the target language. In addition, they relied on themselves about speaking in the foreign language in front of their peers in the classroom much more than they did in the first term.

5. What are the possible causes of speaking anxiety from the perspectives of students and teachers?

The fifth research question was about what the possible causes of the speaking anxiety may be from the perspectives of students. To answer this question, the researcher calculated the means of four item groups in the scale which may cause to arousal of the speaking anxiety. Then, the relationship between these four groups and the overall speaking anxiety were investigated. Accordingly, the overall speaking anxiety level was found strongly and significantly interrelated with "lack of self-confidence", "fear of interaction", "language proficiency problems", and "error correction and fear of negative perception". It means that if students have problems with these categories their anxiety level increases. On the other hand, there are some other potential anxiety provoking factor stated by students and teacher. These are "the feeling of embarrassment, forgetting how to say and what to say, fear of being laughed, mispronunciation of words, the introverted character of students, negative reactions by the teacher, peer pressure, and etc."

6. What might be done to eliminate or control the anxiety of students from the perspective of students and teacher?

By means of the sixth research question, it was aimed to figure out the possible ways for overcoming the anxiety from the perspectives of students and teachers. In order to answer this RQ, both students and teachers were asked about them. According to the results, students stated that they need more practice, more self-confidence about the speaking in English. Furthermore, they need much more support from their environment in order to feel more relaxed. On the other hand, teachers expressed that the population of the classrooms should be reduced, by this way they can do more language practice in the classroom.

In conclusion, the results show that there is a significant difference between students of the fifth grade IFL classrooms and the regular fifth grade classrooms in terms of the speaking anxiety level. Accordingly, students from IFL classrooms feel less anxious

compared to regular ones. It means that they feel more relaxed during speaking classes. It can be said that intensive foreign language classrooms are good for speaking anxiety level of learners because students have a chance to be exposed to the target language much more than regular classrooms of fifth grade. So, as can be inferred, intensive language programs are helpful for making students familiar with English. This finding is noteworthy in fact, because the difference between fifth grade intensive foreign language classrooms' and regular fifth grades' speaking anxiety levels was not investigated before.

6.2. Implications

Several important implications can be concluded from this study. First of all, the present research indicated that foreign language speaking anxiety had negative effects on learners. Their thoughts definitely demonstrated that speaking anxiety had a debilitating effect on their learning process. Furthermore, even if intensive foreign language classrooms' students felt less anxious than regular fifth grade students, all of the learners had the feeling of anxiety to some extent. Moreover, this anxiety was sourced not only by their characters but also by their teachers. Therefore, it is very important to create a stress-free atmosphere and environment that they can be creative and free. By this way, they might get more open to learning.

Secondly, the participants studying at the IFL classrooms were found less speaking-anxious compared to regular fifth grades. Therefore, it can be understood that the administration of IFL classrooms with intensive language program should be spread in all of the fifth grade classrooms, because students may have much more chance to get used to using language, and they may start not to be afraid of speaking it. Another point is that as family income level increases, students' self-confidence rises, in contrast, their speaking anxiety

level decreases; or vice versa. If students do not have a high income level, they should be supported by the government to be equal with other students.

On the other hand, students complained about the pressure on them by their peers in terms of negative perception. All of the students should be convinced that making a mistake is a natural way of learning language, so it is not something to be laughed, and it does not need to get embarrassed in front of other students. For that purpose, teachers should take precautions and they give very careful reactions to mistakes made by students. Further, students should be given more chance to speak, so activities like role-play or discussion may help students to find more opportunity to speak. It is very important for teachers to be beyond being just a teacher; they should be a guide and counsellor for learners.

As a conclusion, the speaking anxiety of students studying at the fifth grade IFL classrooms is a topic worthy of studying, because the administration of the IFL classrooms in fifth grades is in the process of piloting in Turkey, so it should be investigated deeply to find out shortcomings to make it better and more helpful for students in practice. Consequently, this study contributes to the literature from the point of findings obtained.

6.3. Suggestions for Further Research

This study was carried out with 149 fifth grade students from two kinds of classrooms in a middle school, Vankulu Middle School in İpekyolu, Van, Turkey. Thus, the findings of the study may not be generalized to all language learners. Further research may include more middle schools and participants. Moreover, different data collection tools in addition to the interview and questionnaire might be employed to reach more data. Additionally, in this study, speaking anxiety-provoking factors were investigated based on what students and teachers reported in the interview, and what students selected in the scale; in future, they might be investigated deeply by means of different instruments. In addition, while doing

research, a wide range of cultural contexts might be involved, because this study was conducted in only one middle school in only one city.

Appendices

Appendix A

English Speaking Anxiety Scale

Dear students,

This scale was developed to measure speaking anxiety level of yours and determine causes of your anxiety. You are asked to select choices which are the most appropriate for you. If you STRONGLY DISAGREE (1); DISAGREE (2); UNDECIDED (3); AGREE (4); STRONGLY DISAGREE (5) please select these numbers.

This questionnaire is not a personal evolution form. The data will be used for only scientific purposes and will not be shared with someone else. It depends on your **accurateness and sincerity** to reach healthy results. Thank you for your participation in advance.

Hüseyin KORKMAZ

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Age: ……………………………….................

Gender: M / F

Type of class: Regular 5th grade / 5th grade IFL classroom

Gender: M / F

English-Achievement score taken previous year: **O** Lower than 50 **O** 50-70 **O** 70-85 **O** 85-100

Do you take any supportive course? **O** No **O** Supporting and Training course provided by Ministry of Education **O** Private Course (One to one)

Family income level: **O** lower than 1600 **O** 1600- 3000 **O** more than 3000

Items	Strongly Disagree (1); Disagree (2); Undecided (3); Agree (4); Strongly Agree (5)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I never feel quite sure of myself when I am speaking in the oral class.	1	2	3	4	5
2	I do not worry about making mistakes in the oral class.	1	2	3	4	5
3	I tremble when I know that I am going to be called on in the oral class.	1	2	3	4	5
4	It frightens me when I don't understand what the teacher is saying in the oral class.	1	2	3	4	5
5	It would not bother me at all to take more English oral classes per week.	1	2	3	4	5
6	I feel nervous while speaking because I cannot be sure of my vocabulary.	1	2	3	4	5
7	During the speaking class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
8	I always feel that the other students speak the English language better than I do.	1	2	3	4	5
9	I start to panic when I have to speak without preparation in English.	1	2	3	4	5
10	In the oral class I can get so nervous that I forget things I know.	1	2	3	4	5
11	I am very afraid of making grammatical mistakes while speaking.	1	2	3	4	5
12	It embarrasses me to volunteer answers in my oral class.	1	2	3	4	5

13	It would not be nervous speaking English with native speakers.	1	2	3	4	5
14	I often feel like not going to the oral class.	1	2	3	4	5
15	I feel confident when I speak in the oral class.	1	2	3	4	5
16	It makes me worried put the words into wrong places in a sentence while speaking.	1	2	3	4	5
17	I am afraid my English teacher is ready to correct every mistake I make while speaking.	1	2	3	4	5
18	I can feel my heart pounding when I am going to be called on in the oral class.	1	2	3	4	5
19	It makes me nervous to pronounce words incorrectly while speaking English.	1	2	3	4	5
20	I do not feel pressure to prepare very well to my oral class.	1	2	3	4	5
21	I feel self-confident about speaking English in front of other students.	1	2	3	4	5
22	I feel more tense and nervous in the oral class than in my other classes.	1	2	3	4	5
23	I get nervous and confused when I am speaking English in oral classes.	1	2	3	4	5
24	I am afraid of making pronunciation mistake while speaking English.	1	2	3	4	5
25	I am afraid the other students will laugh at me when I speak English.	1	2	3	4	5
26	I feel nervous in the oral class when the English teacher asks me questions and I must reply in the oral class.	1	2	3	4	5
27	I feel confident during oral class.	1	2	3	4	5

Appendix B

İngilizce Konuşma Kaygısı Ölçeği

Değerli öğrenciler,

Bu anket İngilizce derslerinde yaşanan İngilizce konuşma kaygınızı ölçmek; yaşadığınız problemlerin nedenlerini saptamak amacı ile geliştirildi. Ankette yer alan durumların sizin için ne ölçüde geçerli olduğunu belirtmeniz istenmektedir. Eğer bir ifadeye KESINLIKLE KATILMIYORSANIZ (1) ; KATILMIYORSANIZ (2); KARARSIZSANIZ (3); KATILIYORSANIZ (4); KESINLIKLE KATILIYORSANIZ (5) rakamını işaretleyiniz. Konuşma kaygısını ölçmeyi amaçlayan bu anket kişisel değerlendirme formu değildir. İsimlerinizi yazmak zorunda olmadığınızdan rahat ve samimi bir şekilde doldurmanız rica olunur. Elde edilecek veriler yalnızca bilimsel amaçlar için kullanılacak ve başka hiçbir kişi ya da kurumla paylaşılmayacaktır. Araştırmanın sağlıklı sonuçlara ulaşması, anketi **titizlikle** ve **samimiyetle** doldurmanıza bağlıdır. Katılımınız için şimdiden teşekkürler.

Hüseyin Korkmaz (korkmaz.uss@gmail.com)

Yaş: …………….

Cinsiyet: E / K

Sınıf: O 5. Sınıf   O 5. Sınıf (Yabancı dil ağırlıklı)

Geçen sene karnede görünen İngilizce notu: O 50'den düşük   O 50-70 arası   O 70-85 arası

O 85-100 arası

Okul dışında İngilizce özel ders alıyor musun?: O Hayır   O Okula ait hafta sonu destekleme kursu   O Bire bir İngilizce özel ders

Aile gelir düzeyi: O 1600TL ve altı O 1600-3000TL arası O 3000TL ve üstü

Maddeler	Kesinlikle Katılmıyorum (1); Katılmıyorum (2); Kararsızım (3); Katılıyorum (4); Kesinlikle Katılıyorum (5)	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Konuşma dersinde konuşurken kendimden asla emin olamam.	1	2	3	4	5
2	Derste konuşurken hata yapmaktan endişelenmem.	1	2	3	4	5
3	Derste konuşmak için kaldırılacağımı bildiğim zaman tedirgin olurum.	1	2	3	4	5
4	Derste öğretmenimin ne söylediğini anlamamak beni korkutur.	1	2	3	4	5
5	Daha fazla konuşma dersi almak beni rahatsız etmezdi.	1	2	3	4	5
6	Kelime bilgimden emin olamadığım için konuşurken gergin hissederim.	1	2	3	4	5
7	Ders esnasında kendimi dersle ilgisiz şeyler düşünürken bulurum.	1	2	3	4	5
8	Diğer öğrencilerin İngilizce konusunda benden daha iyi olduklarını düşünmeden edemiyorum.	1	2	3	4	5
9	Derste hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.	1	2	3	4	5
10	Derste o kadar heyecanlanırım ki, bildiklerimi de unuturum.	1	2	3	4	5
11	Konuşurken dil bilgisi hatası yapmaktan korkarım.	1	2	3	4	5

12	Derste gönüllü cevap vermekten utanırım.	1	2	3	4	5
13	Yabancılarla (anadili İngilizce olanlarla) konuşurken heyecanlanmam.	1	2	3	4	5
14	Çoğu zaman derse girmek içimden gelmez.	1	2	3	4	5
15	Derste konuşurken kendime güvenirim.	1	2	3	4	5
16	Konuşurken kelimeleri doğru yerlerine koyamamak beni tedirgin eder.	1	2	3	4	5
17	Öğretmenimin konuşma dersinde yaptığım her hatayı düzeltecek olmasından korkarım.	1	2	3	4	5
18	Konuşma dersinde kaldırıldığımda kalbimin çok hızlı attığını hissederim.	1	2	3	4	5
19	Konuşurken, kelimeleri yanlış telaffuz etmek beni oldukça tedirgin eder.	1	2	3	4	5
20	Konuşma dersine çok iyi hazırlanmak için zorunluluk hissetmem.	1	2	3	4	5
21	Diğer öğrencilerin önünde İngilizce konuşurken kendime güvenirim.	1	2	3	4	5
22	Diğer derslere oranla kendimi konuşma dersinde daha gergin ve heyecanlı hissederim.	1	2	3	4	5
23	Derste İngilizce konuşurken kendimi gergin ve kafası karışmış hissederim.	1	2	3	4	5
24	Konuşursam telaffuz hatası yapacağımdan korkarım.	1	2	3	4	5
25	İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.	1	2	3	4	5
26	Öğretmenim konuşma dersinde cevaplamak zorunda	1	2	3	4	5

	olduğum sorular sorduğunda gergin hissederim.					
27	Konuşma derslerinde genellikle rahat hissederim.	1	2	3	4	5

Appendix C

Interview Items Asked Students

1. Can you tell me about your feelings about the English speaking lesson, do you like or don't like it?

2. Do you think that you feel stressful when it comes to speaking a foreign language?

3. What might be the reasons for you to feel anxious?

4. What do you think? Is it personal or environmental factors that worrying you when you try to speak a foreign language?

5. What might be done to eliminate or control this anxiety in your opinion?

Appendix D

Interview Questions asked teachers

1. How do your students feel about speaking the target language (English); do they feel anxious about it according to your observations?

2. Do you think you have any contribution to the speaking anxiety of students? May they be afraid of your reactions to their words?

3. What might be the factors making your students anxious about speaking?

4. What might be done to eliminate or control the amount of anxiety students feel in your opinion?

Appendix E

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "Ortaokullarda Pilot Olarak Yürütülen Yabancı Dil Ağırlıklı 5. Sınıf   Şubelerinde Öğrenim Gören Öğrencilerin Ingilizce Konuşma Kaygıları" adıyla, 01/11/2018 ve 30/05/2019 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: 5. Sınıf öğrencilerinin İngilizce konuşma kaygı seviyelerini belirlemek ve sebeplerini araştırmak

Araştırma Uygulaması: Anket ve Görüşme şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı   :   Hüseyin KORKMAZ

İletişim bilgileri :   0539 558 86 06

Velisi bulunduğum .... sınıfı .... numaralı öğrencisi ....
…………………………….'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).

..../...../............

İsim-Soyisim İmza:

Veli Adı-Soyadı :

Telefon Numarası :

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ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Hüseyin KORKMAZ
Tez Adı	ENGLISH SPEAKING ANXIETY OF FIFTH GRADE STUDENTS IN A MIDDLE SCHOOL IN VAN
Enstitü	EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Anabilim Dalı	YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Doç. Dr. İlknur SAVAŞKAN
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Hazırlamış olduğum tezimin belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih : 16.09.2019

İmza :