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EĞİTİM BİLİMLERİ ENSTİTÜSÜ



DOKUZ EYLÜL UNIVERSITY INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES TEACHING

ENGLISH LANGUAGE TEACHING PROGRAMME

MA THESIS

A MULTIPLE CASE STUDY ON STUDENTS' SPEAKING ANXIETY: PERSPECTIVES OF STUDENTS AND TEACHERS

BENSU ZAMBAK

İzmir

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SUPERVISOR

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2023

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

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ÖZET

ÖĞRENCİLERİN KONUŞMA KAYGISI ÜZERİNE ÇOKLU BİR DURUM ÇALIŞMASI: ÖĞRENCİ VE ÖĞRETMEN BAKIŞ AÇISI

Bu nitel çoklu vaka çalışması öğrencilerin yabancı dil konuşma kaygısının sebeplerine yönelik öğrenci ve öğretmenlerin bakış açısı arasında farklılıklar olup olmadığı sorusunu cevaplandırmak amacıyla yapılmıştır. İletişimin en gerekli araçlarından biri olarak konuşma becerisi, yabancı dil öğreniminde yadsınamaz derecede önemli bir işleve sahiptir. Maalesef, kaygı sebebiyle İngilizce konuşmakta zorlanan birçok öğrenci olduğu bilinmektedir. Kaygının, öğrencilerin yabancı dil konuşma başarısına olumsuz etkisi bilinen bir gerçektir (Horwitz & Steinberg, 1986; Phillips, 1992; Woodrow, 2006; Subaşı, 2010; He, 2013; Suleimenova, 2013; Karagöl & Başbay, 2018; Kasap & Power, 2019; Tekşan et al., 2019). Dünyadaki diğer birçok yabancı dil öğrencisi gibi, Türk öğrenciler de kaygı sebebiyle konuşma becerileri ile alakalı sorun yaşamaktadır. Yabancı dil konuşma kaygısı ile baş etmeye çalışırken, öğretmenlerin bu kaygının sebeplerinin kaynağını bilmesi gereklidir çünkü öğrencilere etkili bir şekilde yardım edebilmek ancak bununla mümkündür. Ancak, öğretmenlerin bu sebeplere yönelik bakış açısı öğrencilerinki ile tamamen aynı olmayabilir ve bu problemlerin üstesinden gelmeyi güçleştirebilir. Bu sebeple söz konusu çalışma, öğrencilerin ve öğretmenlerin bakış açıları arasında bulunan benzerlik ve farklılıkları, anlaşılması ve varsa farklılıkların azaltılmasıyla daha iyi stratejilerin geliştirilebilmesi adına tespit etmeye çalışmıştır.

Bu çoklu vaka çalışması Türkiye'de bir vakıf üniversitesinde, Intermediate (Orta Düzey) seviyesinde 2 farklı sınıftan toplam üç hazırlık programı öğrencisinin ve onların derslerinden sorumlu dört öğretmenin katılımıyla gerçekleşmiştir. Bahsedilen konu hakkında derin bir anlayış geliştirebilmek adına, çalışma nitel araştırma yöntemi dahilinde gerçekleştirilmiştir. Katılımcıların tuttuğu günlükler ve katılımcılarla gerçekleştirilen derinlemesine görüşmeler ve araştırmacının gözlemleri veri toplama aracı olarak kullanılmıştır. Veri toplama süreci 6 hafta sürmüştür ve toplanan veri tematik analiz metodu (Braun & Clarke, 2012) ile yorumlanmıştır.

Çalışmanın bulgularına göre, yabancı dil kaygısının sebeplerine dair öğrenci ve öğretmen bakış açıları arasında farklar bulunmaktadır. Öğretmenler, öğrencilerin yabancı dil konuşma kaygısına dair belli sebepleri tespit edebilirken, öğrencilerin kendi belirttiği bazı kişisel sebeplerin farkında değillerdir. Yabancı dil konuşma kaygısına sebep olan yabancı arkadaş edinme, ana dili İngilizce olan biri ile konuşma, akranlara kıyasla yetersiz hissetme, hata yapma ve sonucunda utanç hissetme, hata ile ilgili düzeltilme, öğrencilerin mükemmeliyetçi tutumu, yanlış telaffuz korkusu, olumsuz öz değerlendirme ve özgüven eksikliği, kalabalık önünde konuşma, akranların olumsuz yargıları, egzersiz ve hazırlanma süresi eksikliği, risk almak konusundaki isteksizlik, yöneltilen soruyu yanlış anlama korkusu gibi genel sebepler katılımcı öğretmenler tarafından tespit edilmiştir. Ancak, öğrenciler tarafından kişisel olarak belirtilen Dikkat Eksikliği ve Hiperaktivite Bozukluğu ile Genel Kaygı Bozukluğu, aile baskısı, konuşma süreci ile alakalı gereğinden fazla düşünmek, konuşma sırasında muhatap olunan kişiye yakınlık ve Türklerle İngilizce konuşmak gibi sebepler katılımcı öğretmenler tarafından tespit edilememiştir. Sonuçlara bakılarak çalışmadan elde edilen en temel çıkarım kurumlara yönelik olup, öğretmenleri yabancı dil konuşma kaygısı konusuyla alakalı eğitilmeleri gerekliliği ve bu kaygının okulların konuşmayı ölçme değerlendirme sistemine olumsuz etkisine dikkat çekilmesi konusundadır. İkincisi ise öğretmenlerle ilgili olup, onların öğrencilerin yabancı dil konuşma kaygısı yaşamalarının kişisel sebeplerini iyi anlamak ve üstesinden gelebilmeleri için ihtiyaçlarına en iyi şekilde cevap verebilmek adına öğretmen ve öğrencilerin etkili bir iş birliği içinde olmalarının gerekliliğine dikkat çekmektedir.

Anahtar Kelimeler: Yabancı dil öğreniminde kaygı, yabancı dil konuşma kaygısı, kaygı, konuşma kaygısı, konuşma becerisi, öğretmen bakış açısı, öğrenci bakış açısı, yabancı dil olarak İngilizce

ABSTRACT

A MULTIPLE CASE STUDY ON STUDENTS' SPEAKING ANXIETY: PERSPECTIVES OF STUDENTS AND TEACHERS

This qualitative multiple case study was carried out to clarify the question whether there is a gap between the assumptions of students and teachers about the reasons for students' Foreign Language Speaking Anxiety (FLSA). Speaking, as one of the essential parts of communication, has an undeniably important function in foreign language learning. Unfortunately, it is known that there are a lot of students having difficulty in speaking English because of anxiety. It is a known fact that anxiety has a negative effect on learners' foreign language speaking performance (Horwitz & Steinberg, 1986; Phillips, 1992; Woodrow, 2006; Subaşı, 2010; He, 2013; Suleimenova, 2013; Karagöl & Başbay, 2018; Kasap & Power, 2019; Tekşan et al., 2019). Like a lot of other foreign language learners around the world, Turkish students also have a problem about their speaking skills because of anxiety. While dealing with FLSA, it is essential for teachers to know the roots of the reasons for it because only then can they help learners effectively. However, teachers' perspective regarding those reasons may not be completely the same with students', which can hinder overcoming those problems. For this reason, this study tried to explore the similarities and differences between students' and teachers' perspectives so that better strategies can be developed by minimising the gap between the perspectives of the two if there is any.

This multiple case study took place at a foundation university in Türkiye and the participants were three Intermediate level students from two different classes in the preparatory program and four teachers that were responsible for the instruction of these two classes. The study employed qualitative research methodology in order to have a deep understanding of the matter mentioned. Participants' diaries and in-depth interviews realised with the participants and researcher's informal participant observation were used as data collection tools in this study. Data collection process

took 6 weeks and the data was analysed with thematic analysis method (Braun & Clarke, 2012).

The findings of the study showed that there are differences between the perspectives of students and teachers about the reasons for students' FLSA. Although teachers are able to recognize certain reasons for students' FLSA, they are not aware of some individual reasons that students mention themselves. The common reasons for FLSA such as having a foreign friend, talking to a native speaker, feeling inferior to peers, fear of making mistakes and humiliation, fear of being corrected, perfectionist attitudes of the learners, fear of bad pronunciation, negative self-evaluation and lack of self-confidence, speaking to crowd of peers, negative judgement of the peers, lack of practice and time for preparation, unwillingness to take risks, fear of misunderstanding the question were recognised by the participant teachers of this study. However, the unique reasons that student mentioned such as ADHD (Attention Deficit Hyperactivity Disorder) and generalised anxiety disorder, family pressure, overthinking about speaking process, closeness to the interlocutor and talking to Turkish people in English are the reasons that were not recognised by the teachers. Considering the results, the fundamental implication obtained from the study is for institutions which suggests them train their teachers about FLSA and pay attention to the negative effects of FLSA on their speaking assessment system. The second is for teachers that suggests them to be in an effective collaboration with their students so that they can detect the individual reasons for their FLSA well and cater for their needs to overcome that ideally.

Keywords: Foreign language anxiety, foreign language speaking anxiety, anxiety, speaking anxiety, speaking skill, teacher perspective, student perspective, EFL

CHAPTER I

INTRODUCTION

1.1.Background of the Study

Speaking is one of the most difficult abilities that can only be achieved by human beings (Levelt, 1993). There is no doubt that it is the main medium of communication for people to interact with each other. Correspondingly, it is not a coincidence that speaking skill is one of the key determinants of overall competence of a language learner. It is obvious from its nature that speaking is not a skill that is individually achieved only by making use of cognitive abilities in one's mind. A dialogue between two people is a result of interactional purposes (Levelt, 1993) and thus it is performed to realise the communicative needs of individuals. What makes it important and difficult is that it is a crucial part of life and it necessitates many other elements to be achieved. As it is also mentioned by Horwitz et al. (1986), speaking skill requires a speaker to make use of variety of language skills at the same time. Besides, Brown and Abeywickrama (2019) confirm that each language skill is a combination of more than one skill, for instance, speaking is closely related to listening. For this reason, it is evident that there are various requirements to be met in order to achieve speaking properly. As a result, to communicate with people one needs to speak and by learning a language this is what people try to do. Thus, if a language learner can speak fluently in an L2, that person is considered to be competent in that language.

Furthermore, the social dimension of speaking should not be ignored. Like it plays a role as a sign of competency in an L2, speaking skill contributes to the acquisition of the language as well. To make it clear, verbal communication requires interaction which helps learners acquire certain language structures. Interaction hypothesis explains that discussing an issue to have an agreement helps learners acquire different aspects of language that help conveying the related message such as lexis and grammar (Lightbown & Spada, 2017). Obviously, speaking process can be defined as a meaning making tool of people for building their own storage of knowledge. Evidently, for language learning to take place, learners should be in a verbal interaction requiring speaking skills.

However, there are a lot of English learners whose willingness to communicate is quite low depending on various reasons. As speaking skill necessitates both different types of language skills and social communicational skills, it is one of the most challenging missions to be accomplished for language learners. When an English language course class is closely observed, it can be easily seen that there are students who are quite comfortable with speaking English while there are also others who suffer from series of feelings inside and other additional reasons unidentified which hold them back from producing speech in English. Detecting these series of feelings and those other reasons are generally the biggest desire of a teacher who is responsible for the instruction of the class. Nonetheless, it is not always very easy to make assumptions about those elements that students suffer from. As speaking is a natural part of our life, we tend to forget how difficult to achieve it until we try to do it in a foreign language (Thornbury, 2005). For this reason, it is so easy for teachers to ignore how difficult it once was. As Bektaş Çetinkaya (2012) confirms, English teachers are supposed to be conscious of the fact that speaking is a complicated activity and they should empathise with their students when there is a problem about it. To be able to show that understanding, teachers should be well aware of the reasons why students are anxious while speaking in a foreign language. Sometimes, teachers tend to guess those reasons for students' reluctance to speak and try to take an action to compensate for that. However, it is not certain whether those assumptions of the teachers match with the real reasons that the students may mention as an explanation to their anxiety about speaking English.

1.2. Purpose of the Study

This study aims at finding out the answer for the question whether there is a gap between students' own perception of their anxiety of speaking English and teachers' assumptions about the probable reasons for students' anxiety of speaking English. Finding the answer for this question will hopefully help teachers have a deeper understanding of their students' foreign language speaking anxiety (FLSA) and be able to find better ways to deal with this anxiety to assist them more effectively. As Young (1991) mentions, to find out possible solutions for lessening the anxiety of language learners, determining its root is not enough without also noticing how this

anxiety is represented as stress in their reactions. How anxiety is embodied in learners' actions and the things that learners cannot achieve because of anxiety are quite as important as the reasons of anxiety. To unravel the reasons for speaking anxiety and deal with it, teachers should observe their students closely so that they can detect those moments of stress in their expressions. Obviously, detecting how anxiety makes them behave is the only way to find out where it comes from.

Yet, teachers are not always totally right about their assumptions of the roots of this speaking anxiety. For this reason, learners should also observe themselves closely and follow their own reactions when they feel anxious and stressful to better understand the roots of those feelings. Although there are a lot of reasons certain to have an influence on speaking anxiety of language learners, it is not known whether the perception of learners about the reasons of their speaking anxiety is similar to their teachers' perception about the reasons for students' speaking anxiety. Generalising those reasons for all learners without being sure about their validity for each individual might not be effective enough to reduce the anxiety. As Young (1991) suggests learners' own views about language learning are the main reasons for developing anxiety towards language. That is to say, learners shape their own feelings that affect their learning experience directly. Regarding the fact, consulting students' ideas should be the essential part of teachers' discovery of foreign language anxiety (FLA). This study aims at merging student perceptions with the intuition of teachers to acquire a better explanation for a phenomenon which is an important part of learning. Seeing whether there is a gap between the assumptions of teachers for students' FLSA and the perceptions of students for their FLSA will help teachers to be sure about the roots of it and then they will be able to help with it better. It is because treating the anxiety in classroom effectively requires an assistance provided for teachers to detect the signs of anxiety in their students (Young, 1991).

1.3. Significance of the Study

As suggested by Horwitz et al. (1986), teachers and students both agree that anxiety is a big hindrance while trying to learn how to speak a foreign language. What is questionable is whether teachers may look from the students' perspective while trying to identify the reasons for their English language speaking anxiety. Bygate

(2010) suggests that helping learners to get ready for using a language is among the main issues in language teaching and how effective this assistance is and the way it is achieved depend on the teachers' understanding of their own purposes. As teachers, we need to know what we would like to do with our students in the classroom and how we can help them with their problems. To know what we want to do in classroom, we need to have a good understanding of our students' real needs. In accordance with that, teachers play a crucial role in dealing with students' anxiety for being the best component of the classroom context that can detect it and provide solutions for that. Besides, teachers should also help their students to have achievable intentions about their learning (Phillips, 1991), which may keep them away from any kind of frustration caused by expecting more from themselves than they can really achieve. Not being able to say what they intend to might be a big disappointment for learners and it is the teacher's responsibility to help learners have realistic aims. For achieving these points effectively, teachers should also be conscious of their practice and intentions. Only then can they support students properly.

To speak of fruitful language learning, speaking properly in a natural manner is one of the most important and difficult outcomes to be achieved in the classroom for most students. Furthermore, talking in front of classmates is a factor which may trigger lots of anxiety (Bektaş Çetinkaya, 2012). Also, Thornbury (2005) mentions that the burden learners feel about being faultless while speaking in order not to make humiliating errors makes the self-monitoring time exaggeratedly long and that makes their fluency worse. This explains the anxiety learners have when they tend to produce speech in a foreign language class. For this reason, learners need to be assisted to be able to speak without feeling too much tension. In order to provide students with that comfort to be able to speak well, teachers should be aware of the factors that make them feel nervous. As teachers might be wrong in their assumptions from time to time because they generally rely on their own observations and instincts, they might not thoroughly ascertain what is really happening on students' side. This study is significant in terms of trying to help teachers realise whether there is a gap between their own assumptions and the reality, which may also help them find better strategies to assist students to overcome their FLSA. When teachers have a better idea about the students' own explanations for the anxiety they are suffering from, they can be much

better in taking precautions about it or coming up with solutions for that. By investigating whether there is a gap between the ideas of the two parties, this study tries to convince teachers to consult student feedback when needed, for understanding their anxiety level and condition, which helps teachers create better strategies to deal with it and know what they really would like to do in their classes.

1.4. Statement of the Problem

Anxiety in the academic environment has always been a concern for researchers and most importantly for teachers and students. It is not a coincidence that there is considerable amount of research focusing on anxiety in education field. All this effort put in the research about it verifies the fact that it is worth being examined. Rosenfeld (1978) indicates that to make their teaching practice beneficial one should endeavour to employ attempts to deal with the problem of anxiety in learning. Without caring about the effects and results of anxiety, it might not be possible to expect to see the full potential or true performance of a learner. Anxiety may have a full control over one's learning experience and that may have a constant debilitating effect on it. It is because bad experiences lead to constant negativity and FLA, which is grounded in negative expectations and that causes nervousness and sensitivity, last long and be negatively influential in learners' performances (MacIntyre & Gardner, 1991). Sometimes, learners are not able to make sense of the anxiety although they are conscious of its presence. Teachers should help their students to understand that FLA better and give information to them about it (Tran et al., 2013). Likewise, teachers have the responsibility to be aware of it themselves and take an action accordingly to assist their students in order to create an anxiety-free learning environment. In this way, teachers can also help their students take care of their anxiety by using activities in the classroom that can help it (Tran et al., 2013). Evidently, anxiety is a crucial and undeniable part of learning and teaching (Akkuş, 2021), as it is of anything that is related to humans. Parallel to that, it is crucial to acknowledge its presence as a debilitating effect while designing pedagogical approaches and attitudes (Young, 1994). "Academic anxiety is a kind of anxiety which is related to the impending danger from the environment of the academic institutions, including academic staff, and can be related to certain subjects or connected to specific types of academic tasks" (Abbot-

Jones, 2021, p. 75). Any student may have anxiety related to various aspects of academic field and it can play a devastating role for their academic performance. As Rosenfeld (1978) mentions, there is undeniable amount of proof that there exists a negative relationship between anxiety and academic achievement. It is clear that anxiety is a big enemy for English learners and when they suffer from it, anxiety becomes a hindrance to their acquisition (Young, 1994). As a part of language acquisition process, speaking skill is equally affected by anxiety. Teachers can generally tell whether their students have FLSA or not, yet what the reasons are for their anxiety can sometimes be mysterious for them even. In the studies related to the subject matter, it is seen that some reasons are detected by teachers, yet some reasons are mentioned by students themselves (Young, 1994). As also mentioned above, trying to act according to their assumptions might not be effective for teachers to deal with the issue. Without consulting students' insight, making generalisations about speaking anxiety may not be as effective as intended because reasons of speaking anxiety are various and so specific to a situation or unique to a person. In accordance with that, students should be treated personally for their speaking anxiety by finding out their own reasons for it. Only then might there be a meaningful process of enhancing strategies for students to deal with it thanks to individualised consultation.

As it is in international contexts, anxiety has been an important subject matter in Turkish EFL context and has been examined from various aspects and perspectives for a lot of times (Akkuş, 2021). The fact that it is a popular phenomenon to examine proves the significance and effect of it on learners. In most of these studies realised with the participation of preparatory class students in Turkish universities, it is evident that anxiety has a debilitating effect on foreign language learning (Subaşı, 2010; Bektaş Çetinkaya, 2011; Çapan & Pektaş, 2013; Genç, 2016; Karagöl & Başbay, 2018; Kasap & Power, 2019; Tekşan et al., 2019; Oruç & Demirci, 2020, Akpur & Fer, 2021). Being aware of the fact, teachers try their best to ease students' anxiety in their own ways however, the effort is not always totally effective. Teachers are obliged to know how anxious their students are and how to deal with it. Each and every student has their own reasons, so the most effective way to deal with it requires taking individual differences into consideration (Pappamihiel, 2002). It is seen that teachers generally tend to treat students' speaking anxiety problem according to their own

insights without having a deep understanding about the real roots of each individual's specific problem. Consequently, the strategies created by the teachers work for some students although they do not work for some others as teachers might not be targeting at the correct reason for the respective student. Each learner may have different reasons to suffer from speaking anxiety and they are the only people who can name them best. As Yumru and Doyman (2020) mention in their study results, preparatory class students in Türkiye have FLSA as a result of various individual reasons. Evidently, in order to help them with their problem, the best way is to combine the observations and insight of the teachers and the students regarding the matter of subject. For this reason, this case study tries to answer the main question whether there is a gap between the perspectives of students and teachers regarding the reasons for speaking anxiety of students by means of adopting qualitative research design which is supportive of personalised answers. In this way, teachers will be encouraged to consult students' ideas for helping them with their speaking anxiety.

1.5. Research Question

This study aims to examine whether there is a gap between the perspectives of students and teachers regarding the reasons for foreign language speaking anxiety of students. In manner of answering this main question, the study also tries to search for the reasons of foreign language speaking anxiety of learners and its various effects on them. In addition to those, teachers' effectiveness in detecting foreign language speaking anxiety related issues are addressed and discussed.

1.6. Assumptions of the Study

The assumptions of this study are:

1. Anxiety has a negative effect on students' speaking skills and performances.
2. The participants will keep their dairies regularly and be honest in their words.
3. The participant students will observe themselves well throughout the process so that they can provide valid data.

4. The teachers will observe their students well throughout the process so that they can provide valid data.
5. The participants will respond to the interview questions willingly and openly.
6. The researcher will do the informal participant observation carefully and diligently.

1.7. Limitations of the Study

There are some limitations of the study and these are:

1. The participants of the study are limited to the language students at only one level.
2. The participants of the study are limited to the language teachers and students of a single institution.
3. As this is a case study, the results are limited to the opinions of specific people which cannot be generalised to be considered a fact regarding the phenomenon studied.
4. In this study, data collection process is limited to one round of interviews with teachers due to the change in the academic calendar after the big earthquake in Türkiye.

1.8. Definition of the Terms

Anxiety: In this study, anxiety is treated as a term that explains personal emotions that include "tension, apprehension, nervousness and worry" stemming from the activation of autonomic nervous system (Horwitz, et al., 1986).

Trait Anxiety: In this study, trait anxiety refers to steady emotional status of a person which is experienced more often or profoundly compared to other people and remains as a part of the characteristic features of that person (Bekleyen, 2004b).

State Anxiety: In this study, state anxiety is given as a sub-category of situation-specific anxiety. If a person experiences state anxiety, that means they have constant inclination to show anxiety in particular situations (Phillips, 1992).

Foreign Language Classroom Anxiety: In this study, the term foreign language classroom anxiety is used in meaning of a definite whole of factors such as "self-perceptions, beliefs, feelings, and behaviours" about a person's language learning experience, which is unique to the individuals' own practice (Horwitz et al., 1986).

Facilitating Anxiety: In this study, the term facilitating anxiety is used in a meaning which is similar to the one explained in Phillips' (1992) article: a type of anxiety that has a positive impact on learning.

Debilitating Anxiety: In this study, the term debilitating anxiety is used in a meaning which is similar to the one explained in Phillips' (1992) article: a type of anxiety that has a negative impact on learning.

English as a Foreign Language: It is a term related to teaching or learning English as a foreign language in a context where English is not the mother language.

English as a Second Language: It is a term related to teaching or learning English as a second language in a context where it is spoken as the mother language.

Preparatory Class: Intensive English language programme that is offered to university students that will study at a totally or partially English medium department.

1.9. Abbreviation of the Terms

ADHD: Attention Deficit Hyperactivity Disorder
EFL: English as a Foreign Language
ELT: English Language Teaching
ESL: English as a Second Language
FLA: Foreign Language Anxiety
FLCA: Foreign Language Classroom Anxiety
FLCAS: Foreign Language Classroom Anxiety Scale
FLLA: Foreign Language Learning Anxiety
FLRA: Foreign Language Reading Anxiety

FLSA: Foreign Language Speaking Anxiety

FLWA: Foreign Language Writing Anxiety

SLTA: Second Language Tolerance of Ambiguity

SPCC: Self-perceived Communication Competence

TAT: Thematic Apperception Test

WTC: Willingness to Communicate

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the theoretical background of the study is given to construct a solid base for further discussion of this study. In addition to that, the earlier studies that have taken place about the subject matter are introduced and explained with their results to serve for the meaning making of the results of this current study.

2.1. Anxiety

Anxiety has remained as an important subject matter for being a common problem for a lot of people and disciplines. Not only people with serious psychological problems, but also "many normals experience some of the key symptoms of the anxiety disorders" (Eysenck, 2000). Obviously, anxiety is a phenomenon that affects everyone in daily life in one way or another (Akkuş, 2021). It is a concept with which everybody is familiar, yet it is not easy to define as it is a complicated, personal and unique experience for every single individual. Besides, anxiety is the outcome of an absolutely complicated process operating many parts of the brain at the same time (Freeman & Freeman, 2012). In addition to that, Highland (1981) mentions, "anxiety is a powerful but complex aspect of human functioning" (p. 526). These are the reasons why it is difficult to follow the chain of events that create the feeling of anxiety in a certain situation or act and how it is handled by brain.

The word 'anxious' comes from Latin 'anxius' and it was used even in the 17th century English in the same meaning it refers to today (Lazarus & Averill, 1972). Although etymological status of anxiety dates back to the heyday of very old languages, the time that the word started to be commonly talked about in its relation to psychology is only after the late 19th century (Freeman & Freeman, 2012). While various names for emotional feelings (anger, fear, etc.) have been used by psychology and conveyed to daily language of people, anxiety has not been a term that is heard very often in the vernacular (Lazarus & Averill, 1972). The main reason for this is that it is neither easy to be named for the people who feel it, nor for the theorists who aim at describing it.

Status of anxiety as an emotion is a fact on which scientists have a consensus (Freeman & Freeman, 2012). As it is one of the many complex emotions that humans experience and name differently, what separates it from the others should be the key question to be able to emphasize its enormous effect on people's psychology and other related issues such as their learning performance.

Evidently, anxiety is a phenomenon that tends to be easily confused with another emotion, fear, for showing same kinds of symptoms in people. Highland (1981) mentions "fear is a response to a stimulus that poses a direct physical threat, such as being in a car that is out of control" (p. 519). She adds that anxiety is a more imprecise feeling which is more common than fear in our complicated society. The reactions it creates can be "adaptive" or "maladaptive"

Like various other types of emotions such as fear, anger and love, anxiety is also a multifaceted concept (Cloninger, 1988) and thus difficult to be examined. "Anxiety is an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements" (Lazarus & Averill, 1972, p. 246). The fact that anxiety can sometimes be related to something unrealistic is one of the prominent reasons why it is a challenging concept to be studied. In another definition it is explained as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz et al., 1986, p. 125). Similar to this explanation, Hunt defines anxiety as "a psychic condition of heightened sensitivity to some perceived threat, risk, peril or danger" (1999, p. 509). It is clear that anxiety includes various sub-feelings inside and can be a combination of all, which makes the reasons for it more interesting and difficult to be recognised and determined.

Cloninger (1988) explains that there might be two motives behind the formation of anxiety. According to that, anxiety can be either adaptive which helps individuals stay away from a potential danger, or maladaptive which can be considered to be an over-reaction when compared to the effects of potential results in respective circumstances. Freeman and Freeman (2012) see anxiety that is experienced on daily basis is quite normal and even useful. This kind of anxiety assists the realistic intuitions of humans and help people react more wisely so that they can spend their lives well.

As Highland (1981) also mentions, average amount of anxiety may help someone with their problem-solving skills.

Just like the earlier categorisation, Strongman (1995), explains that Freud (1917, 1926) puts anxiety into two categories one of which is the realistic one felt in daily life and the other is the problematic one called as neurotic. The former is only a fear not anxiety at all for Freud. Such mild anxiety, Highland (1981) mentions, "[…] signals to the mentally healthy person that something in the environment (internal or external) needs examining, and something in the cognitive map or in behaviour needs changing" (p. 522). Apparently, acceptable amount of fear can serve well for people to stay away from potential danger, so it is not necessary to call such fears as anxiety negatively, but rather they can be considered simple fears for Freud. When such a feeling is a reason to put too much more emphasis on possible threats than they are actually worthy of, it can be considered anxiety and it makes individuals produce false interpretations about the world around (Freeman & Freeman, 2012). Verifying that, Cloninger (1988) mentions anxiety is not normal when it makes one to insistently believe that there is some danger and when the amount of it is not in accordance with the potential danger. This is the type of anxiety that has a bad effect on people. That is to say, fear is a realistic anxiety (Hunt, 1999), but anxiety is a reaction towards something which is overrated and which should not be feared that much. Besides, it has lots of negative effects on humans' behaviours.

The broad phenomenon of anxiety has been examined from three different perspectives in various fields among which there is also language learning (MacIntyre & Gardner, 1991). According to the first perspective, anxiety is a trait of personality and is present in various related occasions (trait anxiety). When someone has trait anxiety, "anxiety becomes a problem and can be considered abnormal or maladaptive when its intensity is disproportionate to the potential danger" (Abbott-Jones, 2021, p. 68). The second perspective deals with the momentary presence of anxiety as an emotional state (state anxiety). "State anxiety describes the experience of fear, nervousness and discomfort induced temporarily by situations perceived as dangerous" (Abbott-Jones, 2021, p. 68). As Young (1994) mentions, anxiety can be either state anxiety which is a result of a bad situation and not permanent or trait anxiety which is a part of a person's personality that is not necessarily caused by a

specific situation and there to stay permanently as a part of character traits. Regarding the fact that state anxiety is temporary, it does not lead to a situation as serious as trait anxiety. Finally, the third perspective, as explained by MacIntyre and Gardner (1991), studies a definite type of anxiety that happens all the time in a specific situation (situation specific anxiety). Language anxiety falls under the category of situation specific anxiety (Horwitz et al., 1986). Situation specific anxiety may be interpreted as a concept that is the more focused version of trait anxiety and it is related to one single problem (MacIntyre & Gardner, 1991). Although situation specific anxiety is sometimes considered to be a limited concept for focusing only on one particular reason for anxiety, it is more capable of explaining an aspect more closely and in details when compared to the scope of trait anxiety. Although definitions of anxiety and various categories where it is placed may seem to overlap each other, it is obvious that the interpretations of it depend on the requirements of the field which studies it or the perspectives of the researchers who study it. From this point of view, it is easy to understand that anxiety is a complex phenomenon and it is difficult to attribute clear-cut definitions and roles to it.

In education field, the literature has presented both positive and negative functions of anxiety (Tercan & Dikilitaş, 2016). In the results of various studies, there are both positive and negative correlations between anxiety and learning which are explained by the names: debilitating and facilitating anxiety. While facilitating kind of anxiety supports learning, debilitating type of anxiety has the opposite effect on learning. As Strongman (1995) suggests, in spite of the fact that anxiety is a negative and bad feeling, it is motivating and it can be related to various new incentives and events. Whether positively or negatively, the literature shows that noticeable number of leaners feel FLSA in their classes (MacIntyre & Gardner, 1991).

2.2. Theories of Anxiety

There are various theories that try to explain the complicated phenomenon of anxiety from different perspectives making use of different explanations. “Early theories that attempted to explain particular emotional responses (like anxiety) in terms of a particular neurohumor, a specific brain center, or a single dimension of variation (like arousal) proved too simplistic” (Cloninger, 1988, p. 2). Although there are no

clear-cut boundaries between the lines drawing the definition borders of these theories, it is possible to give them in separate categories (Strongman, 1995). In this part, the mostly acknowledged ones will be introduced briefly to show their relation to language anxiety.

Psychoanalytic theories of anxiety started with Freud, who is the key figure in psychoanalysis and thus they have been very a crucial part of the studies about anxiety (Freeman & Freeman, 2012). Most part of the psychoanalytic approach for anxiety has been shaped by his ideas. The psychoanalytic theories of anxiety that started with his ideas have not changed much after him (Strongman, 1995). Freud (as cited in Abbott-Jones, 2021) had two main positions on the reasons for anxiety. His first theory explained anxiety as neurotic and problematic, which is explained as transformed libido. In this theory, anxiety is totally associated with the physical needs of human beings independent of thoughts or ideas. The second theory of Freud's (1926, as cited in Strongman, 1995) explains anxiety as repression which is caused by an experience. In this theory, anxiety is a signal that ego gives as a reaction to the feelings caused by a realistic or probable danger. Freud considered all the anxious fears humans experience a reverberation of the most important event in their life which is the trauma of birth (Freeman & Freeman, 2012).

Another theory explains anxiety in its relation to learning and human behaviours. Namely, "learning theory provides a way of understanding the relationship of fear and anxiety, and the evolution of the anxiety response among humans" (Highland, 1981, p. 521). Relation of anxiety to learning is an idea that originally comes from Pavlov and Watson, and basically, it stands for the point that organisms acquire knowledge about how to stay away from noxious stimuli thanks to a mediating mechanism which is named as fear or anxiety (Strongman, 1995). Fear and anxiety, in this sense, have a function to teach what is dangerous or painful and thus should be avoided, and fear and anxiety are learned or acquired by having such dangerous experiences or better to be called, as in the original theory: noxious stimuli. According to the theory, people may tend to relate fear and anxiety to objects (Abbott-Jones, 2021). They learn to avoid danger thanks to anxiety and fear, or in other words, anxiety and fear teach them to stay away from danger. When people associate something with anxiety that thing becomes fearful for them. That is to say, people learn the feeling of

anxiety and then it stimulates maladaptive behaviour (Strongman, 1995). Besides, "[…] humans are likely to experience anxiety over threats to their emotional well-being" (Highland, 1981, p. 521). In other words, the danger that produces anxiety in people may be the production of physical or emotional menace.

According to behaviourism, learning anxiety makes people react negatively towards the source of fear. Behaviourist approach has not been able to bring a solid explanation for anxiety and people's fears related to something that they have not experienced before (Freeman & Freeman, 2012). Regarding that, behaviourist approaches in explaining anxiety have not been enough to explain the phenomenon totally and thoroughly.

Furthermore, physiological theories of anxiety are mainly based on natural sciences and have their focus mainly on physical and biological features of people (Abbott-Jones, 2021). These theories "are based largely on an exposition of what parts of the central nervous system might be involved in emotion in general and fear/panic/anxiety in particular" (Strongman, 1995, p. 6). Namely, such theories that try to explain anxiety through its link to physiology mainly assert that biology may have an effect on individuals' emotions or in more general terms their psychology. Such theories focus on the parts of brain that are included in the process of emotion making. As Freeman and Freeman (2012) mention, today it is known that the frontal lobes consciously think and direct people's emotional reactions. Such judgements regarding the effect of brain on emotions are made thanks to neuroimaging.

In addition, there is also a phenomenological/existential approach to anxiety. According to Abbott-Jones (2021), theorists that adopt phenomenological or existential approach "believe that during a person's life course from birth onwards, the person is presented with a series of choices. At every choice point there is anxiety" (p. 70). That is to say, anxiety is a natural part of life. Strongman (1995) mentions, according to this theory, anxiety is everywhere and it cannot be avoided. Thus, to live their true nature, one should confront with it and try to solve it.

As Strongman (1995) explains, Kirkegaard (1844) gave the theory its origins. Kirkegaard considers fear and anxiety to be two different things. While fear has a particular object at its target, anxiety is free from any certain basis. To improve themselves, people should be aware of the anxiety and face it.

Besides, there is the cognitive theory that interprets emotions being felt as a consequence of how events are interpreted or evaluated in each occasion (Freeman & Freeman, 2012). Such an appraisal of the experience that a person is going through may depend on personal judgement which varies enormously from one to another. In this sense, anxiety is seen as an individual reaction. As an example, in his cognitive theory of trait anxiety, Eysenck (2000) mentions that "the experience of anxiety depends on the processing of four sources of information: external stimuli, internal physiological stimuli, one's own behaviour and one's own cognition (e.g. worries about the future)" (p. 463). According to his theory, people who suffer from high levels of anxiety as a part of their personality (trait anxiety) and who are incapable of defending themselves against it possess cognitive prejudgements that make them exaggerate the threatening value of those four sources of information: external stimuli, internal physiological stimuli, one's own behaviour and one's own cognition. Parallel to that, Strongman (1995) interprets the theory of Eysenck (1988) and mentions various long-term memory storages of people may have a significant impact on their reactions and that can explain when and under what circumstances their reaction turns out to be anxious or not. All in all, interpretation of anxiety under the scope of cognitive theories is largely based on individual differences.

In addition to all those mentioned above, uncertainty views on anxiety are defined both as a theory and an approach in the discipline. The approach is present in all other anxiety theories discussed earlier and it is the main part of anxiety (Abbott-Jones, 2021). Strongman (1995) mentions, "there is a sense in which all of the theories so far considered see uncertainty as a core part of anxiety, uncertainty at least as being unsure of the future or of what course of actions to take in the face of threat" (p. 8). Consequently, such approaches focus on the uncertain and vague nature of anxiety and the strategies to deal with it.

2.3. Foreign Language Anxiety

Affective factors in second language acquisition (SLA) have long been an important subject matter since 1970s and being among them, anxiety stays as one of the key factors that has an impact on SLA (Brown, 2014). Phillips (1991) also confirms that for most learners, anxiety is among the most significant affective filters. FLA is a

determinative subtype of 'situation specific anxiety'. To make it clear, learning anxiety is too complex as a term to be solely explained by the general anxiety (Woodrow, 2006). Horwitz (2016) explains that a specific anxiety means being prone to be anxious in a certain situation. People experiencing a specific anxiety about language learning may be uncomfortable while achieving a task or participating in an activity related to a second language, no matter whether they have an anxious personality or not. This is the reason why FLA is treated as a separate particular situation and a subtype of anxiety because it can be experienced by someone although they do not suffer from general state or trait anxiety as a part of their personality and personal life.

Anxiety stands as a threat for language learners in terms of hindering their acquisition, holding them back from learning and producing the language (MacIntyre & Gardner, 1991). As producing the new language orally is absolutely essential for using it effectively and communicatively, anxiety is a big hindrance for interaction in the target language. Pappamihiel (2002) explains that English language anxiety is a social anxiety that affects people's communication with others. This can be considered to be one of the reasons why FLA is so important and influential in people's lives as much as it is in their language learning experience, which also takes place in social and communicative environment.

Although Young (1994) suggests that anxiety can have a facilitating effect on learning as well, most of the research regarding language education provide evidence that it has a negative impact on language learning and production. Dörnyei (2005) states that 'worry' is one of the elements that form anxiety and it has a debilitating effect on performance. Besides, Freeman and Freeman (2012) mention that having anxiety in long term, also with the impact of stress hormones, may change operation of brain, for instance, ruining short-term memory or lessening the size of hippocampus. Such results have so much impact on people's capability of learning. Particularly talking about its effect on language learning "language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 284). It is almost inevitable to see anxiety influential in the presence of any foreign language skill in practice.

It is surprising that successful language learners and high-level language learners also suffer from FLA (Horwitz, 2000). Also, Çubukçu (2008) confirms that foreign language learning anxiety (FLLA) is assumed to be experienced by the learners of all academic levels and intellectual capacities. Interestingly, anxiety is not a feeling that is always caused by lack of knowledge. Learners who judge themselves as having low ability in learning a language are the best potential people to have anxiety about the matter (Young, 1991). However, one does not have to have a low level in a language to feel unsuccessful about learning it. To make it clear, if learners have FLA, it does not necessarily mean that their language level is low. FLA may have various motives independent of language knowledge or level of the learner.

2.4. Speaking Anxiety

Emotions are an important part of human life. "Personal emotion is constantly part of human behaviour, and individual performance of learning activities can be influenced by fluctuations in one's affect" (Chou, 2019, p. 614). Regarding that, personal emotions and their effects on a student's learning experience are undeniably important and they are essential parts of the investigations regarding any question related to teaching and learning. Anxiety, being one of the most influential of all emotions that direct human beings and their deeds, has a great impact on learners' experience in the educational context. It is quite clear from observations that all foreign language learners, just like all the other students in different learning contexts, experience anxiety at some point of their learning process. As anxiety is a complex emotion, it affects every learner from different aspects and in levels depending on various variables (Pappamihiel, 2002). Parallel to that, specifically speaking anxiety is so variable for and unique to each and every English learner individual who suffers from it at a certain degree, which makes the matter much worthy to be studied for a lot of times from various perspectives again and again.

To have a deeper understanding of the matter of speaking anxiety, it is necessary to grasp its true nature as a mental process. Speaking is a complex procedure in mind that follows a lot of necessary steps one after the other in a perfect order. Interaction skills related to speaking include deciding on the details of communication like choosing what and how to say to convey the intended message and whether to

keep it going or to give an end to it while trying to maintain the relationship with others in a desired way (Bygate, 2010). Even this explanation sounds really complex in terms of understanding speaking as a productional process. That is to say, maintaining an oral interaction is not a skill which is very easy to be accomplished for foreign language learners because it is a product of a complicated process. Particularly, "negotiated interaction in the L2 context entails the learner's active involvement in such communicative activities as clarification, confirmation, comprehension checks, requests, repairing, reacting, and turn-taking" (Kumaravadivelu, 2005, p. 34). It is evident that speaking necessitates all those interactional skills accomplished by one individual. In addition to that, all this chain of the process also requires the necessary linguistic knowledge to be an active part of a proper conversation in English. As Phillips (1991) mentions, limited language knowledge and skills may cause feeling of failure and anxiety for learners when they believe they are not compatible enough to express themselves by speaking in their own words. Moreover, such feelings may have a permanent effect on learners, which can possibly impair their motivation and rise the feeling of inferiority, which all eventually be detrimental to their learning experience.

It is not difficult to guess that a lot of the students are afraid of speaking in a foreign language and this fear may lead to anxiety. Liu and Jackson (2008) mentioned that a lot of studies show the effect of anxiety that causes unwillingness to communicate (WTC) and thus L2 learners with anxiety prefer not to speak in class and not to take part in a speech. Parallel to that, a current study by Riasati (2018) revealed that the more language learning anxiety learners have, the less WTC they have. It is because anxiety has an effect on speaking skill in various aspects. As Horwitz and Steinberg (1986) confirm, "anxiety might affect the content and elaboration of second language speech as well as overall fluency and grammaticality" (p. 131). Obviously, anxiety affects the overall oral performance of the learners very negatively in terms of both their motivation and performance and even worse, their consistency in learning English. Furthermore, the reasons for FLSA can be various and difficult to be guessed, which proves the importance of a further investigation into the matter.

As Horwitz et al. (1986) mention anxiety attracted the attention of many scholars for being a very predictable result of a language learning activity. Parallel to that, there have been plenty of studies conducted focusing on FLA (Dikmen, 2021)

and also specifically FLSA, some of which take student and teachers perspectives into consideration at the same time (He, 2013; Čepon, 2016). In most of these studies in general, FLA has been found to be influential in language learning and FLSA has been found to be detrimental to learners' speaking performance. As Woodrow (2006) mentions, presence of anxiety while having a conversation in English may have a negative effect on the learners who want to join a community in that language and their performance as a student in academic field. Considering the classroom environment to be the target community in which learners need to be engaged and be present by taking part in conversations in English language, anxiety evidently has an important impact on both their adaptation to the classroom and their educational performance.

2.5. Speaking Skill

People learn a language in order to communicate with other people and to do so, they need to be able to speak. Correspondingly, speaking can be considered the main aim of learning a language. Besides, speaking skill is, maybe, the most delicate one for students among all the other language skills. Phillips (1991) mentions that how capable people are in expressing themselves with a language is so tightly bound to the way they feel about their personality and thus, their beliefs about themselves are so sensitive to any bad reaction by a teacher or a student and any feeling of self-incompatibility. It is a sensitive skill because people's self-confidence and own beliefs about themselves are the stakeholders of their speaking performance although they are not directly related to their language skills. Furthermore, Gregersen and Horwitz (2002) state that not being able to express oneself completely and not being able to understand what the others say exactly may, very much expectedly, create frustration in a speaker. As a result, this negative feeling about oneself caused by communication problems can make speaking more difficult, which creates a vicious circle. It is because, mistakes make people feel anxious and make them believe they cannot make a good impression on others with mistakes although language learning is impossible without their presence (MacIntyre & Gardner, 1989). This is a fact to be emphasized by teachers all the time. Thus, speaking is one of the most difficult skills to achieve for students and to teach for teachers in classroom. Another point that makes it different from the other productive skills is that a random speaking performance has

no room for being designed beforehand. Speech production happens at the very moment the speaker is present in and for this reason there is a very short period of time for the speaker to plan the speech (Thornbury, 2005). Although writing skill provides a long preparation process for the learners such as outlining, receiving feedback and editing, speaking has to happen at the moment of communication, which requires the speaker to be much quicker.

Furthermore, having a very good knowledge of a language does not mean being able to have a great speaking skill. Although first and second language speaking are different from each other, the fact that fluency level changes from person to person is the same for both (Thornbury, 2005). Regarding the fact, even if you are a native speaker of a language, you may have moderate skills in speaking. As Bygate (2010) confirms, the knowledge of a language and the ability of using it by means of a skill are two completely different things and this gap between the two should be considered delicately in teaching speaking. Fluency in speaking requires various aspects not limited to the knowledge of language. Speaking skill requires both linguistic and extralinguistic knowledge (Thornbury, 2005). Simply being good at linguistic knowledge that includes genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary and phonology is not enough to shade the importance of extralinguistic knowledge, which refers to sociocultural knowledge. It is so significant because English language is spoken by a lot of people from different nations who have different beliefs, norms, values, social conventions and who have different styles of using them in a speech (Bektaş Çetinkaya, 2012). Thus, sociocultural aspect and significance of speaking should not ever be ignored in any context since it is necessary to have sociocultural competence together with linguistic knowledge while speaking.

2.6. Studies on Foreign Language Anxiety

For being a crucial part of language education, FLA has been examined by a lot of researchers for many years. Although the research about FLA presented various results in the past (MacIntyre & Gardner, 1989), majority of the studies in the field have shown that anxiety may have a negative effect on learners' language performance

(Young, 1994; MacIntyre & Gardner, 1994; Bekleyen, 2004b; Woodrow, 2006). There are a lot of studies about the effect of anxiety on language learning.

MacIntyre and Gardner's (1989) study was realized with the participation of 52 female and 52 male French learners whose native language was English and who were aged between 18 and 25. Various scales were administered to them to define their anxiety towards various subjects. According to the results, French class was the most anxiety provoking subject among English, Math and itself for the participants. The study also showed that there was a strong relationship between FLA and language level. In other words, by examining the results of the study, it is possible to say "the measures of achievement show that scales of foreign language anxiety and state anxiety are associated with performance" (MacIntyre & Gardner, 1989, p.251).

MacIntyre and Gardner's (1994) study treated language anxiety as a constant individual learner difference so that it could be seen eligible to detect the instant changes in learners' manners. For this study, MacIntyre and Gardner created a new anxiety scale examining input, processing and output anxiety types as three separate entities. The 97 participants who were learners of French as a second language at a monolingual Canadian university, were tested in two steps: their three types of anxiety were measured by means of a questionnaire and they were given a French language achievement test. Besides, nine different tasks were used to determine the anxiety of the learners in each of the three stages of learning. The study suggested that language anxiety (input, processing and output) correlated with quality of their overall performance.

Following this study, MacIntyre explained the phenomenon further in another article. In his article titled "How Does Anxiety Affect Second Language Learning? A Reply to Sparks and Ganschow", MacIntyre (1995) explained the cyclical and complex relationship between learning and language anxiety. He believed the notion that students cannot perform in case of anxiety represented a limited vision. He explained that students cannot perform well in case of anxiety because they are not able to learn enough as a result of the anxiety that they have experienced earlier. Likewise, they feel more anxious because they cannot perform well and this situation makes them unable to learn well. This article provided a deeper explanation for the cause and effect of

anxiety in question. As anxiety causes inability to learn, it affects the grades of learners as well.

Dalkılıç's (2001a) study aimed at finding out the FLA levels of freshmen students at a state university in Türkiye. In this study the data were collected by means of Foreign Language Classroom Anxiety Scale (FLCAS). The results showed that great majority of the participants were worried about the probable outcome of failure and that was detected as the most anxiety provoking item among the others. In addition to that, a big difference between the FLA levels of male and female participants was detected.

Gregersen and Horwitz's (2002) interview study tried to find out whether there was a relationship between perfectionism and FLA. To find out their feelings, the 8 participants who were second year students at an English class of a university in Chile were asked to watch their own oral performances and comment on them. The findings revealed the students who were perfectionist and non-perfectionist commented on their oral performances very differently. They had different views about their expectations from themselves, worries about mistakes, concerns about evaluation, etc. The study also showed that there was a relationship between FLA and perfectionism. That is to say, the students who are perfectionists have more negative attitude towards their learning and oral performances.

Bekleyen's (2004a, 2004b, 2004c) consecutive three articles on FLA focused on various aspects of the phenomenon. One of Bekleyen's (2004a) studies focused on foreign language classroom anxiety (FLCA) and the question whether it was affected by teachers and peers. The study administrated FLCAS (Horwitz et al., 1986) to 115 freshman students (41 male and 74 female) at a state university in Türkiye. Besides, interviews were realised by the researcher, which included questions related to but not limited with FLCAS (Horwitz et al., 1986) items. The results indicated that the students' FLCA was affected by their teachers' and peers' attitudes. Besides, a further implication of the study was that students with higher anxiety level were more sensitive towards their teachers' attitudes and more prone to interpret them negatively. Furthermore, almost all students thought that personality of the teacher was very important for them. Bekleyen's (2004b) following article was an overview of the related studies realised until then. As a conclusion, she mentioned that FLA is an

important issue and its negative effects should be acknowledged and tried to lessened by the teachers. Bekleyen's (2004c) another study aimed at determining the anxiety level of university students. 115 students of a state university in Türkiye were administrated FLCAS (Horwitz et al., 1986). Most of the participant students were found to be worried about the results of a failure and there was a significant difference between the anxiety levels of male and female students unlike the results of Aida's (1994) and Isselbaecher's (2004) studies. Female students were more anxious than their male peers. According to the study results, it can be said that fear is the most influential anxiety provoking element.

From a different perspective, Isselbaecher's mixed-method study (2004) looked at language anxiety in terms of its correlation with grades. It consulted both students' and teachers' perspectives, however it rather investigated the sources of anxiety rather than focusing on the comparison between the assumptions of teachers and students regarding language anxiety. The study found no significant relation between age and gender of the students and their language anxiety level, however there was a significant negative correlation between the students' anxiety level and language grades.

Çubukçu's (2007) study examined the results of anxiety influential in a language classroom. The study's target was to investigate the relationship between FLA and language studies and the strategies to overcome it. 120 students took part in the study. The main reasons for anxiety were detected as "presenting before the class, making mistakes, losing face, inability to express oneself, fear of failure, teachers and fear of living up to the standards" (Çubukçu, 2007, p.133). Another study by Çubukçu (2008) examined FLLA in terms of its correlation with self-efficacy. 100 students from the English teacher training program at a university in Türkiye, aged between 20-22, were the participants of this study. A scale developed from Horwitz et al.'s (1986) FLCAS and Self-Efficacy Scale developed by Çubukçu were used for data collection. The results showed that the students felt more nervous in language classes than they did in any other class, it made them shy when they needed to speak English in class, they believed their peers could perform better than them and they were not comfortable with speaking English when their teacher was present in class. However, although they felt anxious, they did not avoid learning different foreign languages. Furthermore, The

Self-Efficacy Scale showed that self-efficacy of the students was high. Examination of the two scales displayed that there is no significant correlation between FLLA and self-efficacy of the students. Although they felt anxiety in classroom, their self-efficacy level was still high and was not affected by their anxiety.

Focusing on the issue from a different aspect, a study by Tran et al. (2013) compared the differences between the perspectives of teachers and students about FLA. However, this study did not try to explain the reasons of FLA, instead, it tried to explain whether teachers and students are equally aware of the presence of FLA and whether they give enough importance to its presence. 419 non-English major students and eight teachers of English as a foreign language at a university in Vietnam served as subjects of this study. The data were collected by means of questionnaires, interviews and student autobiographies. The results revealed that two thirds of students were experiencing FLA at a certain degree, however teachers did not pay enough attention to its significance.

Focusing on the learners' physical reaction towards anxiety, Gregersen et al.'s (2014) "[…] individual-level study triangulates physiological, idiodynamic, interview, self-report survey data of three high and three low anxiety language learners to examine their language anxiety, its triggers, and the interpretations of rapidly changing affective reactions over a short period time" (Gregersen et al., 2014, p.574). The study was held with participation of six volunteer adults learning Spanish as a foreign language in a language course in the United States of America. The participants were chosen according to their anxiety level and three of them had low while the other three had high anxiety. For this study, the participants' presentation performances were recorded as a video. Also, their heart rates were tracked thanks to a monitor they wore during their presentations. All the participants were interviewed after their performances took place. The study showed that the participants with high level of FLA had high average idiodynamic anxiety score, and the ones with lower level of FLA had the opposite. Besides, in the interviews, Gregersen et al. (2014) detected the fact that learners with high anxiety level commented on their performance more negatively than the ones with low anxiety level.

Büyükkarcı's (2016) study examined anxiety in terms of its relation to attitude and academic success. It focused on the question whether it was students' attitude or

their FLLA that determined their academic success. 106 students at a state university in Türkiye participated in the study. The study made use of both quantitative and qualitative data collection tools. For quantitative data, an anxiety scale and attitude questionnaire were used, and for qualitative data, free writing activity was used. The questionnaire findings revealed that FLLA and attitude of the participants were not significantly related to each other. Furthermore, their achievement in academic subjects were found to be unrelated to their FLLA and attitude. The free writing activity indicated that a lot of participant students did not want to learn English though their attitude towards it was positive. The participants mentioned that their unwillingness was because of various reasons such as; "learned helplessness, past experiences with English, previous teachers, etc." (Büyükkarcı, 2016, p.57).

Specifically focusing on FLCA, Tosun's (2018) study tried to explore what the main variables influential in it were and if there was a correlation between the learners' age and their FLCA. In order to answer the question, the scale by Horwitz et al. (1986) was employed as a data collection tool. English Language and Literature students took part in the study. The study found no strong relationship between the age factor and the participants' anxiety level. Moreover, not having any preparation time before speaking in the class was considered to be one of the biggest reasons for FLCA. Following that, other major reasons for FLCA were identified as fear of being unsuccessful, being addressed a question that they were not ready for and missing some parts of the teacher's words. Finally, as it was also detected in a lot of similar studies (Bekleyen, 2004b, Korucu Kış & Şanal, 2020; Pei, 2021), feeling of inferiority was stated as a source for FLCA as a result of this research.

Altunel's (2019) quantitative study investigated the question whether there is a relation between the FLA and the mindset of students in state and private universities. 203 students took part in the study. FLCAS and Dweck's Mindset Instrument were used to collect data. The results showed that there was no significant relationship between the FLA and the mindset of the participants. Having a set or growth mindset made no effect on the participants' FLA. Besides, the FLA level of the participants was found to be moderate. Although earlier research on the topic revealed that there is a relationship between the mindset and FLA level of the foreign language learners (Altunel, 2019) this study's findings showed the opposite.

Looking at FLA at a larger scale, Asmalı (2019) conducted a mixed method study in order to detect language learners' FLCA, second language tolerance of ambiguity (SLTA) and self-perceived communication competence (SPCC). Another purpose of the study was "to examine potential predictive power of SPCC and SLTA on Turkish English as a foreign language (EFL) learners' FLCA" (Asmalı, 2019, p. 25). The data were collected by means of four semi-structured interviews and three questionnaires. 156 freshmen students studying at various departments of a vocational school in a state university in Türkiye participated in the study. The participants were from different backgrounds and were taking compulsory General English course throughout their first year at university. The study revealed different results for FLCA and SLTA & SPCC. According to the statistics, the participants had a moderate level of FLCA, while they had low levels of SLTA and SPCC. The freshmen participants mentioned that they were not good at communicating in English and they found themselves very intolerant towards ambiguities regarding the language learning context. In addition to that that, the further analysis showed that SLTA and SPCC could predict FLCA.

Considering that the issue should be treated from a more sociocultural perspective, Oruç and Demirci's (2020) study questioned the mediating role of engagement in the relationship between FLA and English language achievement. The study was realised with the participation of 605 preparatory class students in Foreign Languages Department at university level. According to the result of the study, FLA affected the engagement of students, which displays the importance of anxiety in terms of language learning in a social context.

Geçkin's study (2020a) examined the question whether learners' proficiency level had an effect on FLA and corrective feedback given verbally. Like Tercan and Dikilitaş's (2016) study, Geçkin's (2020a) study also focused on the correlation between the language level and FLA of learners. 204 university students took part in the study and two scales: FLCAS (Horwitz et al., 1986) and Corrective Feedback Belief Scale by Fukuda (2004) were administrated. The research showed that there was a difference between the feedback preferences of low and high proficiency level learners. While the former preferred to receive feedback at the moment of a mistake, the latter wanted it to be kept for a later time. In addition to that, low level learners

were found to be more prone to experience FLA than their higher-level peers. Another study by Geçkin (2020b) examined the question whether gender affects FLA and preferences about corrective feedback given verbally of learners. 50 male and 50 female students at Pre-Intermediate level took part in the study. Two questionnaires determining their anxiety and beliefs were administrated. Just like Bekleyen's (2004c) study, this research also found the female learners having higher level of FLA. Besides, while female learners liked to be given feedback later, male learners preferred elicitation as their favourite error correction method.

Another research focusing on FLCA was a case study by Pei (2021) which was realised in an American university in order to provide visions for the sources that could be used to manage anxiety experienced in a foreign language classroom. 30 participants of the study, who were assumed to have FLA, were chosen from the first-year international students taking classroom-based English medium course for 16 weeks. The data were acquired from two class observations and four semi-structured interviews. First of all, FLCAS was applied to visualise the measure of anxiety and then the scale was used to put the causes of FLCA in categories. Besides, as the study design was longitudinal, it also provided data about how an individual changed over a course of time. The results of the study showed that the participants were capable of managing their FLCA at a certain degree, yet they could not manage it completely. In addition to that, like most of the studies focusing on anxiety in educational environment, the study shows evidence that students' FLCA is mainly related to class preparation, feeling of inferiority compared to peers, not understanding the teacher, speaking in front of others in the class and the tests, which are evaluative part of their performance. Furthermore, according to the study, the methods that students use for overcoming their FLCA are improving their vocabulary, asking for help following class time, skimming the related lesson materials before, benefitting from office hours, being a part of group discussions, thinking positively, coming to class prepared, being in study groups, discussions with successful peers, doing rehearsals before a speaking activity, working with teaching assistants, practicing oral skills by talking to themselves and getting ready for assessment. Finally, and most importantly, the study confirmed the fact that cooperation of teachers and students in managing learners' anxiety in classroom is the best way to overcome it.

Akpur and Fer's (2021) study aimed at reviewing the literature about the former studies based on the effects of learned helplessness and FLA on language learning. Their article showed that in a lot of studies the two variables mentioned above were found to be affecting language learning negatively.

Dikmen's (2021) meta-analysis study examined 69 studies on the relationship between FLA and language learning performance in different countries and different contexts. The study showed that starting from the most to the least influential "listening, test, speaking, reading and writing anxiety" (Dikmen, 2021, p.206) had a moderately negative impact on language learning. In addition to that, the study results suggest that for learners to perform better, it is necessary to reduce their FLA.

Çetin and Bölükbaşı Macit's (2022) research aimed at displaying the mediating effect of cognitive flexibility of learners on their motivation and FLA. 314 university students took part in the study. "The data of the study were collected with the FLCAS, Cognitive Flexibility Inventory and Foreign Language Learning Motivation Scale" (Çetin & Bölükbaşı Macit, 2022, p.1168). The study revealed that cognitive flexibility had a mediating effect on learners' motivation and FLA.

. Additionally, there are also studies specifically examining language anxiety in the scope of certain skills such as; reading, writing, listening and speaking. As the studies on FLSA will be discussed in details in the following section, here some of the studies on the other three skills will be introduced briefly.

Initially, there have been studies examining various influential factors that correlate with foreign language reading anxiety (FLRA). A lot of studies on FLRA, specifically focusing on English language, revealed that there is a strong relationship between anxiety and reading in a foreign language and this relationship has an impact on the reasons of anxiety and reading performance of the learners who have anxiety (Saito et al., 1999; Bektaş Çetinkaya, 2011; Çapan & Pektaş 2013; Genç, 2016; Chow et al., 2018; Bensalem, 2020; Li, 2021; Miao & Vibulphol, 2021; Valizadeh, 2021). Looking at the correlation between reading anxiety and its effects on grades, Saito et al.'s (1999) study showed that reading a text in a foreign language may create anxiety for learners and reading anxiety had influence on students' grades. Additionally, Bektaş Çetinkaya's (2011) study showed that the participant learner had difficulty in academic reading. Moreover, reading anxiety was likely to be caused by unknown

words and contexts, which had an effect on his reading comprehension. Searching for the ways to deal with FLRA, Çapan and Pektaş's (2013) study indicated that teaching of reading strategies may help lessening FLRA. Besides, the study revealed that creating a friendly atmosphere in the classroom was effective in reducing FLRA. Moreover, Genç's (2016) study showed that the participant learners had a low level of ambiguity tolerance, which led them to have FLRA and as a result, the learners who were unsuccessful in reading classes were affected by the anxiety provoking factors more. Other than the research mentioned above, Chow et al.'s (2018) study focused on listening anxiety and reading anxiety both and their relationship with motivation and learning strategies. According to the study, foreign language listening and reading anxiety were negatively correlated with motivation and use of learning strategies. In addition to that, students who had listening anxiety and reading anxiety perform in their language skills worse compared to the others who did not. Bensalem's (2020) study focused on the reasons of FLRA like many other studies, but additionally, the study worked on the predictability of FLRA by looking at students' background information. The study indicated that female learners had more anxiety than the male students. Besides, the most common reasons creating anxiety for the participant learners were "worry about comprehension, lack of satisfaction with one's reading ability, and unfamiliarity with certain phonics rules" (Bensalem, 2020, p.65). In the study, Bensalem also directs attention to the evident fact that learners who had FLRA also had difficulty in their reading in a foreign language performance, which requires the teachers to take an action about it so that they can help their students be effective readers. Finally, Miao and Vibulphol's (2021) study also supported the fact that FLRA level of learners correlated with their performances. In this study, the participant students with moderate level of FLRA showed a moderate performance. Additionally, the study revealed that learners who were more prone to reading every detail in their practice had higher anxiety levels when they could not comprehend every single part of the text. Parallel to that, about the ways to overcome FLRA, Valizadeh's (2021) study indicated similar results with Çapan and Pektaş's (2013) study. According to the study, teaching strategies help learners reduce their FLRA.

Besides, there were other studies on FLRA, focusing on reasons of it in the Chinese as a foreign language context (Zhao et al., 2013; Zhou, 2017). They both

indicated that two of the most common reasons for FLRA were reading about an unfamiliar topic and worries about comprehension. Additionally, Zhou's (2017) study also found that discomfort about reading out loud was another major reason for FLRA.

Secondly, there have been studies examining various influential factors that correlate with foreign language writing anxiety (FLWA). Cheng's (2002) study revealed that it was more valid to determine learners' FLWA by looking at their perception about their potential skills rather than looking at their actual achievement. Besides, Cheng's study provided evidence that L1 writing anxiety and L2 writing anxiety were not related to and did not affect each other. Furthermore, the results of the study suggested that helping learners' motivation about their writing skills was important for letting them practice the skill. Following that, another study by Cheng (2004) aimed at creating a valid means of measuring FLWA. Second Language Writing Anxiety Inventory was generated by Cheng and was proved to be effective in providing valid results. Focusing on the reasons of FLWA, Öztürk and Saydam's (2014) study showed that, as it was detected among one of the factors having negative effect on FLRA in earlier studies (Bektaş Çetinkaya, 2011), lack of vocabulary knowledge was found to have negative effect on FLWA. Furthermore, having an unfamiliar topic as a subject matter, as it was also found to have a negative impact on FLRA in several studies (Bektaş Çetinkaya, 2011; Zhao et al., 2013; Zhou, 2013), was found to have a negative impact on FLWA. In addition to those, the study revealed that being unable to produce new ideas and organise them and being afraid of receiving negative feedback from teachers were some reasons for developing FLWA. Furthermore, Liu and Ni's (2015) study showed the difference between the FLWA levels of male and female students, in which male students were found to be significantly less confident in writing in a foreign language and to have higher levels of FLWA. Additionally, the study demonstrated that FLWA was negatively correlated with writing performance of learners. In a different context, Ekmekçi's (2018) study focused on the freshmen and senior prospective teachers' FLWA and revealed that they had moderate level of FLWA. Furthermore, according to the study, there was a big difference between the FLWA levels of the two groups. As senior students had less level of FLWA, the study suggested that practice helped overcoming FLWA. In the Indonesian context, Aunurrahman's (2019) study showed that almost half of the

participants (second semester EFL students) had high level of FLWA. Besides, evaluation and product anxiety were found to be the most commonly experienced components of FLWA. Parallel to the results of Liu and Ni's (2015) study, Sabti et al.'s (2019) study revealed that high FLWA results in poor writing performance. Besides, as it was revealed in Cheng's (2002) study as well, the study indicated that motivation was significantly related to writing performance. Furthermore, confirming another point of Cheng's (2002) study findings that suggested the level of belief in having potential skills in writing to be a good determinant of less FLWA, Sabti et al. (2019) found that self-efficacy had positive effect on writing performance. Similarly, in the Indonesian context, Mulyono et al.'s (2020) study examined the relationship between FLWA and gender/education level. The study findings displayed that all the participants had moderate level of FLWA no matter which gender they were and which education level they had. Consequently, those factors were found to have no effect on the level of FLWA. Finally, Başkan's (2021) study focused on the relationship between self-efficacy and FLWA in the learning Turkish as a foreign language context. Although the study was held in another foreign language context, the results were similar to some studies that examined the same topic in EFL context (Cheng, 2002; Sabti et al.,2019). The study revealed that students who had higher self-efficacy had less FLWA.

Thirdly, there have been studies specifically examining foreign language listening anxiety from various aspects. Although listening skill is as important as all the other language skills, there have been fewer number of studies directly focusing on it (Wang & MacIntyre, 2021). Some of studies that focus on foreign language listening anxiety will be summarised below.

In her study, Arnold (2000) worked with two groups of English learners who had listening exam anxiety, studying at a course of Spanish university to determine if visualisation relaxation technique had an effect on their listening exam anxiety and thus their performance. Both qualitative and quantitative data collection tools were made use of for the research. The study showed that worry about understanding hindered understanding. Besides, qualitative data received from the research implied that "imagery work can modify learners' appreciations of their listening ability" (Arnold, 2000, p.784). That is to say, visualization-relaxation training was helpful for

students with high listening exam anxiety to gain better results in a test. In a different context, Kimura's (2008) study investigated the listening anxiety of 452 freshmen students from two different departments at a university in Japan. According to the study, the participants found to be anxious about listening in general. In addition to that, the study revealed that emotionality, worry and fear related to the future had a negative impact on listening performances of the participants. Another study of Kimura's (2017) was realised with the participation of 1777 Japanese university students who were asked to respond to three different questionnaires about the effect of their social concerns on their listening anxiety. The study results showed that listening anxiety was not dependent on the general anxiety of the participants and it included social worries that were unique to the foreign language context. Consequently, it was detected that student beliefs about their performances were affected by high level of anxiety.

Berber and Kuru Gönen's (2017) study focused on the listening strategies used by students with high and low foreign language listening anxiety. 15 learners with high and 13 learners with low level of foreign language listening anxiety took part in the study. The data were collected by diaries and interviews. The results implied that both learner groups applied some strategies in their listening process, however particularly some of these strategies showed variance in the way they were put in use by the two groups of learners. To give an example, note-taking strategy was found to be employed more effectively by the learners who had low anxiety. Employing the mixed method research principles, Yaylı's (2017) study made use of two scales, Foreign Language Listening Anxiety Scale and FLCAS as data collection tools and tried to determine whether group work would have a positive effect on teacher candidates' foreign language listening anxiety. Although the quantitative data suggested that group work did not have a significant effect on the participants' listening anxiety, the interviews showed that the participants thought it was effective in reducing their listening anxiety.

Canaran et al.'s (2020) correlational study examined the reasons of FLA to see if it had any relation to the self-efficacy of the participants and their beliefs in the difficulty level of the exercise they were expected to do. 347 preparatory class students at a university in Türkiye took part in the study. Scales for determining their anxiety level and self-efficacy together with their listening performance grades were used as

the data of the study. The study showed that both individual and external reasons of listening anxiety had a bad effect on the participants' feeling of self-accomplishment. Furthermore, the study also showed when the learners believed that the task they were expected to accomplish was difficult, that feeling had a moderate bad effect on their beliefs in being efficacious.

By taking two skills into account at the same time, Hamid and Idrus's (2021) quantitative study aimed at answering the question whether there was a correlation between listening and speaking anxiety. The data were collected by means of questionnaires administered to 311 students from three different schools in rural areas of Malaysia. The results of the study showed that the anxiety of the two skills were bound to each other. When a participant had a high anxiety level of one, he or she had high anxiety in the other skill too. The findings of this study is important in terms of showing the fact that listening and speaking skills are in a close relationship with each other.

Ölmezer Öztürk's (2021) study also focused on listening strategies and listening anxiety as Berber and Kuru Gönen's (2017) study did. The study was realised by employing a survey with the participation of 112 freshmen students at a university in Türkiye. Two scales were employed for data collection. Foreign language listening anxiety scale was used to measure listening anxiety of the students and metacognitive awareness listening questionnaire was used to determine the details of their strategy use. The participants were found to be experiencing only a moderate level of anxiety. Similar to Berber and Kuru Gönen's (2017) study results, Ölmezer Öztürk's (2021) the study revealed that there was not a big difference between the variance of the strategies used by the learners who experienced low and high levels of anxiety. In addition to that, contrary to Berber and Kuru Gönen's (2017) study, the research revealed that there was a positive relationship between metacognitive listening strategies and anxiety although it was a minor one.

Wang and MacIntyre's (2021) correlational study investigated listening anxiety in terms of its relation to "enjoyment, listening comprehension performance, and listening metacognitive awareness" (Wang & MacIntyre, 2021, p.491). The 410 participants of the study were students of a university in Canada. The findings of the research showed that the less listening anxiety the participants had, the more

enjoyment they had. The negative correlation between the two displayed the significance of emotions in language learning experience as the respective study suggested (Wang & MacIntyre, 2021). Besides, the participants' listening performances were found to be positively correlated with enjoyment, while listening anxiety was found to be negatively correlated with their listening performance.

2.7. Studies on Foreign Language Speaking Anxiety

Specifically examining the anxiety related to the speaking skill, there have been a lot of studies directly focusing on FLSA. Sharing some of them, this section will elaborate on their focus and general results.

For Horwitz and Steinberg's (1986) study, 20 Spanish-speaking young adults attending an intensive English as a second language (ESL) program served as research subjects. There were two groups: one, intentionally anxiety induced, and two, non-anxiety condition. Different from other research about the subject matter, this one examined the effect of induced anxiety on more invisible aspects of language performance such as subjectivity, personal input and second language message. In this study, the subjects were interviewed by means of Thematic Apperception Test (TAT) pictures. Finally, the study revealed that learners who were prone to anxiety reacted less interpretive in their comments on the visual stimuli: TAT pictures. Obviously, FLSA affects learners' speaking performances directly according to this study.

Examining speaking anxiety from a different perspective in their article titled "A Relational Model for Managing Second Language Anxiety", Foss and Reitzel (1988) mentioned that although the anxiety experienced by native speakers of a language and ESL learners of the same language might be different, the speaking anxiety they suffer from is affected by their feeling of competence similarly. Parallel to that, FLSA is also affected from the feeling of competence as later stated in Subaşı's (2010) study, which will be explained in detail in the following parts.

Young's (1990) study mainly focused on students' perspectives of anxiety and speaking. 135 beginner level Spanish learners responded to a questionnaire for this study. According to the results, speaking in a foreign language was not specifically a reason for feeling anxious, yet speaking to a crowd of peers in the class was. Besides,

the importance of the teacher's behaviour while correcting a student's mistake was emphasized and determined to be an anxiety reducing factor when it was positive.

A study by Phillips (1992) titled "The Effects of Language Anxiety on Students' Oral Test Performance and Attitudes" similarly demonstrated the negative effect of anxiety on speech performance and was specifically based on test performances of learners. Claiming that anxiety has a debilitating effect on oral performance of language learners, Phillip's study examined the oral test performances of French learners to see the effect of anxiety on them. The results showed that anxiety correlated with oral test performances and grades negatively. It is evident that anxiety has an effect on oral performance of learners in tests.

Different from the languages mentioned above, Aida's study (1994) aimed at examining language anxiety through examining a non-western language like Japanese in order to have a deeper understanding of it in terms of language education by focusing on a different language learner group. 96 subjects whose native language was English, were enrolled in a Japanese course and participated in this study. The research revealed that learning a non-western language like Japanese creates more anxiety for native English speaker learners. Besides, it was also mentioned in the study that speaking anxiety and the fear of being evaluated negatively were important parts of FLA. Between the male and female participants' anxiety level, there was not detected a significant difference. According to the study results, is obvious that FLSA may create an unwillingness in learners to engage in a conversation in a foreign language.

Woodrow's (2006) study examined the effects of second language anxiety on oral performance. It especially focused on the relationship between anxiety and learner performance. The participants of the study were 275 (139 male and 136 female) English for Academic Purposes (EAP) students who were preparing for Australian universities. An anxiety scale was developed for the study and the causes detected through that were examined thanks to interviews. According to the study, second language anxiety was a factor that had an effect on learners' speaking performances and had a significant negative effect on it. The findings also showed that talking to a native speaker was a very common reason for anxiety. Besides, the study revealed that learners from China, Korea and Japan were more anxious than the learners from the other cultures.

Bektaş's (2007) study dealt with Turkish students' communicational approach in English language claiming that using the language as a communicational tool became more important than being proficient at using grammatical structures. 356 Turkish college students took part in the study and they responded to a questionnaire that measured their WTC in English. The research results, which were the analysis of 304 questionnaire responses, showed that the participants' WTC was directly connected with their mindset regarding the people speaking that language and their own ideas about their self-confidence in using English language. Besides, the self-confidence in using the language was found to be closely related to their motivation and character traits such as being outgoing or introverted.

Working with a group of learners of a different nationality, Liu and Jackson's (2008) study tried to find out an explanation for Chinese EFL students' unwillingness to communicate and FLA. The study, which made use of a 70-item survey, was held with the participation of 547 first year undergraduate students. The result of the research revealed that students were unwilling to take a risk to speak English in class, one third of them felt anxious in their language classes, their unwillingness to communicate significantly correlated with their anxiety and additionally, students who were more afraid of being evaluated negatively were more anxious about speaking English and their general classroom performances.

Tsiplakides and Keramida's (2009) qualitative case study mentioned the common problem of FLSA in the Greek context and tried to explain the observed characteristics of anxious students in order to find ways to help them overcome it. 15 students at a secondary school in Greece took part in the study. The data were collected by means of interviews, discussions and observations. As a result, six of the participants were found to be experiencing FLSA because of negative judgements made by friends as the fact was also confirmed by various other studies (Aida, 1994; Liu and Jackson, 2008; Subaşı, 2010; Şener, 2018; Topçu and Başbay, 2020) which showed evidence that learners are badly affected by negative evaluation. Besides, Tsiplakides and Keramida's (2009) research suggests that feeling less competent than their peers is another FLSA provoking factor for language learners.

Mak's (2011) study took place in the Chinese context and it discovered the Chinese ESL learners' anxiety felt in classroom while speaking English. 313 freshmen

students at a university participated in the study. The study made use of FLCAS by Horwitz et al. (1986) to find out the reasons for anxiety of speaking in group activities. The five reasons found for speaking anxiety in group activities were "speech anxiety and fear of negative evaluation; uncomfortableness when speaking with native speakers; negative attitudes towards the English classroom; negative self-evaluation; and fear of failing the class/consequences of personal failure" (Mak, 2011, p.202). Following those, the research also revealed that talking to crowd of peers without being ready, being told about mistakes and the correct way of saying something during a speech, not being given enough time to get ready for speaking and using L2 all the time were some other significant reasons for feeling anxiety while speaking in a group work in class.

Another research set in the Chinese context by He (2013) adopted the mixed-method principle making use of a questionnaire survey and a focused interview. The study was conducted with the participation of 302 students and 30 teachers at two universities in China. The questionnaire was conducted with 332 participants. After the questionnaire, the focused interviews were held with 30 students and 3 teachers. As a result, the study detected 13 major reasons for students' FLSA from the questionnaire and one additional reason from the interviews. Moreover, there emerged important differences between student-teacher perspectives. In general, FLSA was found to be a crucial reason for the students' moderate success in EFL learning.

Suleimenova's (2013) qualitative study examined eight Kazakh EFL learners' FLSA. It was conducted to reveal the circumstances in which those learners felt more anxious about speaking English. In general, the research showed that the participant EFL learners had very bad experiences about speaking tasks in class. Additionally, the findings revealed that when learners had so much anxiety, they could not be aware of their capacity, they may have found speaking to people and taking part in a conversation difficult, they had problems with starting conversation and they were unconfident speakers in general.

Ansari's (2015) case study investigated the definition of FLSA and the major reasons for it together with its relation to competency. 30 students at 12^{th} grade aged between 17-19 participated in the study. 10 of the participant students mentioned that they had FLSA because of fear they had about being judged by their friends and not

believing in their capacity. “The research showed that their unwillingness was not due to the fact that they did not realise the value of learning English, laziness, or lack of interest in the English language” (Ansari, 2015, p. 41).

Another research that took both students’ and teachers’ perspectives into consideration was held as a quantitative study by Čepon (2016). Čepon’s study, which specifically tried to explain the difference between teacher and student perspectives about speaking anxiety, was applied in the ESL context in Slovenia. This study was held together with the participation of 335 students and 21 teachers responding to a questionnaire. The study showed that the perspectives of students and teachers varied. They gave emphasis on the different reasons for speaking anxiety.

Tridinanti’s (2018) study titled “The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang” was conducted to investigate the correlation between speaking anxiety, self-confidence and speaking achievement of the undergraduate EFL students of a private university and tried to evaluate the anxiety level by means of a survey and scale. The results revealed that self-confidence had a strong correlation with speaking achievement. Those who had higher self-confidence were more successful in their speaking performance. Interestingly, speaking anxiety of the participants was not found to be much related to their speaking achievement.

Chou’s (2018) research titled “Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts” was conducted to see the effects of speaking anxiety on full and partial English medium instruction in particular. Chou’s study tried to find out learners’ anxiety, the strategies they use to overcome it and the problems they have while speaking in the English-medium and partially English-medium contexts. Chou mentioned in his article that in Taiwan and many other East Asian countries, universities started to offer English-medium instruction and speaking English was necessary in this environment. However, speaking was not practiced much in primary and secondary level English lessons because it was not assessed by means of a formal medium before tertiary level education. The situation is pretty much the same with most of the European countries education system, including the Turkish context. Chou’s study investigated the speaking anxiety students have, the ways they use to

overcome it and the puzzles they have while speaking English in full and partial English medium instruction environment. 638 second-year undergraduate students from four different universities of Taiwan participated in the study. Chou's (2018) study showed that students in the partial English-medium instruction context had "high speech anxiety, a lack of confidence, and negative feelings toward English learning" (p. 611). Instead, "students receiving full English-medium instruction reported lower speech anxiety, greater confidence in speaking English" (p. 625). The research suggested that in terms of providing more opportunities to be exposed to the target language, full English-medium instruction offers a better amount of speaking production.

Alnahidh and Altalhab's (2020) study explored the amount of FLSA that Saudi EFL learners suffered from and also the reasons for it. 85 female learners participated in the study which combined interviews and a questionnaire for data collection. The participants found to be experiencing only a moderate level of FLSA in their lessons. According to the study, most common reasons for FLSA were "fear of making mistakes, forced participation, lack of vocabulary, lack of practice, lack of grammar" (Alnahidh & Altalhab, 2020, p.55). Additionally, pronunciation and teachers' manners and presentations were detected as reasons for the participants' FLSA.

2.8. Studies on Foreign Language Speaking Anxiety in the Turkish Context

In the Turkish context like in other foreign language learning contexts, speaking anxiety has been a concern for a lot of researchers in their articles and theses. Below, some of these studies will be introduced chronologically.

Dalkılıç's (2001b) correlational study tried to explain whether there was a relationship between the FLA and learners' achievement in speaking lessons. The study made use of both qualitative and quantitative data collection tools. FLAS by Horwitz et al. (1986) and students' speaking lesson grades were the quantitative means of data. Following that, the interview technique was used for obtaining qualitative data. The participants of the study were 126 freshmen students at English language teaching (ELT) department of a state university in Türkiye. The study found out that there was a strong relationship between the FLA and the participants' success in speaking classes. The findings of the study also revealed that anxiety can be caused by a lot of

different reasons such as “conspicuousness, lack of self-confidence, shyness, lack of knowledge and high expectations of others” (Dalkılıç, 2001b, p.80).

Subaşı’s (2010) study on the main sources of Turkish EFL students’ anxiety in oral practice was conducted as mixed-method research which only focused on students’ perspective. The study tried to examine two sources of anxiety: an individual student’s fear of negative evaluation and his/her self-perceived speaking ability. The study did not focus on the other potential reasons for speaking anxiety except for the two mentioned above. In this study, a survey was conducted thanks to the participation of 55 students of English language teaching major. Following the survey, the follow up interviews with 15 of the participants were realised. The results showed that when the students’ fear of negative evaluation was high, their anxiety level was high as well. Besides, their negative self-evaluation made their anxiety level higher.

A case study by Öztürk and Gürbüz (2014) was conducted at a preparatory class of a state university in Türkiye with the participation of 383 Pre-Intermediate level students (225 female and 158 male) aged between 17 and 22. The study investigated the main reasons and definitive aspects of FLSA and the learners’ understanding of the phenomenon in their own learning context which is EFL class in Türkiye. The study made use of both a questionnaire and interviews with randomly selected participants. In this study, the two data collection tools yielded different results. Quantitative data showed that students had only moderate level of speaking anxiety in classroom however, the interviews with 19 students suggested that most of them found speaking skill the most anxiety inducing element. Overall, the conclusions made from the study was that teachers should give sometime to learners to get ready for speaking. Besides, they should be aware of their students’ backgrounds to help them better for their speaking anxiety. The study also showed that classroom atmosphere is important for learners and they should be told that mistakes are the first step of learning and nobody should judge learners negatively about their speaking performance, which can create a sincere learning environment.

Tercan and Dikilitaş’s (2016) study dealt with the question whether there was a correlation between learners’ proficiency level in L2 and their speaking anxiety, their gender and their speaking anxiety and their onset of learning English and their speaking anxiety. This study was conducted at a preparatory school of a private

university in Türkiye with 159 (79 female, 80 male) students' participation. It adopted quantitative method and made use of a questionnaire. The results showed that lower-level students were more anxious about receiving error correction feedback from their teachers. Regarding gender, female learners were found more anxious about speaking as they were also when they came to class unprepared. Furthermore, it was seen that speaking test anxiety of students was dependent on their onset of learning English. Those who started to learn English at secondary school or at university tended to be more anxious compared to the ones who started to learn English at primary school.

Debreli and Demirkan's (2016) study examined the relationship between anxiety and the two factors which are language level and gender just like Tercan and Dikilitaş's (2016) study. 196 Turkish and Turkish Cypriot students took part in the mixed-method study. The data were obtained from questionnaire and interviews. The results showed that the participants had a low level of speaking anxiety. Contrary to Tercan and Dikilitaş's (2016) study results, higher level students were found to be more anxious than the lower level learners. According to the study, there were not any significant difference between the anxiety level of the two genders. For the reasons of speaking anxiety, making mistakes, pronunciation problems, instant question by the teacher and understanding it were found to be the most influential factors.

Mede and Karaırmak's (2017) study tried to identify the relationship between FLSA and various factors such as prior language knowledge, having a foreign friend, etc. 205 undergraduate students from a private university in Türkiye took part in the research. According to the results of the study, FLSA was found to be lessened by having a foreign friend who could speak English and having prior knowledge of the target language. Having opportunity of spending some time in a foreign country was found to be ineffective in reducing FLSA. The findings of the study were aligned with the findings of Chou's (2018) study that revealed exposure to the target language to be helpful in reducing anxiety. Finally, in Mede and Karaırmak's (2017) study, self-efficacy was detected to be having a strong positive effect on reducing FLSA.

Şener's (2018) study focused on the pre-service English teachers' point of view about FLSA. 72 ELT trainees and 3 instructors from a state university in Türkiye were the participants of the study. Both qualitative and quantitative tools were employed for the data collection. According to the study, the participants had a moderate level of

FLSA. Moreover, the main reasons for their FLSA were stated as “making mistakes, fear of negative evaluation, immediate error correction, competitive classroom environment, formal language use, peer pressure” (Şener, 2018, p.178). Parallel to the findings of Aida (1994) and Isselbaecher’s (2004) studies, no significant difference was found between the anxiety level of the two genders.

Karagöl and Başbay’s (2018) study tried to find out how FLA, speaking skills and attitude towards English language were related to each other. The 518 participants of the study were the preparatory class students of a state university in Türkiye. A scale and a questionnaire were used for determining the participants’ FLA and attitude in the study. In this research, test anxiety was found to have a major negative effect on speaking skills. Additionally, the language level of the learner was found to have no influence in the participants’ FLA and attitude towards English.

Altın and Saracaloğlu’s (2019) study examined the quantum learning model to see whether it has an effect on FLSA, speaking competency and learner beliefs in achievement. The students of a secondary school in Türkiye were the participants of the study. Both qualitative and quantitative data collection tools were made use of by the researchers. The study showed that the experimental group made use of quantum learning model in its contribution to their feelings of self-efficacy. According to the study, the quantum learning model generated interest in the learners and their willingness to participate in the activities was raised and the lessons seemed more engaging to them overall. It is obvious that the feeling of self-efficacy contributed to their speaking performances.

Kasap and Power’s (2019) study tried to find out how speaking anxiety becomes concrete in students’ experiences and how teachers recognise it. Also, it aimed at demonstrating how it affects language production, student participation and the class and lesson negatively. This qualitative research was held at a state university in the east of Türkiye and used semi-structured interviews as data collection tool. The study demonstrated that the most typical ways showing that the students had speaking anxiety were “unease, feelings of affecting their self-esteem and bodily sensations associated with anxiety” (Kasap & Power, 2019, p. 34). Regarding the teachers’ observations, it is mentioned that students with speaking anxiety showed their feeling by “visible discomfort, difficulty in speaking, the avoidance of speaking and eye

contact, tone of voice and some explicit symptoms such as trembling, blushing and holding object" (Kasap & Power, 2019, p. 34). Besides, both the teachers and students mentioned that students' speaking performance was affected negatively and there was an obvious decline in classroom participation.

Punar and Uzun's (2019) study looked at the FLSA from a different perspective by focusing on its relationship with technological tools. The probable effects of Skype use on FLSA were examined with this study. 21 learners at B1 and B2 levels participated in the study. The results showed that use of Skype helped reducing FLSA of the participant learners.

Tekşan et al.'s (2019) mixed-method study examined "the relationship between the speech anxiety and speaking skill attitudes of middle school students and the reasons for students' speech anxiety […]" (Tekşan et al., 2019, p.1395). 546 middle school students took part in the study. Also, 20 teachers contributed to the study with their observations. The study revealed that FLSA had a bad effect on the ideas of the participants about speaking skills. Besides, the major reasons for FLSA were found to be fear of humiliation and low level of self-confidence.

Koç's mixed-method study (2019) investigated whether multicultural awareness raising instruction had an effect on students' speaking anxiety level. 50 students from a state university in Türkiye were the subjects of this study. In this study, a questionnaire, an in-class discussion and writing assignment analysis took role for data collection. Similar to most of the earlier studies, students' anxiety level was measured by means of a scale. The results showed that multicultural awareness raising instruction affected language learners' speaking anxiety level positively.

Another study by Bozkurt (2019) tried to find out if role-playing and storytelling techniques had any effect on students speaking performances, their speaking anxiety, and WTC in English. As in Koç's (2019) study, in this research, the focus was the investigation of solutions for FLSA rather than its reasons. The study only utilized quantitative research method while looking into the problem and made the students respond to questionnaires to see their anxiety level. Following that, two classes of seventh graders in a Turkish state school, 63 students in total, were separately instructed with two different techniques: role-play and storytelling. Their anxiety level was tested after those sessions as well. Finally, the results showed that

both of the techniques role-play and storytelling were effective in lessening the speaking anxiety level of the students.

Korucu Kış and Şanal's (2020) study worked on the ways of dealing with the speaking anxiety of high-level English learners by making inside and outside class work come together. 28 participants who were English teacher candidates took place in the study. Various qualitative data collection tools such as open-ended survey, journals, observations etc. The results showed that the candidate English teachers experienced speaking anxiety. As it was also found in Horwitz and Steinberg's (1986), Bekleyen's (2004b), Tsiplakides and Keramida's (2009) and Subaşı's (2010) studies, the rivalry and feeling of inferiority in the classroom were found to be having a bad effect on the motivation about joining speaking activities. In addition to that, as Subaşı's (2010) study confirmed, this study also found negative evaluation as one of the major reasons of speaking anxiety. The two other most common ones implied by this study were inhibition and low self-efficacy.

Another research about speaking anxiety was conducted by Yumru and Doyman (2020). This research adopted a mixed-method design and it tried to answer the questions what the perceived sources for speaking anxiety are and what the instructors suggest to decrease students' anxiety level. The study took place at preparatory class of a private university in Türkiye with participation of 60 students and ten instructors. Quantitative data in the research was collected by means of questionnaires to which students responded and the qualitative data was provided from follow-up interviews realised with the teachers. The results of the questionnaire showed that the participant students were moderately anxious of speaking a foreign language. Mean manners of the others in the class were found to be the item that creates anxiety most. According to the study, the rest of the items that were found anxiety inducing are involuntarily speaking, not being allowed to use their mother tongue, not keeping up with the lesson flow and also being corrected while speaking.

Topçu and Başbay's (2020) study investigated the impact of cooperative activities on EFL learners' English-speaking anxiety and attitude levels. The study was designed as an action research and realised with the participation of nine preparatory class students who were enrolled in the English Language and Literature department of a state university in Türkiye. The study employed both qualitative and quantitative

data collection tools. The quantitative data were gathered by mean of two different scales, which are FLCAS and the Attitudes towards English Course Scale by Aydoslu (2005). Besides, focus group interview was used as qualitative data collection tool in order to gather the group of participants as a whole. As a result of the study, the collaborative learning activities were detected to be anxiety reducing and learners acquire a more positive attitude thanks to those activities. Besides, learners felt more comfortable about speaking when they felt ready for it by knowing the necessary vocabulary and being informed about the topic earlier. In addition to those, the negative effect of being afraid of making mistakes and fear of being judged and evaluated negatively, lack of vocabulary knowledge, being corrected in a bad way were found to be anxiety raising elements just as they were found so in a lot of studies mentioned above.

Yentürk and Dağdeviren Kırmızı's (2020) quantitative case study focused on the question whether there was a difference between the FLSA levels of the learners in native teacher's class and in the non-native teacher's class. The research made use of FLCAS by Horwitz et al. (1986). The questionnaire was administered to 469 university students learning English as a foreign language aged between 17 and 22. The results of the study showed that the learners in native speakers' classes had more FLSA. Additionally, being afraid of mistakes, unfamiliar accents and comparing one's performance with peers were found to be main sources of FLSA in the study.

Han et al.'s (2020) quantitative study focused on FLSA of academicians different from the above-mentioned research conducted in the context of students' case. 44 volunteer academicians from two universities in Türkiye participated in the study. The study aimed at finding out the reasons for communication apprehension. According to the results, although the female participants were found to be experiencing higher levels of FLA, the difference by gender was detected as insignificant. In addition to that, almost 50 per cent of the participants were found to be anxious about their language levels. Besides, the study revealed that all the participants had a moderate level of communication apprehension.

Merç and Özalp's (2022) study focused on the FLSA and WTC of candidate EFL teachers. The study examined the relationship between the two. 84 freshmen ELT students contributed to the study as participants. Two scales to determine the

participants' FLSA and WTC were used as the means of data collection. The study revealed that the participants had a moderate level of FLSA, yet they had a high level of WTC. Parallel to the findings of Tercan and Dikilitaş's (2016), female participants of the study were found to have a higher level of FLSA than the males. However, there was no difference between the genders in terms of WTC. As Liu and Jackson (2008) had similar results, WTC and FLSA were found to be closely related to each other in this study.

CHAPTER III

METHODOLOGY

This chapter presents methodology of the research by clarifying all the details regarding the research design, setting and participants, data collection instruments and process, data analysis so that they can make the results of the study more meaningful. In addition to those, role of the researcher and the validity and trustworthiness of the study are expressed.

3.1. Research Design

In this study, qualitative case study design was utilized to examine the matter mentioned in the title. A qualitative design is an approach in which the researcher puts forward some knowledge based on various meanings of people's experiences, 'meanings socially and historically constructed' to create a theory or method by using inquiry strategies such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies (Creswell, 2003). A qualitative study is needed when a 'complex and detailed' explanation of a problem is the purpose of a research (Creswell, 2013). Besides, Young (1994) suggests that while quantitative studies are crucial in examining the results of language learners' anxiety, qualitative studies may provide deeper understanding of the issue that may not be determined by the quantitative research. Confirming that, Highland (1981) mentions "tests for anxiety cannot reliably distinguish between state and trait anxiety" (p. 524). In order to understand the actual status of the anxiety that EFL learners suffer from, solely quantitative data may not help for not potentially being able to detect the true nature of the feeling. The question that asks whether the learners have anxiety as a part of their personality or just specifically about foreign language speaking matters in the examination of the issue.

This study was designed as qualitative because it looked for a deep understanding of an issue that a group of people experience in their real life. As each and every learner's speaking anxiety experience is personal and unique to themselves, qualitative research design was found more meaningful to be employed in this study so that the participants can explain what they go through in their own way using their own words without the limitation of some closed-ended questions. In addition to that,

trying to figure out the answer and provide a detailed explanation for a real-life problem that students experience, the research was chosen to be conducted as a case study. A case study is a qualitative process for which the researcher investigates a real-life case by making use of various detailed data collection techniques such as 'observations, interviews, audiovisual materials', etc. (Creswell, 2013). In this multiple case study, students' and teachers' perspectives were consulted to investigate if there is a gap between their perceptions about the reasons of students' FLSA, which most of them experience in their foreign language classes. Parallel to that, the research was defined as a multiple case study. To have a better understanding in a specific problem, the researcher examines more than one case in a multiple case study (Heigham & Crocker, 2009). That is to say, a multiple case study deals with analysing a situation by 'comparing and contrasting' various cases, instead of explaining a single one in detail (Heigham & Crocker, 2009). Similarly, this multiple case study examines a single problem by employing different perspectives.

3.2. Setting and Participants

This study took place at English preparatory class of a foundation university in Türkiye, where English preparatory year is compulsory for all English medium departments of all universities, in the academic year 2022-2023. In the Turkish context, the preparatory education is a one-year process in which students are instructed General English through four skills and assessed by means of achievement tests to be qualified having acquired adequate level of English with which they can follow their studies at their English medium departments. In this university, where the study took place, preparatory year is divided into three tracks which finish with Intermediate level for regular students who start to study at preparatory class at Elementary level and proceed without failing any of the levels. Each track lasts 10 to 11 weeks and for the students who fail at the end of the year, there is a summer school option (only in Intermediate level) which can be considered an additional track. Each student is expected to have minimum Intermediate level of English to be able to pass the preparatory year.

In this institution, students at Intermediate level have four different courses which are Integrated Skills (10 hours a week) in which they predominantly focus on

English grammar with the integration and assistance of all language skills, Reading (four hours a week) in which they specifically focus on reading strategies and comprehension by means of reading texts on various topics, Writing (six hours a week) in which they learn how to interpret statistical data and state it in a well-formed written text and how to write an essay to express their opinion on something systematically and Listening & Speaking (four hours a week) in which they only focus on listening and speaking skills activating their competence thanks to weekly changing contemporary topics. In this study, all participant students were observed in their Integrated Skills and Listening & Speaking lessons which were the courses that they had a chance to produce speech most. As each class at this level has two different teachers for Integrated Skills lesson, each participant student had a chance to be observed by three different teachers two of whom were responsible for the instruction of their Integrated Skills lessons and one of whom was responsible for the instruction of their Listening and Speaking lessons.

As this university is the home institution of the researcher, the participants of the study were her own students and colleagues. Creswell (2013) suggests that in a qualitative research design, the researcher is supposed to be present in the research context as long as possible to be better acquainted with the participants and hear their experiences as 'firsthand information'. Besides, qualitative researchers endeavour to grasp the subtle structure of some notion that is acquired by means of being in a close relationship with the participants of the study in the field (Creswell, 2012). Regarding these points, the researcher of this study had the advantage of gaining trust of the participants by having the benefit of the good rapport built in between for being members of the same institution.

Before the study took place, the researcher talked to her students in two different classes to find those who believed they suffered from FLSA. From her Integrated Skills class one student willingly volunteered for the study claiming that he had big problem about FLSA. From her Listening and Speaking class two students volunteered for the study again believing that they had a problem about FLSA. The three volunteer students were briefly interviewed by the researcher to make sure that they really experience FLSA in their studies. Following that, the researcher contacted with her colleagues, the Integrated Skills and Listening & Speaking teachers of those

two classes and told them the whole procedure. Finally, the three volunteer students at Intermediate level and four volunteer teachers including the researcher, who were responsible for teaching them in the second track of the preparatory year participated in the study. All the participants, teachers and students, were Turkish. The three volunteer students from two different classes that were instructed by the researcher took part in the research, which gave her a chance to have close interaction with the participant students. Likewise, the participant teachers were the ones that were responsible for the instruction of the same classes from which the participant students were chosen. Besides, the researcher had the advantage of working with her own colleagues as the participants of this study, which gave her a chance to be in close relationship with them during the process of data collection. In this process, two participant students from the same class were observed by three teachers (including the researcher) and one participant student from the other class was also observed by three teachers (including the researcher).

Participant Students

Mehmet

Mehmet is a 24-year-old male student. He started to learn English at kinder-garden. He studied at private schools throughout his education life, so he had English lessons every year. However, he has never focused on his English studies much. He used to be more afraid of English, but it started to change at university. He graduated from engineering faculty at another university before. In this university, he is going to study architecture following the preparatory year. He did not study at preparatory class in his previous university. This is his second year at preparatory class of this university. In his first year at preparatory class, he studied the Elementary, Pre-Intermediate and Intermediate levels. At summer school, he studied the Intermediate level again. In his second year, he started with Intermediate level in the first track and he is repeating the same level in the second track. However, he believes that he still experiences a high level of FLSA.

When he was at high school, he was a shy person and he had some problems about confidence also while speaking in Turkish. For now, he is experiencing the same

problem only when he is speaking English. He expresses how he has changed through time by mentioning:

> Mehmet: *"Until I started university, I had a problem about it as well. I was afraid of talking to a crowd even in Turkish. When I started to university, the situation started to change. I am older than most of my friends because this is my second university, so I can speak with more confidence. When I speak Turkish, I can express myself very easily"* (Answered in Turkish, translated into English) (1st-interview).

Furthermore, he takes private courses in order to overcome his FLSA. These courses are completely based on speaking practice not focusing on any grammar. He practices talking about daily issues with his private tutors. He tries to apply the strategies they offer for overcoming his FLSA. Those strategies include thinking about something else while speaking, changing his physical posture while speaking and behaving like nobody is listening to him etc.

In general, Mehmet feels strong about his English level and does not think that he has a problem with the other language skills. The only thing that makes him anxious is speaking. He says:

> Mehmet: *"I am confident about my English skills. Especially my academic English is very good. I can write very good essays. I am very good at reading comprehension as well. I have no problem about these skills. However, I have problems about speaking"* (Answered in Turkish, translated into English) (2nd-interview).

Tufan

He is a 21-year-old male student. He started to learn English at fourth grade in primary school. He was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and generalised anxiety disorder at primary school thanks to his mother's efforts. To give further information about his condition, it can be stated that "anxiety disorders are characterised by an irrational fear of a situation or stimulus that is in excess of what would be considered reasonable and age appropriate" (McLoone et al.,

2006, p.221). Generalised anxiety disorder is defined as a constant feeling of worry over which the person who experiences it has no control and that has some symptoms such as tenseness in muscles, a bad sleep cycle, and difficulty of focus (Hoge et al., 2012). While experiencing generalised anxiety disorder and showing related symptoms, Tufan also has ADHD. The time he was diagnosed with ADHD was in his childhood period. "Childhood ADHD is characterized by three core characteristics that include inattention, hyperactivity, and impulsivity, and affects millions of children worldwide" (Shillingford-Butler & Theodore, 2013, p.236). Shilling-Butler and Theodore (2013) mention that the effects of ADHA and its symptoms may change by age. As the symptoms change for different ages and individuals, Tufan also shows his own such as inattention, hyperactivity, thinking and speaking fast etc. These have been the factors that make learning English and speaking difficult for him.

He studied in state schools until his high school time. He started to study at a state high school and then he went on his high school education in a private high school for two years. He studied at English preparatory class in his first at high school as well. That period was the time when he studied intensive English because it was obligatory. He was successful at high school preparatory class. He had a gap year after high school because of some health issues. He will study law at university, but he also has plans about doing master's in philosophy or literature. His major motivation in learning English is to reach better sources of philosophy as it is his area of interest and he wants to improve himself in this field. He tries to read articles in these fields, so he wants to improve his English for his studies. He finds himself good at abstract thinking and he mentions he loves literature. As he likes speaking about abstract concepts, he says he has difficulty in expressing himself in English. He says:

> Tufan: *"I am interested in abstract concepts because I like literature. I am more inclined to be an abstract thinker also as a Turkish speaker. I cannot express myself in English well because of that. My abstract sentences in Turkish are not easy to be expressed in English. I do not have enough English"* (Answered in Turkish, translated into English) (1st-interview).

He loves English, but he finds it difficult to learn. He questions his potential for language learning although he has been told that he has talent for it. He mentions his ideas about learning English in general:

> Tufan: *"I think learning English is about talent, not about studying hard. Some people are more skilful at it. Yes, it can be improved by studying hard, but some people are more advantageous. People used to tell me that I also have inclination to English. But, I could not recognise it yet"* (Answered in Turkish, translated into English) (1st-interview).

He has ADHD and is not able to use the proper medication regarding some health issues he has. He believes that caffeine helps him deal with this problem. He mentions that:

> Tufan: *"I have ADHD and generalised anxiety disorder and I my health condition is not eligible for being on the necessary medication. Drinking coffee helps me deal with those problems"* (Answered in Turkish, translated into English) (2nd-interview).

Yeliz

She is a 20-year-old female student. She started to learn English at fourth grade. She studied at state schools before her university education. She took private English courses for a short period of time in summer after she completed her second year in high school. She attended A1 and A2 levels at that course. She started to study at preparatory class at Elementary level in the first track and then she studied at the Pre-Intermediate level in the second track. This is her first year at preparatory class. After primary school, she lost her belief in her ability to learn English at middle school and because of that she did not study English much. About that she mentions:

> Yeliz: *"I used to think that I could not learn English at middle school and for this reason I did not focus on it much. I did not even know what "am, is, are" meant. Later on, my English grades got worse"* (Answered in Turkish, translated into English) (1st-interview).

She focused on English language more at high school in her second and third years because of an Erasmus project. Afterwards, she lost her interest in English again in her fourth year at high school because of the pandemic and the university entrance exam. She hated English at middle school. Still, she does not like learning English much. She feels she has to learn it, but she does not want to do it. She expresses her feelings:

> Yeliz: *"Learning English is an obligation for me. If I didn't need to, I wouldn't learn English. In fact, I love learning languages, but I don't have the necessary ability for it"* (Answered in Turkish, translated into English) (1st-interview).

Her main motivation in learning English is related to her dreams about her professional life. She thinks she needs English because she wants to work in a foreign country. She mentions:

> Yeliz: *"I will study law and I want to work in a foreign company. For this reason, I really need English. I want to be a qualified lawyer not an ordinary one. To be outstanding, I have to speak English well and speak more than one language. So, it is an obligation. It is not something I can enjoy doing. Even if I don't enjoy it, I have to do it"* (Answered in Turkish, translated into English) (1st-interview).

In general, Yeliz believes that her English level is not very good, but she says it is enough for her to explain herself. She expresses her feelings:

> Yeliz: *"I don't think that my English is very good, but I feel like I am at an average level. At least, I can understand what is told me and I can explain myself in English basically. I might not be very good at pronunciation, but I can explain myself well by using the most common words correctly both in terms of meaning and pronunciation. I think my listening skills are not enough. I am not very good at it. In fact, it affects my FLSA as well"* (Answered in Turkish, translated into English) (2nd-interview).

Demographic information about the students is given in the table below:

Table 1. *Participant Students*

Name	Gender / Age	High school	Experience in Preparatory Class	English Level	Department
Mehmet	Male, 24	private high school	2nd year at preparatory class	Intermediate	Architecture
Tufan	Male, 21	state + private high school	1st year at preparatory class	Intermediate	Law
Yeliz	Female, 20	state high school	1st year at preparatory class	Intermediate	Law

Participant Teachers

Beliz

Beliz is a female 31-year-old English teacher who has been teaching English for nine years. This is her first job in her professional life. She studied English Language and Literature at university and directed some projects with students from various countries. Helping them about their daily problems was effective for her to improve her English. She also studied at a university in Italy as an Erasmus exchange student for five months and learned Italian as well. She was awarded SIT Graduate Institute certified TESOL Certificate after her graduation from university. She is doing her master's degree at ELT still. She mentions she has not experienced any serious FLSA before.

Beliz thinks FLSA is a very common and important problem for Turkish EFL learners. She mentions that she has observed hundreds of students going through the same problem and believes that the main reason behind is the feeling of inferiority.

> Beliz: *"I think Turkish EFL learners constantly compare themselves to the other learners especially to the students in Europe who have better opportunities for learning English in various aspects. This may be the reason why they lack self-confidence and they feel shy while they are supposed to*

speak English. They feel inferior to the other English speakers for no sensible reason." (Answered in Turkish, translated into English) (1st-interview).

Burçin

She is a 26-year-old female teacher. She has five years of experience in teaching English. She studied at ELT Department of a state university in Türkiye. She was also having her master's degree at the same where she had graduated from department, however decided to quit it for some private reasons. She has been teaching English at university level for two and a half years. She has been working with adults for four years. In her career, she worked with young learners for only a year, fifth graders at a private school. Other than that, she has always worked with adult learners. Working with young learners was a bit difficult she mentions, but she found it an interesting experience. She worked at a preparatory class of another university before her job in this institution. She also taught French for a short period of time before.

She believes she does not have FLSA. She mentions that in her own words:

Burçin: *"I have never had such a worry. Speaking has always been among my strengths."* (Answered in Turkish, translated into English) (1st-interview).

Burçin thinks Turkish EFL learners have serious problem about FLSA. She thinks worrying about being judged by the others is the biggest reason for FLSA. It hinders students' speaking. She gives details such as:

Burçin: *"The judgement may be from the side of teachers, peers or even themselves. Whenever they are about to say something, they drawback by thinking "no, I cannot say that.""* (Answered in Turkish, translated into English) (1st-interview).

She believes feeling fear about being judged by the teachers, worrying about saying something wrong and worrying about the adequacy of the English level are the common problems that cause FLSA.

Hale

Hale is a female English teacher who graduated from ELT department of a state university in Türkiye. She has been teaching English for more than 30 years. She worked in a private school at various grades (in high school and middle school) for 18 years. She has taught English at all levels except for English for young learners. She has been teaching English to university students for more than 10 years. She attended various conferences, seminars, workshops and organisations in Türkiye and abroad throughout her long teaching career. She took a teacher training course in England. She mentions that she has not experienced any FLSA in her social life and did not experience much problem about speaking English. She states that she has some FLSA only in some occasions in professional life. She mentions:

> Hale: *"I have some FLSA only in an academic platform when I am supposed to give a presentation in front of my colleagues. However, it is only as much as everybody else can have."* (Answered in Turkish, translated into English) (1st-interview).

Hale believes that Turkish students generally have FLSA problem. She thinks it is because they are afraid of making mistakes. She believes students think that it might be humiliating for them when they do not know the correct word to express what they mean. They may feel frustrated in front of their friends. She also thinks that Turkish students are so worried about the impression they make on others and care about the mistakes too much because of that. She mentions:

> Hale: *"The students think, if they ever say something wrong, they will be remembered with that mistake forever. They believe the first impression is important and thus, they are worried about it."* (Answered in Turkish, translated into English) (1st-interview).

Hale believes that other people's judgements have a lot of impact on FLSA of Turkish EFL learners.

Öznur

Öznur is a female 43-year-old English teacher and she has been teaching English for 17 years. She studied at a private school. She studied at preparatory class after primary school. Following that, she studied ELT at a university in Türkiye. During her career, she worked in a primary school for a short period of time. After that, she taught English in middle school and high school. She has started to teach English at university level just recently. She worked in another university's preparatory class as well. This institution is her second experience in terms of teaching English at a preparatory class.

She believes that Turkish students are not shy about speaking, but just unwilling to speak English. She says although some students have FLSA it cannot be generalised for them all. The main problem of the Turkish students about speaking English is their laziness she thinks. When she compares university students to young learners she mentions:

> Öznur: *"At middle school and high school, students are much more willing to speak. They were so willing to participate in debate activities. At university level, when you want to make them have a debate about something, nobody wants to attend. It is not much about anxiety, but more about unwillingness."* (Answered in Turkish, translated into English) (1st-interview).

Demographic information about the teachers is given in the table below:

Table 2. *Participant Teachers*

Name	Gender/Age	Degree	Teaching Experience
Beliz	Female, 31	BA, English Language and Literature	9 years
Burçin	Female, 26	BA, English Language Teaching	5 years
Hale	Female, 54	BA, English Language Teaching	more than 30 years
Öznur	Female, 43	BA, English Language Teaching	17 years

3.3. Data Collection Instruments

In this study, the data were collected through the initial individual semi-structured interviews with all the participants, diaries kept by all the participants based on their observations, multiple individual semi-structured and in-depth interviews with the participant students and the researcher's informal participant observation notes based on the interviews realised with the participant students.

The data collection process started with the initial semi-structured interviews with all the participants in their mother tongue to receive their background information and their initial reaction towards FLSA. The researcher prepared questions (Appendix 4) regarding participants' age, educational background in general, experience in learning or teaching English, their ideas about FLSA and their own experience about it. The meetings were realised individually in the meeting room of the school and were recorded to be transcribed and translated by the researcher later on. The participants were asked to respond to those questions by giving as many details as possible. The researcher asked some additional questions as well during the meetings regarding the statements made by the participants to get rich data about them.

Secondly, the researcher asked the participants to keep a diary in their native language (either written or as voice recording) about their feelings for six weeks. Students were given a handout including the instructions for the diary (Appendix 5) and a sample of the kind of information they were expected to report to the researcher. They were requested to observe themselves during the situations they felt anxious while speaking English. They were suggested to focus on how they felt especially during their interaction with others in the class and in speaking quizzes they took during the course of six weeks in which the study took place. They were requested to make sense of their anxiety and try to specify the reasons for it. Then they were asked to write down the reasons that might possibly trigger the anxiety they felt in their diary. They were requested to keep their diaries in their mother tongue, Turkish, to get rich data.

Similarly, the teachers were also asked to observe the participant students carefully and identify the moments they thought the students were anxious while speaking English. The teachers were also given a handout including the instructions for the diary in their native language (Appendix 5) and a sample of the kind of

information they were expected to note down. In their diaries, the teachers were requested to analyse the feelings of those students at certain situations and write down what they thought the reasons were for the students' anxiety while speaking English. They were asked to keep their diaries in their mother tongue for the same reason mentioned for students above.

The diaries of both the students and teachers were collected every Friday weekly during the course of 6 weeks by the researcher. The researcher was in a close relationship with all the participants throughout the process and collected all the data to be analysed regularly.

Thirdly, semi-structured and in-depth interviews including open-ended questions (Appendix 6) that were prepared by the researcher according to the data gathered from diaries took place. Those questions were used for data collection in this research because people make sense of what they have lived best by narrating their experiences (Seidman, 2005). In accordance with that, all the students were interviewed for the second time in the sixth week of the study to give them a chance to talk about their experiences in their own words. The students were interviewed at the end of the research to see how they explain the anxiety they had and what reasons they mentioned for it. Those meetings were realised individually in the meeting room of the school and were recorded to be transcribed and translated by the researcher later on. The students were interviewed in Turkish so that they could feel comfortable while replying to the questions. They were asked to elaborate on their diary entries and explain their insights more deeply. The participants were asked to respond to the questions by giving as many details as possible. Besides, they were asked some questions to confirm what their teachers told about the reasons for their FLSA or claim the opposite.

In addition to those mentioned above, the researcher's informal participant observation served as data collection tool in this study. Yin (2018) mentions that in order to meet the requirements of an intricate qualitative study, the researcher should make use of various means of data collection tools one of which is participant observation. Participant observation is a "case study data collection whereby a researcher observes but also becomes actively involved in the activities of the case being studied" (Yin, 2018, p. 352). In this study, the researcher was also a participant

and made use of her informal participant observations about the participant students as a data collection tool. Especially during the interviews realised with the students and also during their interactions outside the class time, the researcher observed them while talking about their FLSA problem, focused on their reactions and feelings to interpret them as data that could contribute to the overall analysis.

3.4. Data Collection Process

The data collection process started with the initial interviews with each participant realised in the first and the second weeks of the 10-week track. In these interviews, the researcher tried to know more about the participant students by asking them about their age, educational background, years spent on learning English, their reasons for learning English, if they loved English or not, their general idea about FLSA and their opinion about why students had FLSA in general. Similarly, the participant teachers were asked about their educational background, experience in teaching English, their general view about FLSA, whether they had ever experienced FLSA or not and their opinion about why students had FLSA in general. All these interviews were recorded and transcribed by the researcher.

Starting from the second week of the track, the diary entries were collected by the researcher until the end of seventh week of the track, which made the whole research data collection process six weeks in total. During this process, the participant students were closely followed and motivated by the researcher. The students observed themselves in all situations they felt FLSA in school. Each participant student brought their weekly insights as either written document or as voice recording every Friday. Every week, the researcher tried to assist them in focusing on their feelings and enriching their observations in each informal encounter they had. Likewise, the researcher got into contact with the participant teachers every week on Fridays. They observed the participant students every week during their lessons and reported their observations to the researcher every Friday regularly either as a written document or as voice recording. The researcher also kept her written diary as a participant by observing the participant students in her Integrated Skills and Listening & Speaking lessons in two different classes.

Following that, semi-structured and in-depth interviews were realised by the researcher with each participant student individually in the sixth week of the study. In these interviews, the participants were asked to elaborate on some points mentioned in their diaries. Besides, they mentioned their insights about the whole process by responding to more general questions regarding FLSA and their experience with it. Additionally, the researcher directed some questions to students, which were formed by her judgements driven from the teacher diaries in order to find out to what extend the teachers' assumptions and observations regarding the reasons for FLSA of their students were valid and parallel to students' own. As Seidman (2005) expresses that its researcher's duty to share every single detail about the experiences of the participants so that the readers of the study may have a better idea about them. To this end, the researcher of this study tried to share and present every important part of each interview clearly.

Finally, throughout the whole process the researcher observed the students outside the class as well as she did especially during the individual interviews she had with them. She tried to make assumptions about their ideas of FLSA and their attitude towards it.

The data collection process can be followed in the following table:

Table 3. *Data Collection Process*

Process	Week	Detailed Information
Initial Interviews with all Participant Students and Teachers	The week before the research started and the 1st week of the research	Detailed information regarding students' and teachers' background was received from each participant and their general view about FLSA was inquired.
Transcription and Translation of the Interviews	Week 2 and 3	The researcher transcribed all the recorded interviews and translated them into English.
Diary Collection	Between Week 1 and 6	The participant students noted down their observations about themselves and the participant

		teachers noted down their observations about students throughout the 6-week process. They reported their diaries to the researcher weekly.
Semi-structured and In-depth Interviews with all Participant Students	Week 6	All the participant students were interviewed about their diary entries for making better sense of them. They were also asked additional questions regarding the teacher(s)' diary entries.
Transcription and Translation of the Interviews	Week 6 and the week following the end of the research	The researcher transcribed all the recorded interviews and translated them into English.

3.5. Data Analysis

As this is a case study, each participant student had the opportunity to define their reasons for experiencing FLSA in their own words and each participant teacher had the opportunity to come up with any reasons they saw valid for their students' FLSA, which gave them all a chance to touch upon any kind of topics they would love to attract attention to. Regarding that, the data about to be collected were expected as and supposed to be varied and unique to each and every participant of the study. The need to put the data in a meaningful order to be analysed was decided to be fulfilled by examining them in themes. Thematic analysis "is a way of identifying what is common to the way a topic is talked or written about and of making sense of those commonalities" (Braun & Clarke, 2012, p.57). To interpret the data in this study, the thematic analysis model was found to be the most eligible means of analysis and thus, Braun and Clarke's (2012) six-phase thematic analysis model was preferred as the data analysis method. The model starts with Phase one in which the researcher familiarises themselves with the data by reviewing it for several times. Following that, Phase two follows in which the general codes are determined thanks to a systematic analysis. In Phase three, the researcher searches for themes by examining the codes. Once they are decided on, the potential themes are reviewed to check their validity in Phase four.

Later on, the themes are determined for the last time, named and defined in Phase five. Finally, Phase six of the model is defined as a circular process of writing the report that includes the time between the start of the analysis and finalisation of the report as a whole.

Following the six-phase thematic approach of Braun and Clarke (2012) in this research, the first step was the phase for the researcher to familiarize with every aspect of the data by reviewing them for several times to internalise the major meaning of them. In this step, the researcher read the diary entries and also listened to the audio diary entries for several times, she observed the interview notes at least three times and additionally read her own informal participant notes including her observations regarding the meetings realised with the participant students. While examining the data in this step, she tried to be an active and critical analyst asking questions regarding the data as meaningfully as possible. Secondly, the coding step took place. The researcher created codes in her analysis by focusing on the commonalities found in the interview scripts, diary notes of each student. As Braun and Clarke (2012) mention these codes might be the topics directly named by the participants or some points that are interpreted by the researcher through the whole content. In other words, while some codes were the aspects directly mentioned by the participant students, some were based on the perception and interpretation of the researcher regarding the data collected from them. All parts of the data that were found to be useful for answering the research question of the study were coded one by one. The third step was taken for putting the codes into a theme form that can relate to the research question of the study. As suggested by Braun and Clarke (2012), the researcher took an active role in this phase and worked on creating and developing themes that match with the data provided meaningfully. In addition to that, the connection between the themes were found to be able to interpret the data meaningfully. In the fourth phase, the themes determined were examined once again to see their relation to the coded data detected before and to confirm their validity in terms of their effectiveness in responding the research question of the study. In the fifth step, the themes were defined and named by paying attention to their scope and specification. All themes were examined to make sure they did not overlap each other and focused specifically on a single and clear point that may refer to at least one aspect of the research question. Following that, the data that

embodied a good sample for the themes were detected to be quoted after the process of deep analysis. Finally, the sixth phase of writing down the report that already started while analysing the data was completed after making sure of the unity in the narration of the whole study. The unity and relevance of the themes detected were verified and they were listed coherently. In this research, the themes that showed up in all participants' diary entries and also their interview content were checked comparatively to find meaningful similarities and differences about the perspectives of the students and teachers. Upon determining the themes that explained students' own reasons for their FLSA, the data from the participant teachers who had observed the respective student(s) and also the researcher's informal participant observation notes were summarised to be compared with the data from students. Braun and Clarke (2012) mention that "thematic analysis allows the researcher to see and make sense of collective or shared meanings and experiences" (p.57). The analysis method was made use of benefitting from the data belonging to two different perspectives. The similarities and differences between the students' own reasons for their FLSA and their teachers' assumptions regarding the issue were demonstrated by means of a comparison to be discussed to answer the research question of the study.

3.6. Role of the Researcher

As this study is designed as qualitative research, the researcher was an active participant of the whole process in which she spent a lot of time with all the participants and took various roles throughout the phases of the study. Heigham and Croker (2009) mention that spending adequate amount of time with the participants of the qualitative study is significant to be able to have an understanding better than only a little piece of the reality. In this qualitative case study, the researcher was in close relationship with the participants in order to have a good understanding of the multiple cases presented in the study. During the course of the study, she introduced the study to the participants, realised the interviews with them (twice with the students, once with the teachers), observed the participant students in her lessons and kept a diary including her observations, collected the participant students' and teachers' diaries weekly and

noted her informal participant observations during the meetings with the students to supply data for the study.

First of all, the researcher made sure that the participants were well informed about the research and volunteered to take part in it of their own will. As suggested by Seidman (2005) the participants were determined by initial face-to-face visits with them before the study took place. Initial to the data collection process, they were informed about all the details so that their participation could be regular and long-lasting and the data about to be gathered would be valid and purposeful. Besides, again parallel to Seidman's (2005) advice, all the participants were asked to sign a consent form before the data collection process started so that their trust could be gained about the data they were going to provide.

Secondly, she took the role of an interviewer and realised all the interviews individually with each participant one by one. She used the questions pre-prepared and asked additional questions only when necessary, without directing the participants to any certain response. She recorded all the interviews, transcribed them and translated their scripts into English. Additionally, she made sure that the data was kept safe and she did not let anybody know about the data gathered from the participants. In the interviews realised with the students, she also took the role of an informal observer and monitored the participants carefully to make a better understanding of their words.

Thirdly, the researcher both kept her own diary based on her observations to supply data and also collected the participants' diaries weekly on a regular basis. She read the weekly diaries only after having finished her own diary entries in order not be affected or directed by the ideas of the others and to be free of judgement as much as possible.

3.7. Validity and Trustworthiness of the Study

In this research, to guarantee the study's validity, which means the evaluation of the data collection tools (Creswell, 2012), and trustworthiness, which means that the study is realised proficiently and ethically (Heigham & Croker, 2006), the researcher applied some principles.

First of all, as Merriam and Tisdell (2016) mention, different from quantitative research, the validity of qualitative research is dependent on the presence of the

researcher, the relationship between the researcher and the participants, using various means of data collection tools, extensive explanation of every aspect and the interpretation of perceptions. To this end, the researcher used three different data collection tools: interviews (more than once with the students to crosscheck the collected data for reliability), diaries and informal participant observation to realise the triangulation of data that contributes to the validity of the research. Furthermore, all the interviews in both at the beginning and at the end of the research were realised individually and the researcher kept all the participants' names confidential as advised by Creswell (2013). The researcher did not share any information regarding a participant obtained from interviews or diary entries with any other participant and tried to be as objective as possible in her informal participant observation and diary entries by not elaborating on any data received from the other participants until she completed writing down her own diary and informal participant observation notes every week.

Additionally, the researcher tried to be objective in her relationship with the participants and in her analysis of the data as well so that she can obtain genuine findings that can contribute to the field. To achieve that, all the subjects were given nicknames as mentioned above for the sake of the trustworthiness of the information derived from the case study and to serve for the appropriateness of ethical issues. As Merriam and Tisdell (2016) suggest "ensuring validity and reliability in qualitative research involves conducting the investigation in an ethical manner" (p.238) and the researcher tried to realise it by paying attention to the ethical issues.

In addition to those, as it is given great importance by Heigham and Croker (2009), the researcher tried to make sure of the confirmation of the participants about their words stated in results part to guarantee the validity of the findings. Both the interview scripts and diary entries sections were finalised upon the consent of the participants.

Furthermore, the researcher paid close attention to the description of each and every aspect of the study to provide the reader with rich data. Yin (2018) mentions that all the data for the case study should be coming from real people's lives and be realistic. The researcher tried to make sure that all the data serving for this research were from people's real-life events and absolutely unique to them and tried to explain

each and every aspect of those events including their interpretation, analysis and the conclusion to which they lead by giving as many details as possible. It is because for Merriam and Tisdell (2016) a study can be valuable in the field only by presenting a good cycle of the study in which every aspect seems connected and true to the reader. In this way, the researcher tried to make sure the internal validity of the study as well together with the reliability of the study. As reliability in qualitative research cannot be proved by confirming that the similar results can be yielded in different research using a similar method, it can be shown to the reader by convincing them that all the findings and their interpretation make sense and they are consistent with each other (Merriam & Tisdell, 2016). The researcher tried to contribute to the reliability of the study by presenting it in a solid, detailed and consistent narration.

CHAPTER IV

RESULTS

4.1. Case 1, Mehmet

4.1.1. Theme 1 Fear of Failure

The first theme that seems dominant in Mehmet's observations about himself is fear of failure. He is quite worried about being unsuccessful in something and that also affects him in terms of thinking about judgements of others and considering that he lacks self-confidence.

First of all, he is so anxious about his speaking English experiences in real life. That makes him nervous about his speaking performance at preparatory class as well. For Mehmet, speaking activities realised in the classroom environment are not helpful for improving his skills. Believing that preparatory class is not helpful for him to speak better makes him anxious about his speaking mistakes in real life.

> Mehmet: *"The speaking activities done in the class have no effect on my speaking performance. It is because I think about my English skills at a larger scale, not only limiting it to the school environment. I want to speak English better outside the classroom as well"* (Answered in Turkish, translated into English) (2nd-interview).

Additionally, Mehmet is quite worried about the possibility that he cannot understand what is told to him during a conversation. This is another source of fear of failure for him. He thinks not understanding what is said may require him to ask for repetition and if he cannot understand the words for the second time, he can get quite embarrassed. It is understood from his own words that he is really afraid of the potential negative thoughts that people may think about him when he does not understand the question asked him.

> Mehmet: *"If I don't understand a question and ask for repetition, it is okay. My teacher can repeat it. However, if I don't understand it for the second time either, then I can feel stupid. My teacher may think so and this idea disturbs*

me. So, this is my biggest problem" (Answered in Turkish, translated into English) (2nd -interview).

Another point that is obvious about Mehmet's FLSA is that he is having issues about self-confidence due to failure. He mentions that he is not comfortable with talking to a big number of people and it is related to feeling of frustration. If he fails in front of a large group, his feeling of frustration will double and he thinks this is about his lack of self-confidence. Failures have a powerful negative impact on his self-confidence and thus on his performance.

Mehmet: *"When I give a presentation, then there is a chance to be frustrated in front of 20 people at least and in such cases my anxiety rises a lot. For this reason, I believe lack of self-confidence is the main reason for all the problems I have about FLSA"* (Answered in Turkish, translated into English) (1st -interview).

Other than that, comparing himself with other English learners is a source of anxiety for Mehmet and the ones who are better than him have a bad effect on his self-confidence. Feeling inferiority deteriorates his self-confidence and thus he gets more anxious while speaking English. Furthermore, his motivation lessens as well. In case of a failure in the presence of a superior peer, his anxiety rises a lot.

Mehmet: *"I compare myself to my friends in the class a lot. When a classmate of mine speaks up and does it very well, I feel very bad. It is because most of my classmates talk much better than I can"* (Answered in Turkish, translated into English) (2nd -interview).

Mehmet: *"A classmate of ours in the class speaks very well. He is so fluent and confident. When I see him speaking that well, I question myself and say 'why can't I speak as confidently and well as he does?' If there wasn't a friend like him in the class, I would talk much better"* (Answered in Turkish, translated into English) (2nd -interview).

Besides, Mehmet mentions that he cares about other people's ideas about him a lot. If he fails in explaining what he means, he feels very bad about it. Probability of a failure makes him shy and unwilling to speak.

> Mehmet: "*As I am afraid of saying something wrong, my self-confidence is affected negatively. I am always shy to speak. I don't want to speak at all. If I were speaking to you in English face-to-face right now as if in the quizzes, I would be so nervous because I am afraid of being humiliated"* (Answered in Turkish, translated into English) (1st-interview).

Furthermore, the fear of making mistakes is also a potential threat for Mehmet's self-confidence. He believes making mistakes causes him to look less smart than he actually is and thus he prefers to keep silent instead. In order not to ruin his self-confidence, Mehmet does not want to speak English and make mistakes, which makes him feel really anxious.

> Mehmet: *"As I am afraid of saying something wrong, my self-confidence is affected negatively. I am always shy to speak. I don't want to speak at all"* (Answered in Turkish, translated into English) (1st -interview).

4.1.2. Theme 2 The Interlocuter

If Mehmet does not feel close to the person he is talking to, he is afraid of talking to them. His anxiety level changes according to his closeness to the interlocuter. His speaking anxiety lessens if he knows the person he is talking to well.

> Mehmet: *"If I am talking to someone I am not close to, then I feel nervous. If this is a friend I already know, I feel good while speaking"* (Written in Turkish, translated into English) (Mehmet's diary).

Familiarity with the interlocutors is important for Mehmet because he believes that the people that do not know him well may judge his English negatively. When he is sure that his English level is the same with the person's he is talking to, he does not feel much anxiety. He is worried about the ideas of people who speak English better

than he does. If he knows that his English level is no worse than the person he is talking to, he does not feel anxiety much.

> Mehmet: *"I feel comfortable when I talk to my friends because there is no fear of frustration, I feel like we are at the same level. Maybe he or she does not know what I know and vice versa. But, I am very anxious when I talk to somebody I do not know"* (Answered in Turkish, translated into English) (1st -interview).

Parallel to that, he mentions that he feels unfamiliar with his native teacher and sees her as a stranger. Not seeing her close to himself makes him feel afraid of talking to her. He shares his feeling by giving a specific example:

> Mehmet: *"When I talked to my native speaker writing teacher once, I could not find the words I needed to talk about. Nothing came to my mind and I felt so nervous. I wanted to ask about my mistakes in my writing, but I couldn't because of my anxiety. I could not learn about those mistakes because I could not ask about the problem"* (Written in Turkish, translated into English) (Mehmet's diary).

Another point that makes it difficult for him to speak to a stranger is that he does not have the comfort of sharing the same language with that person and switching to it if necessary. He does not feel himself close to native speakers and feels anxious about talking to them.

> Mehmet: *"I have a great difficulty in talking to my writing teacher because she is a native speaker. When I talk to a Turkish teacher, I can switch to Turkish whenever I need. However, I cannot do the same thing with a native teacher and that makes me nervous"* (Answered in Turkish, translated into English) (2nd -interview).

In addition to that, although he mentions that he is more comfortable with talking to a Turkish teacher, he still feels nervous if he does not feel himself close to that teacher.

> Mehmet: *"I love our L&S teacher, but she is so strict. When I say something wrong, she makes me feel a bit bad. Once, I told in the class that I loved dogs, but I was afraid of them. She said the two things I mentioned contradicted with each other. When I heard her saying that, I felt so nervous. My teachers' reaction has a lot of impact on my speaking anxiety. Now I feel shy when I get to talk to her"* (Answered in Turkish, translated into English) (2nd -interview).

In accordance with that, talking to someone he feels sympathy for in English is much easier for Mehmet. It is again related to his fear of judgements and he believes that the people he loves would not judge him for his mistakes in English.

> Mehmet: *"There is a big difference between talking to someone you know well and love and you do not know well and do not love. When I talk to a teacher I love, as I know their probable reaction to my speaking, I feel comfortable. Even if I make a mistake, I know that the teacher may correct my mistake and does not focus on it much"* (Answered in Turkish, translated into English) (2nd -interview).

Confirming that, talking to his friends is easy for Mehmet and it is not an anxiety provoking factor. He is quite comfortable with talking to his friends in English without having any fear of frustration. Yet, when it comes to talking to a foreigner or a teacher, he feels a high level of worry.

> Mehmet: *"While talking to my friends, neither they nor I have any problems. We can speak with each other as if we are speaking in Turkish. But while talking to a foreigner or a teacher, the only problem we have is the fear of feeling frustrated"* (Answered in Turkish, translated into English) (1st -interview).

Mehmet has similar feelings about talking to friends who are familiar to him and receiving their feedback. He is quite positive about asking for help of his friends about his mistakes.

> Mehmet: *"I feel more comfortable when I talk to a crowd of people rather than speaking in smaller groups. When I am in a one to one conversation, I feel*

nervous because if I cannot say something, there is nobody to help me. However, when I am talking with a big number of people, I feel better because there might be someone to help me in such a case. A friend can support me by completing my words if I get confused. That comforts me" (Answered in Turkish, translated into English) (2nd -interview).

Mehmet confirms the fact that he is open to help from friends by sharing a specific event that he had with one of his friends:

Mehmet: *"My friend interrupted me while speaking, but I did not feel bad about it because it was planned. I told him beforehand that I could get to a certain point about the topic and then he could take over the talk. I liked the collaboration"* (Answered in Turkish, translated into English) (2nd -interview).

4.1.3. Theme 3 Overuse of Self-monitoring

Another point that affects Mehmet's FLSA negatively is that he has the inclination towards observing himself too much while speaking English. When he is too much worried about the words he intends to say, he gets more confused and cannot go on speaking. It is again related to people's ideas about him, being afraid of making mistakes and get frustrated in front of others. Such worries and fears make him try to control his speaking constantly and that leads to more anxiety.

Mehmet: *"When I focus on something else in my mind while speaking, I feel better. If I focus on what I am saying too much, I get more nervous. However, if I focus on the activity which I am talking about but not the words I am speaking, I feel better"* (Written in Turkish, translated into English) (Mehmet's diary).

Similarly, such worries are also related to potential grammar mistakes. As Mehmet is too worried about others' ideas about him, he is not tolerant with his mistakes and that makes him think about his words a lot.

Mehmet*: "While speaking, I care about grammar so much. Not the vocabulary or sentence structure, not being understood, but about the grammar I care*

> *most. When I don't care about it much, I can speak more fluently. If I don't pay too much attention to the words and how to use them, I feel less nervous and I speak more fluently"* (Written in Turkish, translated into English) (Mehmet's diary).

For Mehmet, thinking about his words a lot has a negative effect on his anxiety and he believes that when he does not self-monitor himself that much, he feels more comfortable. His worries about grammar mistakes make him nervous and when he does not care about them, he can speak better and more confidently.

> Mehmet*: "When I am abroad and get to talk to foreigners, neither they nor I think about grammar at all. We can understand each other directly without caring about grammar rules or any other things"* (Answered in Turkish, translated into English) (2nd -interview).

The excessive self-monitoring habit of Mehmet is because he does not like making mistakes and he wants to speak as if English is his mother language. He thinks speaking a language moderately is not good enough and so, he does not want to speak English moderately himself.

> Mehmet: *"When I am telling something to someone, I want to do it faultlessly as I can do in Turkish. I think speaking English like the way foreigners speak Turkish with us, by making mistakes and uttering incomplete statements is wrong. I am afraid of being misunderstood and I am especially afraid of feeling frustrated"* (Answered in Turkish, translated into English) (1st -interview).

Finally, Mehmet sees a connection between self-confidence and fear of making mistakes. Mehmet believes that his self-confidence is not enough to speak English comfortably. The lack of self-confidence makes him worried about potential mistakes and he starts to think about them a lot. In this case, he feels lots of anxiety and self-monitors himself closely. Then, he gets more afraid of making mistakes. Finally, his self-confidence is destroyed and each interrelated piece of the process repeats itself in a vicious circle. He mentions his admiration towards those who have high self-confidence in the following words:

> Mehmet: "*Generally, when people have high self-confidence they don't hesitate while speaking even if they make mistakes. Whatever comes to their mind first, they speak without worrying about its correctness"* (Answered in Turkish, translated into English) (1st -interview).

Mehmet is aware of his problem about FLSA because he is quite good at observing himself. However, overuse of self-monitoring also makes him so judgemental about himself. The perspective he has about his FLSA makes him magnify the problem and he does not know how to deal with it.

> Mehmet: *"If I did not have FLSA, I would speak very well. When I write, I do it very well. I can use all the structures and I am very good at it. But, knowing well and not being able to use that knowledge while speaking make me feel bad. My English level is not a reason for my FLSA. It is not among the factors that make me have FLSA. I do not have any problems about the other skills. The only problem is speaking for me"* (Answered in Turkish, translated into English) (2nd-interview).

4.1.4. Teachers' Views about Mehmet

Beliz

First of all, Beliz thinks that Mehmet's English level is not eligible enough to help him speak fluently and thus he is having trouble about FLSA.

> Beliz: *"I recognised that he has FLSA while speaking English in the class. I think his general problem might be his English level"* (Written in Turkish, translated into English) (Beliz's diary).

Besides, Beliz believes that the main concern of Mehmet is to pass preparatory class proficiency exam, but not learning English really well. Regarding that, although he mentions that he has FLSA, he does not make the effort to overcome it in class.

> Beliz: *"His only aim is to pass the preparatory class proficiency exam. He does not try to improve his speaking really"* (Written in Turkish, translated into English) (Beliz's diary).

Parallel with that, he generally does not try to speak English in the class. Beliz assumes that Mehmet does not find the speaking activities realised in the class useful for him to overcome his FLSA and getting ready for the speaking part of the preparatory class proficiency exam. That is probably the reason why he does not attend most of them eagerly.

> Beliz: *"I think he does not find the speaking activities done in the class useful for his performance in preparatory class proficiency exam"* (Written in Turkish, translated into English) (Beliz's diary).

> Beliz: *"I think he is not much motivated to overcome his anxiety and he does not find the classroom activities useful and meaningful for helping that purpose"* (Written in Turkish, translated into English) (Beliz's diary).

In addition to those, Beliz thinks that the students whose English level is better than his level have a demotivating effect on him. Comparing himself to those may be aggravating his anxiety about speaking English. This probably makes him feel inferior to them, so he does not want to sound worse than them. For this reason, he keeps quiet instead. To confirm these views, she mentions one specific situation as follows:

> Beliz: *"Once during the lesson, when he started to speak, there was a stronger student who took over the talk. Mehmet let him do that because I think he does not want to speak worse than another person. He feels bad about it. He knew that his friend's level was better than him. When he could not say something, his friend wanted to complete his words and took over the talk. Mehmet let that happen. He did not want to be humiliated"* (Written in Turkish, translated into English) (Beliz's diary).

Elaborating on this event, Beliz mentions that Mehmet is afraid of being humiliated in front of his friends and that makes him feel anxious about speaking English.

Hale

First of all, Hale believes that Mehmet's main problem about speaking English is his demotivation regarding the fact that he is a repeat student and he took the summer school the year before.

> Hale: *"He plays with his phone during the lessons and he is not interested in learning. Normally, he is a confident person, but he does not want to speak English at all"* (Written in Turkish, translated into English) (Hale's diary).

In fact, she thinks that his real problem is anxiety of failure. It is also because he is studying at a private university and feels responsibility towards his family economically.

> Hale: *"I think he has his family's pressure on him. That is why he is afraid of failing. He feels he has responsibility towards his family because of economic issues"* (Written in Turkish, translated into English) (Hale's diary).

Furthermore, she mentions that he does not follow her lessons regularly. He attends only one or two hours of her three lessons in a row and she thinks he feels guilty about it. Hale mentions in her diary that he cannot adapt to the lesson easily because he misses some hours regularly and thus he feels anxious and cannot speak well. For her, he is aware of the situation, but still he prefers not to follow classes regularly. Hale thinks it might be related to his irregular sleep cycle.

> Hale: "*He may not be sleeping enough at night. He misses every first lesson of the day in the morning and he comes to class right in the middle of the introduction of a new grammar topic. I think he feels guilty about it. He cannot adapt to the lessons well and it might be affecting his speaking as well"* (Written in Turkish, translated into English) (Hale's diary).

Besides, Hale feels that although Mehmet is aware of the fact that this year is very critical for him because he repeats the whole year, he is too confident in English. He intentionally does not participate in some of the activities in the class and likewise, he does not prefer to speak English during the lessons.

> Hale: *"He thinks he can skip some grammar topics because he had already studied them the year before and also in the summer school. He has a mistaken self-confidence"* (Written in Turkish, translated into English) (Hale's diary).

Hale also thinks that Mehmet gives up on speaking when he cannot find the right word to express himself in English. This is a reason for him to feel anxious while speaking. Lack of vocabulary knowledge affects his speaking anxiety negatively. To show evidence, Hale gives a specific example:

> Hale: *"In a speaking activity once, Mehmet hesitated first and then he tried to find some words, the right words he was supposed to use. When he could not find the right words, he just tried to use his mother tongue. Even if he understands what I say in English, he responds back in Turkish when he panicks"* (Written in Turkish, translated into English) (Hale's diary).

Hale believes that FLSA is not the most important reason for his struggle in learning English. She thinks that he has a general problem about English and that is fear of failing the whole year again. For her, Mehmet is worried about not being able to pass the preparatory class proficiency exam and that is the main source of his anxiety. Moreover, she believes that the whole class has the same problem and he is affected by his peers as well.

> Hale: *"I do not think that his main problem is FLSA. His main problem is anxiety of failure. Besides, all his classmates are like him and I think it affects his manners"* (Written in Turkish, translated into English) (Hale's diary).

Öznur

Öznur thinks that Mehmet does not have a lot of FLSA, but the problem is more about his unwillingness to speak. She mentions that he even avoids looking at her during the lessons because he does not want to be addressed to a question. He does not want to speak in front of the class.

> Öznur*: "Mehmet does not want to speak. He does not even want to make an eye contact with me. He seems like he does not want to be recognised by me either"* (Written in Turkish, translated into English) (Öznur's diary).

In the following weeks of the data collection process, Öznur recognised that Mehmet is a bit nervous when he talks to someone unfamiliar to him. She believes that it takes time for him to get used to the people he has just met. For this reason, she assumes that his FLSA may be related to not knowing the interlocutor well.

> Öznur*: "I think he doesn't like to speak to someone he does not know well. It takes time for him to get used to someone"* (Written in Turkish, translated into English) (Öznur's diary).

In addition to that, Öznur assumes that this feeling applies to his communication with his teachers.

> Öznur: *"He wants to know the teacher well to feel safe to speak"* (Written in Turkish, translated into English) (Öznur's diary).

Öznur mentions that Mehmet was shy in the first weeks of the track while he was talking to her even in Turkish. She thinks that he got used to her after a while, yet still, he was not much comfortable while he was talking to her in English.

> Öznur *"Even in Turkish, he does not get close to you easily. Now, although he got used to me, he still is too shy to speak English with me"* (Written in Turkish, translated into English) (Öznur's diary).

For Öznur, this situation is more or less the same for Mehmet when he is talking to his classmates. As each track at preparatory class system lasts for a short period of time (10-11 weeks), some students cannot adapt to their new classes easily and thus they have difficulty in socialising with others. Öznur states that as Mehmet is not very close to his classmates and he does not prefer to speak English in front of them. Moreover, she believes speaking English in bigger groups make him feel worse.

> Öznur *"Working in big groups and directly talking to a big crowd of people make him anxious"* (Written in Turkish, translated into English) (Öznur's diary).

Seeing that he is not comfortable with talking to people he is unfamiliar with and speaking English in big groups, Öznur tried to help him to overcome his anxiety by putting him into smaller groups for speaking activities.

> Öznur: *"For this reason, I encourage him to take part in group work to speak more. In smaller groups with his friends, he feels more comfortable"* (Written in Turkish, translated into English) (Öznur's diary).

She thinks Mehmet is not good at talking to a big number of people and still anxious about it. Furthermore, his anxiety might be related to the fact that he does not think his English is fluent enough to talk.

> Öznur: *"Even if he is getting better, he still has a big problem with talking in bigger groups and also with me. I think he does not feel that his English level is good enough to talk"* (Written in Turkish, translated into English) (Öznur's diary).

She mentions that this is the same for them while Öznur and Mehmet are speaking with each other in Turkish. She thinks it takes time for him to get used to someone and that affects his relationship with teachers both while speaking English and Turkish.

4.1.5. Similarities and Differences between Mehmet's and His Teachers' Views

Similarities

There are only a few points regarding Mehmet's reasons for having FLSA with which he and his teachers agree. First of all, Öznur thinks that although by time Mehmet started to feel closer to her and got more confident while talking to her, he is still not comfortable enough while talking to Öznur in English. She believes it takes a really long time for Mehmet to feel comfortable with speaking English with someone whom he has recently met. Mehmet confirms that and says he is still nervous while

talking to Öznur in English even at the end of the sixth week he spent together with her.

In addition to that, Öznur thinks that Mehmet is more comfortable when he talks to someone he knows well and Mehmet thinks the same. He says there is a big difference between talking to someone he knows well and he does not know at all.

Furthermore, Beliz believes that Mehmet does not like to take part in the speaking activities realised in the classroom because he does not find them meaningful. Beliz thinks that the only thing he wants is to pass the preparatory class proficiency exam. She is partially right because Mehmet also mentions that he does not find the speaking activities done in the class meaningful because he cannot make the connection between them and the real life. However, passing the exam is not the only concern he has. He wants to be more fluent while speaking English especially in real life. At that point, Beliz is not right.

Differences

Although Mehmet thinks that his English level is good and his level is not the main reason for his FLSA, one teacher Beliz believes that his main reason for FLSA is his English level. Mehmet thinks that especially his academic English is strong, however Beliz believes that his English level is the main reason for his FLSA. Similarly, Öznur thinks that Mehmet is not confident about his English level and that is a reason for his FLSA.

Other than that, Mehmet mentions his worry about making mistakes while speaking English, but none of his teachers observing him specifically mentioned that they think his FLSA is about fear of making mistakes.

Likewise, for Mehmet, misunderstanding a question asked by a teacher is an important source of anxiety because asking for the repetition of a question can make him look ridiculous. For this reason, he is so afraid of not being able to understand a question. This is a point not recognised or mentioned by any of his teachers.

Furthermore, comparing himself with his peers that he assumes are better at English than him is a big source of FLSA for Mehmet. Like some other points, none of his teachers mentioned any such reason for his FLSA.

In addition to those above, Mehmet thinks that he puts so much effort in overcoming his FLSA. He takes private courses, he tries some techniques to feel more comfortable while speaking. On the contrary, Beliz and Hale believe that his main purpose is not improving his English, but just being able to pass the preparatory class proficiency exam. They do not find him motivated to improve his speaking.

Also, Mehmet believes that he lacks self-confidence, however his teacher Hale finds his personality over-confident. Hale thinks that Mehmet does not want to speak English at all. On the contrary, Mehmet mentions that he is motivated about improving his speaking skills.

Additionally, Hale believes that Mehmet has a problem about his sleep cycle because he misses every first lesson hour of the day. For her, that may be a reason for his FLSA because he cannot adapt to the class easily when he misses preceding lesson hours. However, Mehmet does not mention any such problem of sleep or its relation to his FLSA.

Furthermore, Hale thinks that Mehmet has some pressure on him because of his family as this is his second year at preparatory class and this is an economic burden for his family. For this reason, she thinks that he is generally at school and that reflects on his speaking performance as well. However, this is not an element among the reasons that Mehmet mentions for his FLSA.

Additionally, Hale thinks that Mehmet's FLSA is also dependent on his lack of vocabulary knowledge. She says whenever he cannot find the correct word, he gives up or switches to Turkish. However, Mehmet says his biggest problem is worrying too much about grammar. He specifically mentions that neither vocabulary nor being understood is his main concern, but what he cares about most is grammar.

Besides, Öznur believes that Mehmet is more comfortable with talking to a small group of people and she tries to put him in small groups. However, Mehmet mentions that he does not like being in small groups for the speaking activities in the class because he feels less comfortable when there are only a few people in the group.

Finally, Beliz thinks that Mehmet is nervous about being corrected by a friend about a mistake. On the contrary, Mehmet mentions that he is quite positive about receiving help from a peer while speaking in a big group. He even favours being in bigger groups for having a chance of collaborating with others.

4.2. Case 2, Tufan

4.2.1. Theme 1 ADHD and Generalised Anxiety Disorder

Tufan mentioned that he had been dealing with his ADHD and generalised anxiety disorder since his childhood. He thinks these two conditions are influential in almost every aspect of his life. These two conditions make him think very fast and thus he is sometimes lost in his speech. This makes him more anxious while speaking.

Tufan: *"When I don't know what to say, it makes me so anxious"* (Written in Turkish, translated into English) (Tufan's diary).

Besides, thinking too fast and having too many thoughts in his mind make him a bit distracted and confused while speaking.

> Tufan: *"I sometimes think very quickly and a lot of thoughts come to my mind all of a sudden. It even makes me forget what I am about to say and stutter while speaking"* (Answered in Turkish, translated into English) (2nd - interview).

In addition to that, he switches to Turkish when he cannot retrieve the necessary word he is supposed to use while speaking. He mentions that when there are a lot of words in his mind, his brain chooses the easiest one to utter.

> Tufan: *"It is because when I have a lot of thoughts and vocabulary in my mind, it gets difficult to choose one to speak. And naturally, my brain chooses the easiest one, which is a Turkish word of course"* (Answered in Turkish, translated into English) (2nd-interview).

These problems not only affect him cognitively, but also affect him physically.

> Tufan: *"During speaking activities, I sweat and my heart beats so fast"* (Answered in Turkish, translated into English) (1st-interview).

However, his way of dealing with these problems is not much effective. He tries to compensate for his problem by using caffeine instead of taking medicine as he is not eligible to use any regarding his health conditions.

Tufan: *"Caffeine is like antidepressants. It fixes something while it is ruining another. Coffee helps me with concentration. I drink it for this reason. It helps with short term concentration. However, it raises my anxiety"* (Answered in Turkish, translated into English) (2nd-interview).

Tufan: *"Coffee gives me energy. When I do not drink coffee, I feel tired and it gives me a headache. It became an addiction for me. Also, it makes me have palpitations and makes me anxious. Despite that, it does not have a direct effect on my speaking"* (Answered in Turkish, translated into English) (2nd-interview).

Besides, he is easily distracted in his daily life as well. He believes that concentration is a difficult issue for him in most aspects of his life not only limited to language learning.

Tufan: *"Various thoughts distract my attention when I try to concentrate on something. It happens also while I am reading a book. While I am reading, I sometimes recognise that I am not following what I have been reading for a few pages"* (Answered in Turkish, translated into English) (2nd-interview).

4.2.2. Theme 2 Judgements of Others

Tufan is unwilling to participate in speaking group activities in the class because he is worried about his peers' judgements. He is a bit afraid of what his friends would think about him if he made a mistake while speaking English.

Tufan: *"Talking to teachers may be less anxiety provoking. It is because students may judge you, but your teachers don't"* (Answered in Turkish, translated into English) (1st-interview).

Pronunciation mistakes are another worry for him because he is afraid of being laughed at by others. Tufan finds pronunciation mistakes humiliating and avoids making them. This fear is generally related to what his friends and classmates would think about him rather than his teachers.

Tufan: *"My friends' expectations make me feel bad too. Making pronunciation mistakes makes me feel so afraid"* (Written in Turkish, translated into English) (Tufan's diary).

Tufan: *"When I mispronounce a word, my friends whose English is better than mine can despise me and that can make me sad and stressful"* (Answered in Turkish, translated into English) (1st -interview).

Tufan: *"The pronunciation and grammar mistakes can be tolerated by teachers. Yet, students do not tolerate them. They can judge me more than the teachers do"* (Answered in Turkish, translated into English) (1st -interview).

Tufan is under pressure also because of his parents. Their judgements about him direct his worries and fears. He is worried about his father's views on his English because Tufan believes his father's English is so good and he compares himself with him somehow.

Tufan: *"My father's English is so good. He learned it himself and he loves it so much. He criticizes my speaking so often and puts pressure on me. That causes so much anxiety"* (Answered in Turkish, translated into English) (1st-interview).

He also mentions that in his daily life, he gets to talk to his fathers' foreign friends from time to time and that makes him feel anxious as well. He is quite worried about the impression he leaves on his father.

Tufan: *"My father has a lot of intellectual foreign friends. They are Americans and speaking to them is so difficult because they speak very fast. It is very hard to understand them"* (Answered in Turkish, translated into English) (1st-interview).

Besides, fear of being judged makes him too worried about his mistakes. He says even if he has a chance and time to rehearse what he is about to say, it does not help him because it makes him more worried about making mistakes.

> Tufan: *"Rehearsing what I am supposed to say may even raise my anxiety. When it is spontaneous, I feel more comfortable. Rehearsing directs the person to be like a perfectionist. If I practice a lot and make mistakes despite that much preparation, it can make me feel worse"* (Answered in Turkish, translated into English) (2nd-interview).

Tufan believes his friends also suffer from FLSA, but for him, they have different reasons for that. For example, he thinks the presence of their foreign friend in the class who is so fluent in English has a negative effect on the others' FLSA in the class although it has no effect on Tufan. Although he is worried about other people's judgements, the ideas of his foreign friend in the class does not matter to him much.

> Tufan: *"I compare us with the foreign classmate of ours in the class. He speaks much better than all of us and without hesitation. His presence may have a negative impact on my friends, but not on me"* (Answered in Turkish, translated into English) (1st-interview).

For Tufan, being observed by the person he is talking to is a big source that provokes anxiety. He feels like he is being watched by others while talking because they want to judge or criticise him by detecting a mistake. That is why he does not like to be paid attention and feels nervous about it.

> Tufan: *"When somebody looks at me while speaking, it makes me so uncomfortable"* (Written in Turkish, translated into English) (Tufan's diary).

He mentions that this feeling gets even worse when he is supposed to talk to more than one person. The more people listening to him are around, the more anxious and uncomfortable he gets.

> Tufan: *"I experience FLSA especially in front of a big group of people and in a crowded environment"* (Answered in Turkish, translated into English) (1st-interview).

It is such a pressure for him that he sometimes does not even want to speak because of his nervousness. For this reason, in big groups, where there are a lot of people listening to him at the same time, he feels less comfortable and even prefers not to speak sometimes. He thinks that this anxiety that he feels in front of people affects his fluency as well.

> Tufan: *"I don't speak much in group work activities because of my FLSA. When there are a lot of people around, I am worried about not being able to talk fluently"* (Answered in Turkish, translated into English) (1st-interview).

In addition to those, Tufan mentions that he feels much better while speaking English when there is nobody listening to him. Tufan's anxiety rises when his friends or peers are listening to him. He is not much worried about being listened to by his teachers, but being listened to by friends is a source of anxiety for him.

> Tufan: *"It raises my anxiety when somebody is listening to or observing me while speaking English. I feel more anxiety when someone is watching me while speaking compared to the times when I am not observed by anybody during my speech. It is especially about my friends, not about being observed by my teachers"* (Answered in Turkish, translated into English) (2nd-interview).

Besides, presence of his friends and peers disturbs him also because he is worried about their reactions. He does not like to be observed and listened to by his friends because they may judge him or think negative things about him.

> Tufan: *"My friends' reactions also make me nervous and develop stress in me"* (Answered in Turkish, translated into English) (1st-interview).

4.2.3. Teachers' Views about Tufan

Beliz

Beliz finds Tufan generally very eager to speak English in the class, however she confirms the fact that he gets anxious at various levels depending on the situation while speaking. She specifies her observation by sharing a specific event:

> Beliz: *"Once in class, I put them in groups for a speaking activity. He was willing to participate in the activity and even volunteered to be the speaker of the whole group. He did the same thing for several more times in various other activities"* (Written in Turkish, translated into English) (Beliz's diary).

Furthermore, Beliz thinks that Tufan's anxiety is also about lack of vocabulary. In her observations, she realised that whenever he has trouble with finding the correct words to express himself, he prefers switching to Turkish.

> Beliz: *"When he panics, he is inclined to use his L1. He does not resist to attend the activities, but he escapes from English when he cannot retrieve the correct vocabulary"* (Written in Turkish, translated into English) (Beliz's diary).

Other than that, Beliz supposes that Tufan has a general problem about self-confidence. She mentions that he avoids eye contact with her and plays with his hair when he feels uncomfortable.

> Beliz: *"He wanted to share a memory telling it in Turkish. He said he could not explain it in English. I asked him to try to tell it in English. He tried, but he was a bit uncomfortable. He did not want to make eye contact with me and he was playing with his hair. I think he has a general problem about self-confidence. He is motivated to speak, but hesitates a lot"* (Written in Turkish, translated into English) (Beliz's diary).

According to Beliz, another factor that has a negative influence on Tufan's self-confidence is family pressure. She says in one of the activities during class time, Tufan mentioned that his family is strict and she believes that this affects his personality. That pressure might be affecting his speaking performance as well.

> Beliz: *"In one of class activities, he mentioned that his parents put lots of pressure on him. I think that is reflected on his general character. He does not have much self-confidence, I believe. These also affect his speaking performance in English"* (Written in Turkish, translated into English) (Beliz's diary).

Beliz also believes that he has a problem about concentration and that makes him more anxious.

> Beliz: *"He does not want to talk much. He responds to my questions very briefly and quickly, generally using one word only. I think his main problem is concentration. I believe he cannot focus on anything in his daily life either. The problem is not just about English"* (Written in Turkish, translated into English) (Beliz's diary).

Another point mentioned by Beliz is that the foreign student in Tufan's class who is very good at speaking is a source of pressure for him. She explains her assumption by telling an event that happened in the class:

> Beliz: *"In a group work once, the foreigner student was so dominant and I think Tufan did not want to talk at all. The foreign student was talking all the time. Once Tufan wanted to say something and he felt he had to ask that foreign student how to say it because he was not sure about how to say it. I think he was afraid of being misunderstood or not understood, so he preferred not to speak in the end"* (Written in Turkish, translated into English) (Beliz's diary).

Beliz also mentions that Tufan has a caffeine addiction. He shared that information with her in one of the lessons. Beliz believes that Tufan's caffeine addiction has a bad effect on his FLSA.

> Beliz: *"He mentioned that he had a caffeine addiction and at some point of the lesson, he asked permission to leave the classroom and make instant coffee for himself. I think his concentration problem also might be because of that. The addiction may be making him lack the necessary energy to talk"* (Written in Turkish, translated into English) (Beliz's diary).

Burçin

Burçin believes that Tufan is a sociable person and he is generally willing to speak. Although he loves speaking, she thinks that he makes lots of mistakes while

speaking. However, she states that his mistakes do not affect his feelings much and he keeps speaking without showing any anxiety.

> Burçin: *"Tufan is sociable and eager to speak. When I ask a question to him, he responds to that without hesitation. He makes a lot of mistakes while speaking, but he does not seem uncomfortable about it"* (Written in Turkish, translated into English) (Burçin's diary).

She assumes that he is motivated because this is his second time studying at a preparatory class. He is generally a confident student and tries hard to respond to questions. For one specific event, Burçin mentions that she asked him to talk about how he spent his time to celebrate the new year. He first hesitated to speak, then he attempted to tell a long story which he found funny. She mentions that he directly said in Turkish 'how am I going to tell it now?'. Burçin believes that this was because although he tried to tell the same story in Turkish before, it was his first time trying to tell it in English. That made him a bit nervous.

> Burçin: *"I think it was the first time he was trying to tell this thing in English. Although he knew the whole story very well, it was a challenge to tell it in English. That is why he hesitated a lot and could not know how to explain it"* (Written in Turkish, translated into English) (Burçin's diary).

She thinks that as he was not ready to tell the story, he felt FLSA.

> Burçin: *"I think he had a difficulty because he hadn't tried to tell it before and could not be sure about how to put the story in words"* (Written in Turkish, translated into English) (Burçin's diary).

Yet still, she does not think that he has a lot of FLSA in general, although he experiences some in certain situations.

Hale

For Hale, Tufan is not a student who suffers from FLSA. She finds him confident and motivated. She mentions that according to her observations, he shows

no sign of anxiety while speaking English, and thus she could not come up with reasons for his FLSA.

> Hale: *"I do not think he has FLSA. He attends all the activities I realise in my lessons"* (Written in Turkish, translated into English) (Hale's diary).

Hale finds Tufan very intellectual and eager to talk. Whenever he has a good idea about something or some knowledge he considers worthy to share, he does not hesitate to speak. She does not think that he is anxious while speaking English.

Hale: *"He is very active in my lessons and he loves sharing his knowledge with me and his classmates"* (Written in Turkish, translated into English) (Hale's diary).

4.2.4. Similarities and Differences between Tufan's and His Teachers' Views

Similarities

There is only one teacher whose some observations match with Tufan's own about himself. Beliz believes that Tufan has a general problem about concentration and sometimes feels lost while speaking. She supposes that this problem is not limited to his experience in speaking English. This is a general problem in his life. Tufan also mentions that he has a general problem about concentration and he gives an example about reading a book. He says he is easily distracted while reading a book even.

Besides, Beliz thinks that Tufan is under the pressure of his family because he mentioned such information in one of her lessons. She assumes that the pressure might have a negative impact on his FLSA and she is right about it. Tufan says that his father's English is almost perfect and he criticizes Tufan's speaking. He believes that this is one of the reasons for his FLSA.

Differences

There are a lot of points that Tufan mentions himself, yet none of his teachers detected. First of all, Tufan has ADHD and generalised anxiety disorder and a caffeine addiction because of that. This situation makes him anxious about speaking English as well, but none of the teachers who observed him was able to detect that without his open declaration. Only the researcher had this knowledge just because he shared this

fact with her himself, yet no other participant teachers could recognise it specifically. Furthermore, Tufan mentions that he has a problem about thinking so quickly and getting confused while speaking, but none of his teachers could recognise this problem either. Other than that, in most of his words Tufan says that he is so worried about his pronunciation and the mistakes related to that. This worry is one of the biggest reasons for him to have FLSA, but none of his teachers mentioned anything specifically about his pronunciation or any thought of the relationship between his pronunciation worries and FLSA. In addition to those, Tufan is quite worried about being observed by people while speaking English. Besides, people's reactions make him feel so nervous while speaking. This is another important point that was not mentioned by any of the teachers who observed him.

Following those inconsistencies, Beliz and Hale also believe that Tufan is so active in group speaking activities and does not seem like he has much FLSA. However, Tufan mentions that he experiences FLSA especially in big groups and in front of people. Furthermore, he does not like group work because that makes him more worried about fluency.

Besides, Hale believes that Tufan is quite comfortable in most of the activities in her lessons. However, Tufan clearly mentions that he suffers from FLSA especially in classroom activities.

Another wrong impression is that Beliz thinks he has a problem about self-confidence which affects his FLSA, however Tufan does not think that he is an unconfident person.

Furthermore, Beliz believes that Tufan's caffeine addiction has a bad effect on his FLSA and this is a reason for his anxiety. Yet, Tufan thinks differently. He says coffee helps him with being energetic and concentrated. It is not a reason for his FLSA, but a kind of cure for it.

Other than that, Beliz thinks that the foreign student whose English level is really good has a negative effect on Tufan and makes him more nervous about making mistakes in his presence. On the contrary, Tufan mentions that their foreign friend can have a negative effect on the others in the class, but not on him. Tufan does not compare himself with that classmate.

Additionally, Beliz believes that the limited repertoire of vocabulary makes Tufan nervous while speaking. When he cannot find the correct words that can express what he means, he feels anxiety. On the other hand, Tufan says that he has a lot of words in his mind while speaking and that makes him anxious when he does not know which one to choose and say. It is not vocabulary that causes him to have FLSA, but his mind so full of words.

Moreover, Burçin believes that being unprepared to speak makes Tufan nervous and if he is given a chance to get ready to speak, he can feel more comfortable. On the contrary, Tufan says that if he is given some time to rehearse what he is going to say, he may feel more anxious because he thinks that in this case, he should be faultless for having been given time for preparation. Thus, he says he can feel even worse with that extra time that gives him the burden of necessity to be perfect.

Finally, Burçin believes that Tufan is so willing to speak most of the time, yet he makes a lot of mistakes while speaking. For her, those mistakes have no effect on his FLSA because he keeps trying despite them. However, Tufan openly mentions that he does not like making mistakes while speaking. Making mistakes in English makes him feel uncomfortable.

4.3. Case 3, Yeliz

4.3.1. Theme 1 Judgements of Others

Yeliz is so worried about being humiliated in front of others. She mentions that it is not only about speaking English, but this feeling also affects other aspects of her life.

> Yeliz: *"The whole problem is that I am afraid of being judged by my friends. This is a general problem for me. I care about other people's ideas so much. I care about their opinions about me too much. It affects me negatively in every aspect of my life"* (Answered in Turkish, translated into English) (2nd-interview).

She clearly states that she is so worried about being teased by people. This is such a big concern for her and it hurts her feelings.

> Yeliz: *"Being teased by people is my biggest fear. Also, being corrected while speaking is so heart breaking for me"* (Answered in Turkish, translated into English) (1st-interview).

Other than that, Yeliz mentions that she is not comfortable in the environments where there are a lot of people at her age. She feels shy when there are her peers around because she is worried about their judgments and ideas about her.

> Yeliz: *"I cannot get accustomed to the environments in which I am together with my peers. I feel nervous in such groups. My peers can judge even my clothes, my words or other things about me. They can judge me about a lot of things that I cannot even guess. I am shier when I work with my peers"* (Answered in Turkish, translated into English) (2nd-interview).

As classroom is such an environment including a lot of peers, Yeliz does not feel good while speaking in the class and does not want to be under spotlight ever. Although she mentions that she likes her classmates, she does not like to get their attention. For this reason, turn-taking in a group work makes her very nervous. She wants to start to talk and finish as soon as possible so that she can be the first one to talk and can be forgotten by her friends until the end of the group activity. In this case, there will be others talking after her and her speech will be out of focus. Thus, nobody will pay much attention to hers.

> Yeliz: *"Once in a group work, everybody else were listening to me very carefully, we were only a few people working together. That meant everybody was going to listen to me very carefully. I was in the spotlight. Because of that, I wanted to pass my turn as quickly as possible"* (Written in Turkish, translated into English) (Yeliz's diary).

As Yeliz does not like attracting attention, she does not like being in front of a big group while speaking English. Instead, she likes working in smaller groups. Although she does not feel comfortable in any environment including her peers, she feels a bit better when there are less people in the group while speaking English.

> Yeliz: *"I cannot speak in front of that many people in such big groups. For this reason, I feel more comfortable in smaller groups"* (Answered in Turkish, translated into English) (2nd-interview).

As she is uncomfortable with talking to her peers, it gets even worse when she is supposed to talk to a foreigner peer. She feels obsessed with being judged by her foreign classmate and she never wants to talk to him. She fears humiliation a lot.

> Yeliz: *"There is a foreigner in our class. My friends try to talk to him, but I don't even try. I feel like I might be humiliated if I try. I worry about what he would think about me, so I do not even attempt to talk"* (Answered in Turkish, translated into English) (1st-interview).

Parallel to that, when Yeliz is addressed to a question in English, she feels very excited because of her shyness. She wants her English to sound faultless in front of others, but when she realises that it is not possible, she gives up.

> Yeliz: *"When somebody asks a question, I get very excited. I feel like the person I am talking to should hear everything I am saying at once without a pause. As I am not able to express everything I mean at once without hesitation, I prefer not to speak instead"* (Answered in Turkish, translated into English) (1st-interview).

Similarly, she avoids speaking to prevent herself from any possible humiliation. She protects herself by choosing to stay silent instead of taking the risk of making mistakes in English. She says why would I take a risk of making mistakes while I can speak to people in our mother language.

> Yeliz: *"I feel the comfort about having Turkish people around. I know that they all will understand me when speak in Turkish. Why would I bother myself taking the risk of making mistakes in English and being humiliated in front of others"* (Answered in Turkish, translated into English) (2nd-interview).

Yeliz is afraid of other people's judgements especially when she makes a mistake while speaking English or cannot express herself in English and when she is

misunderstood. She does not want to be humiliated, being laughed at by others and lose face due to her mistakes or being misunderstood. For this reason, fear of making mistakes is one of the biggest source of anxiety for her because she is too worried about people's judgements about her.

In fact, Yeliz generally feels positive about her critical thinking skills. In the debates she attended in high school, she mentions that she was quite active and she participated in all of them. Her main problem is expressing her ideas in English.

> Yeliz: *"I can talk to group of people very easily also in debates. I experienced such occasions in high school. But when I am supposed to speak in English, the situation changes"* (Answered in Turkish, translated into English) (1st-interview).

Yeliz is good at generating ideas and putting these into English sentences on her own. However, she thinks if she attempts to say these sentences, she will inevitably make mistakes and will feel frustrated. For this reason, she prefers not to take a risk. She mentions that she does not like taking risks especially when she is supposed to speak in English.

> Yeliz*: "When I got to speak English, I can't. It is because I am afraid of saying something wrong"* (Answered in Turkish, translated into English) (1st-interview).

For Yeliz, being misunderstood in the classroom environment is a big disappointment. She feels so worried of it because she had several situations in which she was misunderstood or she felt afraid of saying something and that made her feel very bad.

> Yeliz: *"Once while talking about my dreams in the previous track, I wanted to say something, but everybody misunderstood it. All my friends, even my teacher laughed at me. I felt so sad"* (Answered in Turkish, translated into English) (1st-interview).

> Yeliz: *"My teacher asked me to talk about something that I used to do as a child. I got so excited. "What if I said something wrong" I thought. "Everybody*

would laugh at me" and so I felt afraid of speaking" (Written in Turkish, translated into English) (Yeliz's diary).

Yeliz is generally more concerned with the ideas of her friends about her, but her words imply that she is also worried about her teachers' ideas. As this is a concern for her, she is also worried about the reactions of her teachers towards her mistakes. She wants to sound faultless and be praised by her teachers. For this reason, possibility of mistakes while speaking English is an unmotivating factor for her.

Yeliz: *"Sometimes it is also difficult to talk to a teacher when I do not have enough courage. I have to think about my mistakes a lot. I want to be able to say everything at once and quickly, I don't want to be seen like I am stuttering"* (Answered in Turkish, translated into English) (1st-interview).

The negative experiences she had before gave her the fear of being laughed at by others. The worry about other people's thoughts made her afraid of speaking English because if she tries, she can make mistakes that can cause her to feel humiliated by others.

Yeliz: *"In classroom, if I make mistakes, the others may think like 'What is she saying right now? She tries to explain herself in English as if she speaks very well.'. For this reason, I want to explain myself in Turkish"* (Answered in Turkish, translated into English) (2nd-interview).

This anxiety makes her more afraid of taking risks and possibility of making mistakes. When she considers the fact that except for one friend in her classroom, all her classmates are Turkish, she sees no necessity in bothering herself speaking English to feel that anxiety and make mistakes.

Yeliz: *"While I am talking to a Turkish person, I know that they can understand me and why would I speak English? I can communicate in Turkish directly. If I take the risk of speaking in English, the person I am talking to may misunderstand me. If it happens, I have to explain myself in Turkish once again and then I can feel frustrated for that"* (Answered in Turkish, translated into English) (2nd-interview).

Being interrupted because of a mistake is another source of worry for Yeliz. She neither likes making mistakes, nor being corrected about those mistakes. If this correction comes from a classmate whose English level, she considers, is better than hers, it is even more humiliating.

> Yeliz: *"Once in L&S lesson, I wanted to use the word "addicted" the in meaning of "being bound to some external reason" like the word "dependent", but the foreign student in our class interrupted me while speaking and said that I could not use that word to talk about success and it would be so wrong to use it. I felt very bad because all my friends in the group were listening to me carefully at that moment and I just had to stop because of him and I could not go on speaking. It was embarrassing"* (Written in Turkish, translated into English) (Yeliz's diary).

She believes that these worries of hers are not related to being prepared to speak or not. Yeliz is confident that she has good ideas in her mind to express and is able to put them into well-structured sentences while thinking before she speaks. Her problem is more about the time when it comes to say the things in her mind out loud. Then the possibility of making mistakes starts. Even if she is given a long preparation time to get ready for speaking, she believes nothing can change much. It is all about the moment when she is supposed to speak.

> Yeliz: *"Even if I have no preparation time before speaking, I have a lot of good ideas in my mind. I am able to make all the sentences in my mind to express myself. But, I think what if I told them now, made mistakes and then looked ridiculous in front of others. What if people didn't understand me and laughed at me. These two worries are my major reasons for having FLSA"* (Answered in Turkish, translated into English) (2nd-interview).

4.3.2. Theme 2 Overuse of Self-monitoring

Yeliz suffers from overuse of self-monitoring. She formulates very well-structured sentences in her mind however, she is so afraid of trying to transfer them into a form of an utterance.

> Yeliz: *"When I am asked a question, I think about how to answer it and what to say in my mind. I make sentences in my mind, yet I cannot put them into spoken form"* (Answered in Turkish, translated into English) (1st-interview).

She thinks about such situations a lot, even long after they take place. Her frustration does not go away easily. She describes her personality as a bit obsessive and when she cannot speak English in a certain situation during the day, she cannot forget about it and cannot help worrying about it for a long while.

> Yeliz: *"When I have such an issue during the day, I happen to think about what happened earlier at night and how I would have said that sentence that I couldn't. I have a very obsessive personality in my daily life"* (Answered in Turkish, translated into English) (1st-interview).

As her worries regarding the speaking process exceed even the time she spends in school, the anxiety they created affects her speaking performance and motivation as well. She evaluates these bad moments in her mind again and again, which makes her judge herself about it and makes her feel unsuccessful.

> Yeliz: *"At night, I take my phone and start to think about those sentences I could not make earlier that day and try to retell them in different words. I try to say them and see that they are faultless sentences when I speak to myself. Then, I regret a lot. I tell myself "I could have said it that way". But I was not brave enough to do that. I feel so angry at myself. I feel so sad"* (Answered in Turkish, translated into English) (1st-interview).

Thinking about her speaking that much and judging herself a lot create anxiety for her. Because of that anxiety, she is more prone to overthink about her speaking process. Thinking negatively about her performance makes her speaking even more difficult.

> Yeliz: *"When I start to speak, I start to think: 'okay, now I won't be able to go on with my words, at some point I will be stuck'. And then, I get totally confused"* (Answered in Turkish, translated into English) (1st-interview).

4.3.3. Teachers' Views about Yeliz

Beliz

First of all, Beliz thinks that Yeliz's English level is good, yet she is not willing to speak English for some reasons.

> Beliz: *"She is a bit timid. I think her English is good, but she does not want to speak. She does not try hard"* (Written in Turkish, translated into English) (Beliz's diary).

According to Beliz, one of the main reasons why Yeliz is anxious while speaking is that she loses her motivation when she starts to speak. Whenever she cannot explain what she wants to tell, she feels frustrated and stops trying to speak.

> Beliz: *"She gives up when she cannot find what she is going to say"* (Written in Turkish, translated into English) (Beliz's diary).

To give an example about this fact, she explains a certain moment from their class time:

> Beliz: *"When she was saying something that she was not sure about how to tell, she stopped suddenly and switched to Turkish. I think when she panics, she cannot rephrase something. She wants to say the exact same thing in her mind and when she cannot manage, she easily gives up"* (Written in Turkish, translated into English) (Beliz's diary).

Another point observed by Beliz is that Yeliz does not like making mistakes and being corrected while speaking because those make her nervous. The possibility of making mistakes aggravates her anxiety and upon correction she feels even worse.

> Beliz: *"She cannot bare saying something wrong. She does not want to take a risk and make a mistake. She wants her English to be faultless"* (Written in Turkish, translated into English) (Beliz's diary).

> Beliz: *"She got a bit angry when her friend whom she was talking to tried to correct her mistake. I think being corrected while speaking English makes her so nervous"* (Written in Turkish, translated into English) (Beliz's diary).

In addition to those, Beliz believes that Yeliz gets nervous while speaking when she is in the same group with her foreign classmate whose English level is pretty good compared to the others in the class.

> Beliz: *"There was a foreign student in the group and I think she felt more nervous because of him. He is a very dominant student and she could not take her turn to speak maybe because of him. She forgot the words she knew when she attempted to speak"* (Written in Turkish, translated into English) (Beliz's diary).

Besides, Beliz thinks that Yeliz is more anxious in big group works because she does not like being observed by her friends. She shares one time when she observed such a situation:

> Beliz: *"She felt bad when she was supposed to talk because everybody was looking at and listening to her. She does not like being observed by others. When she needs to speak in a big group, she plays with her hair and tries to keep her words short to avoid people's attention"* (Written in Turkish, translated into English) (Beliz's diary).

Finally, Beliz says that Yeliz gets anxious when she does not understand the question addressed to her. This might be related to the fact that when she is not ready for a question there is more risk of misunderstanding it. Beliz shares another specific event that embodies evidence for this assumption:

> Beliz: *"When I asked her a question in a L&S lesson, she couldn't understand it and panicked a little bit. I think she felt anxious because she could not understand what I meant. She was not waiting for a question from me. Her attention was somewhere else, and she was not focused much"* (Written in Turkish, translated into English) (Beliz's diary).

Likewise, Yeliz is also afraid of being misunderstood while speaking and this makes her give up on her effort to speak English.

> Beliz*: "When she thinks the person whom she is talking to does not understand her, she quickly switches to Turkish"* (Written in Turkish, translated into English) (Beliz's diary).

Burçin

Burçin thinks that Yeliz is reluctant to speak and this is not exactly related to anxiety although she experiences it in some situations. For her, Yeliz's English level is good and that might be the reason why Yeliz is not much interested in practising speaking more. According to Burçin's observations, Yeliz does not make a lot of grammatical mistakes while speaking in the class activities and that is why she assumes that her English level is good and she is too confident about it. Burçin mentions that Yeliz may be thinking that she does not need to practice her speaking much as she assumes she does it very well already.

> Burçin: *"Maybe it is because she thinks she knows everything. She does not make a lot of grammatical mistakes when she speaks. I think she is silent because her English level is good"* (Written in Turkish, translated into English) (Burçin's diary).

Moreover, Burçin believes that Yeliz is not comfortable while working in big groups. She thinks that Yeliz does not like getting to know new people and mingle with them. It might be a bit difficult for her. According to her observations, Yeliz takes role in the activities more eagerly when she is working in small groups.

> Burçin: *"She is more active in little groups. However, she always sits at the same place with the same people. Works in the same group and she does not talk to the others much. I think she is more comfortable with talking to fewer number of people"* (Written in Turkish, translated into English) (Burçin's diary).

Burçin believes Yeliz feels that she can be judged by her friends and she is afraid of it. She is too concerned with other people's ideas about her and that makes her worried about speaking.

> Burçin: *"About talking in bigger groups, I can say that she does not like it. I think it is because she has a fear of being judged about her speaking by the whole class. I think it is pre-judgmental"* (Written in Turkish, translated into English) (Burçin's diary).

Burçin assumes that practicing more helps Yeliz's anxiety. She mentions that she sees Yeliz a bit nervous while speaking sometimes and this might be related to her lack of preparation. In one specific situation, Burçin mentioned that when she asked a question to Yeliz, she responded to it in a few very short sentences. Later on, her follow up questions made Yeliz feel better and she started to feel more comfortable:

> Burçin: *"When we were talking about experiences, I asked some questions to her and she responded to those questions in very short sentences. Later on, I asked her some follow-up questions to make her speak more. Then she relaxed a bit and talked more comfortably. I think she needs more practice. She might not have a chance to practice her English much"* (Written in Turkish, translated into English) (Burçin's diary).

Hale

Hale believes that Yeliz has FLSA. She thinks Yeliz's FLSA is related to her own personality.

> Hale: *"She is shy and timid. I think that makes her feel anxious while attending speaking activities in class"* (Written in Turkish, translated into English) (Hale's diary).

For Hale, another reason for Yeliz to suffer from FLSA is that she feels a bit alone in her class. Regarding her personal traits, feeling alone in her class might be an additional burden on her anxiety. According to her observations, Hale assumes that she does not have a very good relationship with her classmates and she feels like a

stranger in the class. For this reason, she does not speak English in the class much. If she had a more comfortable atmosphere, she would speak more.

> Hale: *"I believe she cannot fit into her new class. She might be missing her old classmates. She does not feel she is belonged to her current class. I think she does not feel herself comfortable with her classmates"* (Written in Turkish, translated into English) (Hale's diary).

Hale mentions that Yeliz is generally silent in her lessons and prefers not to have much interaction neither with herself nor with her friends.

4.3.4. Similarities and Differences between Yeliz's and His Teachers' Views

Similarities

To begin with, Beliz believes that Yeliz loses motivation when she starts to speak and does not know how to go on. She says when Yeliz cannot explain what she thought of exactly, she feels bad about it. Beliz is partially right because Yeliz mentions a similar concern and says that when she starts to speak and cannot express what she means fluently, she gets confused and prefers not to speak.

Another point that Beliz detected about Yeliz is that she does not like making mistakes and being corrected. She wants to speak faultlessly. Yeliz also mentions similar concerns for herself by saying that she does not like making mistakes and being corrected. She is afraid of people's reactions to her in case of a mistake. Yeliz defines a correction as a heart-breaking act and embarrassing.

Besides, Beliz thinks that the presence of the foreign peer in the class has a negative effect on Yeliz. Confirming that, Yeliz says she does not even want to talk to him because of his probable judgements he may make about her.

Additionally, Beliz thinks that Yeliz gets more anxious when she cannot understand a question that is directed to her. This is partially right, because Yeliz believes that her lack of listening skills also has negative effect on her FLSA and she gets nervous when she is addressed to a question.

Furthermore, Burçin thinks that Yeliz is more active in smaller groups because she feels more comfortable. Burçin believes that Yeliz prefers to be in smaller groups

that include people she feels close to. Additionally, Beliz mentions that Yeliz does not like speaking in big groups because everybody listens to her. Likewise, Yeliz mentions that she is more anxious while she is speaking in a big group because everybody is listening to her.

Moreover, Burçin thinks that Yeliz needs more practice and a chance to speak English to ease her FLSA. It is correct because Yeliz says she does not need to speak English with Turkish people. When there are foreigners around, she feels more motivated to speak English. Yeliz believes that having a chance to practice English with foreigners is helpful for her and she needs more of such a practice.

Differences

There are a few points that Yeliz mentions as a reason for her FLSA and her teachers did not mention. First of all, Yeliz states that talking to Turkish people in English is a source of anxiety for her, but none of her teachers mentioned something about it.

Moreover, Yeliz is so worried about the possibility of being humiliated in front of others and she mentions it in almost every part of her diary and interviews. Besides, being misunderstood by the people while speaking English is a very big concern for her because she is quite worried about their judgements about her. These two concerns are not mentioned specifically by any of her teachers.

Other than that, Yeliz is so prone to overthink about her mistakes during the day and she judges herself a lot about them. Thinking about those mistakes and failures make her angry and more anxious about speaking. However, her teachers did not recognise her inclination to think a lot about her speaking performance during the day that much.

Likewise, she is also very worried about her peers' judgements about her both in her daily life and about her speaking English. Although this is one of the biggest reasons for her to have FLSA, none of her teachers detected this big fear of hers. She has a general difficulty in adapting to an environment involving her peers.

Beliz and Burçin believe that Yeliz's English level is good and she is aware of it. The reason why she does not speak much is more about her unwillingness than her

anxiety. However, Yeliz thinks that her English level is average. She thinks she is good at basics, but she is afraid of speaking and making mistakes. It is not that she does not want to speak English but, she is nervous about it. Actually, she is motivated to speak English because she needs it for her future job.

Other than that, Hale thinks that Yeliz's personality in general is shy and timid, however Yeliz thinks that except for speaking English, she is confident in all her skills in social life.

Likewise, Hale supposes that Yeliz has problems about being a part of her current class, yet Yeliz does not mention anything about it. She says she has a good relationship with her classmates.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1. Discussion

This study is conducted to explain whether there are similarities or differences between the perspectives of teachers and students about the reasons why the students in the English preparatory class of a foundation in İzmir have FLSA. Regarding that, this chapter presents the connection between the research question and the results and discussion of the findings in the light of the earlier studies took place in the literature.

According to the findings of this qualitative research, there were both similarities and differences between the perspectives of students and teachers regarding students' reasons for having FLSA. In this study, some of the reasons for learners' FLSA that had also been detected by various earlier studies, could be detected by the participant teachers. However, other personal reasons of students' FLSA that have not been revealed by other studies before, could not be recognised and named by the participant teachers either. That is to say, teachers were partially able to identify students' individual reasons for having FLSA. Limited to their observations and insights, the teacher participants managed to recognise some reasons for students' FLSA, however they missed or misinterpreted a considerable number of them.

For case 1, the thematic analysis revealed that Mehmet's own reasons for suffering from FLSA are fear of failure, the interlocutor and overuse of self-monitoring. Mehmet is a student who is quite worried about failing in speaking English and thus, being negatively judged about it by other people. He believes this can be related to his incapability of expressing himself well or misunderstanding a question addressed to him. Such situations worry him a lot because he does not want to be humiliated in front of others. His self-image bears utmost importance for him and any condition that may harm his self-confidence is conceived as a treat for him. For example, he is negatively affected by comparing himself to a friend whom he assumes to be superior to him in terms of speaking English. This is among the factors that ruin his self-confidence and makes him feel anxious while speaking English. What makes speaking English better for Mehmet is the contexts in which he is supposed to talk to

someone he feels close to. For Mehmet, talking to someone unfamiliar to him is quite an anxiety provoking element and his closeness to the interlocutor matters a lot. That is why he is more comfortable while talking to his friends and teachers to whom he feels close. In addition to these reasons, trying to have full control over his words is a big source of anxiety for Mehmet. As he has a big fear of failure, he tends to monitor himself during the process throughout which he speaks. The overuse of self-monitoring creates a cognitive load for him and speaking fluently without any worries becomes almost impossible. He is so afraid of making grammar mistakes, which may turn out to be a frustration for him he assumes. In general, Mehmet's teachers could recognise only a few points that Mehmet mentioned as reasons for his FLSA himself. The fact that it takes time for him to get used to someone and his comfort in feeling close to the interlocutor were recognised by his teachers. Besides, Mehmet does not find the speaking activities done in the classroom meaningful and does not like to attend them. This is also a fact noticed by one of his teachers. Apart from those, his teachers thought about him that he is an over-confident student, but his family puts a lot of pressure on him because he is studying at preparatory class for the second time. However, Mehmet thinks that he lacks self-confidence and does not mention any worries related to his parents' manners. Also, his teachers think that he finds his English level very good, yet he believes his level is not enough to speak well. Other than that, one of his teachers thinks that he has a problem about not having a regular sleep cycle, but Mehmet mentions that he has no problem about it. Also, two of his teachers think that Mehmet does not put much effort in improving his speaking although he mentions that he is even taking private lessons to make it better and practices a lot. Moreover, one of his teachers thinks that he likes working in small groups, but he mentions the opposite. He loves receiving help from his peers about his mistakes while one of his teachers assumes the opposite. Actually, his main problem about making mistakes was not recognised by any of his teachers specifically and one of his teachers thinks that he is worried about vocabulary, yet he clearly mentions that his main concern is grammar while he is speaking.

For case 2, the thematic analysis revealed that Tufan's own reasons for suffering from FLSA are ADHD and generalised anxiety disorder and judgements of others. Tufan is a student who is suffering from some problems also in his private life,

which also affects his speaking English. The fact that Tufan suffers from ADHD and generalised anxiety disorder is so definitive in his character. He clearly mentions that the situation makes a lot of things more difficult for him than they are for other people. For example, thinking very quickly is one of the most obvious outcomes of these two conditions and it affects him negatively while speaking English. When there are more things than he needs in his mind, he sometimes gets lost in them and does not know what to say, which makes him very anxious. These cognitive problems also have some physical effects on him such as heart palpitations and sweating. Obviously, it is easy to guess that these problems make his concentration quite weak, which he tries to make better by consuming caffeine although it does not help much. In addition to those, he is so worried about other people's ideas about him. His friends' ideas about him and their expectations from him create a lot of pressure. He is so worried about his grammar mistakes, but more importantly, about his pronunciation mistakes. Besides, being watched by the people who are listening to him is quite anxiety provoking for him. He is quite disturbed by their presence. It is even more difficult for him when he is talking to more than one person and for this reason, he does not like taking part in a group work. What is more, Tufan assumes that his peers can be more judgemental about his speaking than his teachers are, so talking with his friends is more difficult for him. As he is afraid of others' reaction to him, he avoids making mistakes while speaking as much as possible. That is another element which makes him anxious about speaking English. Tufan believes that his FLSA is also affected by his father's manners. As his father is very good at speaking English, Tufan is unhappy about his expectations from him about speaking English very well. Tufan is so uncomfortable when he gets to talk to his father's foreign friends. Finally, he believes that rehearsing his speech makes things even worse because he says he expects himself to be faultless when he practices what he is about to say beforehand. More practice before speech is not a soothing element for him. When it comes to his teachers' observations about him, it is obvious that there are very few points which are common with Tufan's declarations about himself. Only one of his teachers could recognise that he has a problem about concentration and he feels under pressure because of his family. However, the second item was directly told to the teacher by Tufan himself, therefore the detection was not based on the teacher's observation solely. Other than these two

items, Tufan's own reasons for his FLSA were not detected by any of his teachers. The most important fact about him that he suffers from generalised anxiety disorder and hyperactivity was not recognised by any of teachers. While one of his teachers thinks that the caffeine addiction makes his anxiety worse, he believes it is helpful. Related to his hyperactivity, he thinks too fast and that makes him more anxious about speaking. However, none of his teachers understood it. Following that, two of his teachers think he is satisfactorily active in group work and is not worried about his speaking and mistakes at all. However, it is clear that Tufan does not agree with this idea. Tufan says he is deeply concerned about his grammar and pronunciation mistakes and he does not like to be in a group work, which are not obvious for his teachers. Furthermore, one of his teachers thinks that he has a problem about self-confidence, yet Tufan thinks the opposite. The same teacher also thinks that his foreign classmate whose English level is better than him makes Tufan feel anxious, yet Tufan thinks the opposite for that as well. Another point that is a contradiction between the views of Tufan and one of his teachers is that he believes he has a good repertoire of vocabulary while his teacher thinks his FLSA is also dependent on his lack of vocabulary. Finally, one of his teachers believes that Tufan has FLSA because he does not have enough time to get ready for his speech, however as mentioned above Tufan does not like rehearsing his speech as it drags him to a develop a perfectionist perspective towards his speaking, which causes more anxiety.

For case 3, the thematic analysis revealed that Yeliz's own reasons for suffering from FLSA are judgements of others and overuse of self-monitoring. To speak of her general characteristic features, it is possible to say Yeliz seems like a shy person although she does not think so except for the situations in which she is supposed to speak English. Furthermore, she is really concerned about being humiliated in front of others and this affects all the aspects of her life. What people may think about her is a big concern for Yeliz and assuming that somebody thinks something negative about her is a very disturbing idea. For this reason, she is so afraid of being teased by people. Although she is worried about the judgements of both teachers and students, Yeliz does not feel comfortable especially in an environment she shares with her peers. It is because she believes that the people at her age can be even more judgemental about her compared to the elder people. She thinks that these judgements may not only be

limited to her speaking English but also, they can be about anything related to her look, manner, etc. Because of that, the classroom environment does not offer a very welcoming and friendly atmosphere for her. Likewise, she does not like working in a group with a big number of people and having other people's attention on her while speaking. She says she feels even worse when her foreign classmate whose English she assumes to be better than hers is listening to her while speaking. She believes he can judge her about her mistakes. For Yeliz, being corrected about a mistake and being misunderstood by the others are big sources of anxiety because they can affect her self-image in front of others. When interrupted for correction about a mistake, she feels deeply frustrated. She even mentions that it is heart-breaking for her. When she cannot express what she means, she feels stressed and she believes this feeling had been evoked by some negative experiences about being misunderstood by her teacher and friends in classroom once before. Other than that, she is also worried about being unable to understand a question directed to her. She says she panics a lot when somebody asks her a question in English and when she cannot find the correct words, she gives up on speaking. She wants to be perfect in speaking and sound almost faultlessly fluent. When she hesitates about something, she feels like she can be judged by the interlocutor, so she sometimes prefers to stay silent instead of taking the risk of a mistake that may incite the feeling of humiliation in her. For her, generating ideas is not a problem, but the time when she is supposed to utter the English words which are ready made in her mind is a big challenge. She believes her FLSA does not depend on lack of preparation time. She is quite confident about her critical thinking skills, so she says she always has good ideas and she is able to put them into well-structured sentences in her mind. The problem starts when she is supposed to verbalise them. As a consequence of these concerns of hers mentioned above, she is very judgemental about herself. Yeliz thinks about her speaking a lot not only at the time of speaking, but also long after the time she has spoken. Because of overthinking, she cannot put her words in the spoken form and cannot get rid of the feeling of frustration even long after the situation takes place. As a consequence, it turns out to be a harsh self-judgement. This extremely negative self-criticism puts a lot of pressure on her and it becomes a huge burden called anxiety. The anxiety she feels makes her think about speaking more and finally it becomes a vicious circle for her. The more judgemental

she gets about herself, the more anxiety she feels about speaking and the more anxious she feels, the more judgemental she gets about herself. Finally, Yeliz says she is happier when she has a chance to talk to foreign people because the fact that she does not have to speak English with Turkish people makes her feel more anxious about it. The teachers' observations about Yeliz were slightly more successful in matching with her own ideas compared to the ones made for the other students. The fact that when she starts speaking, she gives up quickly because of confusion was detected by one of her teachers. Besides, her worries about making mistakes and being corrected about them, fear of not understanding a question, her concerns about the foreign peer in her class were recognised by the same teacher. Additionally, the fact that she feels more comfortable with working in a small group was mentioned by another teacher. The same teacher could also recognise that Yeliz needs more practice to overcome her FLSA, yet the teacher could not exactly recognise that Yeliz wants to practice speaking English with foreign people rather than Turkish people as she feels nervous about it. Besides, being misunderstood or feeling humiliated in front of other people were not mentioned by any of her teachers specifically although she emphasizes them especially about her peers a lot. Other than that, her teachers did not notice that she is so inclined to judge herself negatively about her mistakes and she overthinks about her speaking even long after the event has taken place.

Having a comparative perspective on these three cases, it is possible to say that although some reasons for FLSA are almost eligible to be called universal and very common for a lot of learners as they are for these three cases, some reasons are completely unique to the individual learners. To start with, the theme overuse of self-monitoring was found to be common for both Mehmet and Yeliz. These two students are both very cautious about their speaking and that leads them to be too picky about their words, which raises their FLSA a lot. Secondly, the theme judgements of others was found to be common for both Tufan and Yeliz. In their observations and their diaries, these two students clearly emphasized that they are extremely worried about other people's judgements about their speaking and that makes them very anxious while speaking English. In addition to those, these three cases have their unique reasons for their FLSA as well. For Mehmet, his feelings about the interlocutor bears utmost importance that directs his feelings towards speaking English. For Tufan, his

biggest challenge about speaking that also directs his life in a lot of other aspects is ADHD and generalised anxiety disorder. These two are a big cause for his FLSA. In addition to that, being observed by the interlocutor is another disturbing factor for him. Besides, he feels a lot of pressure on him because of his family. In Yeliz's case, judging herself is a point that was not shared by the other participant students. She criticises herself harshly about her speaking and that creates a lot of FLSA for her. In addition to that, different from other participant students, she does not like taking risks that may lead to a mistake. Thus, she prefers not to speak most of the time when she feels confused.

To analyse the sub-themes specifically upon this general look into each case given above, the reasons for FLSA that were expressed by the participant students and partially recognised by the teacher participants of the study are having a foreign friend, talking to a native speaker, feeling inferior to peers, fear of making mistakes and humiliation, fear of being corrected, perfectionist attitudes of the learners, fear of bad pronunciation, negative self-evaluation and lack of self-confidence, speaking to a crowd of peers, negative judgement of the peers, lack of practice and time for preparation, unwillingness to take risks, fear of misunderstanding the question.

Contrary to Mede and Karaırmak's (2017) study that suggests having a foreign friend helps with FLSA, in this study it is found to have a negative effect on Yeliz while it does not have any effect on Tufan. The foreign classmate that Yeliz and Tufan have is a stress provoking factor for Yeliz while Tufan does not feel negative about his presence. While Beliz could detect the fact about Yeliz, her assumption about Tufan was wrong regarding the effect of the foreign friend.

Parallel to a lot of studies (Woodrow, 2006; Mak, 2011; Yumru & Doyman, 2020; Yentürk & Dağveren Kırmızı, 2020) that showed talking to a native speaker is a reason for feeling FLSA, Mehmet and Tufan suffer from the same situation. Talking to his native speaker teacher is a big problem for Mehmet and he feels quite nervous about it. Besides, Tufan mentions that it is so difficult for him to talk to his father's American friends and that makes him very anxious. He is too worried about misunderstanding them. This problem that Mehmet and Tufan share was not detected by any of the participant teachers.

Following those, another very universal reason for FLSA that has been mentioned in the earlier studies (Tsiplakides & Keramida, 2009; Şener, 2018; Korucu Kış & Şanal, 2020; Yentürk & Dağdeviren Kırmızı, 2020) is that learners have more FLSA when they feel inferior to their peers whom, they assume, have better English level than them. In this study, Mehmet is quite concerned with his peers that he finds better in speaking than himself and none of his teachers specifically mentioned that they observed such a worry in him. Similar to him, Yeliz is also uncomfortable with her foreign friend in the class whom she finds better in speaking than herself and her teacher Beliz was able to recognise this situation.

Furthermore, fear of making mistakes and humiliation are other very popular reasons that show up in a lot of FLSA related studies (Öztürk & Gürbüz, 2014; Şener, 2018; Tekşan et al., 2019; Alnahidh & Altalhab, 2020; Topçu & Başbay, 2020; Yentürk & Dağdeviren Kırmızı, 2020). All three participants of the study suffer from fear of making mistakes and feeling humiliation for that. None of Mehmet's teachers found out the fact about him. While Tufan mentions that he does not like making mistakes while speaking, Burçin thought that he does not care about his mistakes. Finally, for Yeliz, her teacher Beliz thinks that she does not like making mistakes while speaking English and she is totally right about it.

Another common reason for FLSA is being corrected about mistakes as it is also confirmed in Topçu and Başbay's (2020) study. Related to that, the female participant of the study Yeliz mentions her worries about being corrected while speaking and how anxious she is about it. She finds it even "heart-breaking" and gets a bit angry when she is corrected by a friend. As Mak's (2011) and Şener's (2018) studies confirm that being corrected immediately during the speech is a source of FLSA, it is so for Yeliz too. Her teacher Beliz realised the fact that Yeliz does not like making mistakes and being corrected about them in her observations. While Mehmet is quite positive about it especially about the times he is corrected by his friends, Tufan, instead, prefers to be corrected by his teachers about his mistakes and does not like to be corrected by his friends much. While Tercan and Dikilitaş's (2016) study claims that lower-level students are more anxious about receiving corrective feedback, in this study the amount of anxiety felt in case of correction may not be dependent on the English level as it shows variance for the participants of this study who all have the

same level of English. As Young (1990) suggests, it also depends on the way how correction is performed. Mehmet feels good about a friendly correction given by a peer and Tufan is more comfortable when he is corrected by a teacher he likes. Similar to that, Young's (1990) study also provides evidence that positive manners of the teachers while correcting mistakes may have an anxiety reducing effect. Furthermore, this also confirms the fact that teachers' negative manners while correcting mistakes can cause FLSA as it has been revealed in several studies (Young, 1990; Aida, 1994; Mak, 2011; Tercan & Dikilitaş, 2016; Şener, 2018; Alnahidh & Altalhab, 2020; Topçu & Başbay, 2020). This is verified by different approaches of Mehmet and Tufan towards being corrected by a teacher. To make it clear, Mehmet mentions that when he finds a teacher so strict, he does not feel comfortable with speaking to them and Tufan says it is acceptable to be corrected by a teacher he likes while he does not want to be corrected by one to whom he does not feel close. While the fact that the interlocutor matters was recognised by Öznur about Mehmet, Tufan's specific point about being corrected by a teacher was not mentioned by any of his teachers.

Closely related to the fear of making mistakes and being corrected, the perfectionist attitudes of students also make them feel FLSA. As also stated in Gregersen and Horwitz's (2002) study, perfectionist tendencies may create FLA in learners especially about their oral performances. In this study, all three participant students act like a perfectionist about their speaking performances at a certain level. To make it clear, Mehmet suffers from overuse of self-monitoring because he is too worried about the words he will say. This is not a point detected by his teachers. Tufan's perfectionist attitude is more active about his pronunciation. He wants it to be perfect in pronunciation and as stated in Alnahidh and Altalhab's (2020) study, it a source for FLSA. This fact was not mentioned by his teachers. When it comes to Yeliz, it is obvious that she judges herself about making mistakes a lot and thinks about her mistakes even after school all day. Sometimes, she prefers not to speak in order not to make mistakes. Her attitude towards speaking is quite like a perfectionist, yet her teachers were not able to recognise the fact that she avoids from mistakes that seriously.

Negative self-evaluation and lack of self-confidence are other very important and popular reasons for FLSA. There have been a lot of studies (Foss & Reitzel, 1986;

Dalkılıç, 2001b; Subaşı, 2010; Mak, 2011; Ansari, 2015; Tridinanti, 2018; Tekşan et al., 2019; Korucu Kış & Şanal, 2020) that confirm the fact that those two factors have a major negative effect on FLSA. In a more general scope, Chou's (2018) study also revealed that confidence has effect on overall FLA regarding a lot of aspects of it. In this study, while Mehmet mentions that lack of self-confidence is one of his biggest reasons for having FLSA, his teacher Hale assumes the opposite and thinks that he is an over-confident person. Mehmet believes that his English level is good, yet he is not good at speaking. However, Öznur thinks that his English level is the main reason for his FLSA, yet she is wrong. For Tufan, Beliz made assumption and mentioned that he does not have enough self-confidence and that is a factor for him to have FLSA. Beliz mentions in her observations that Tufan avoids the eye contact when he is supposed to speak English and is tend to play with his hair, which shows his anxiety as the same fact is seen in Kasap and Power's (2019) study. Notwithstanding that, Tufan clearly mentions that he finds himself confident and there is no relationship between his self-confidence and FLSA. In this assumption, Beliz was wrong as Hale was. For Yeliz, her teacher Hale believes that she has a timid character and she is shy. Hale thinks that this can be a reason why Yeliz has FLSA. However, Yeliz thinks that in her private life, she is not a shy person and she is confident about almost everything. She feels shy only when she is supposed to speak English and her personality is not the reason for having FLSA. At this point, Hale's interpretation about Yeliz's personality was wrong.

In this study, speaking to a crowd of peers is another reason for some students' FLSA as it is for a lot of students' around the world. A lot of studies so far (Young, 1990; Çubukçu, 2007; Mak, 2011; Suleimenova, 2013; Pei, 2021) showed the fact that speaking to a group of peers can be an anxiety provoking factor as this study came into the same conclusion for two of its participants. Yeliz mentions that she is more comfortable while she is working in a small group of peers and as everybody is listening to her in a big group, she does not like speaking in such environments. Her teachers Beliz and Burçin could both recognise the fact that she does not like speaking in big groups. Additionally, Beliz mentioned that Yeliz plays with her hair when she gets nervous while speaking English, especially while taking part in big groups. It discloses the fact that it is possible to observe students' discomfort when they exprerience FLSA as revealed by Kasap and Power's (2019) study. Parallel to what is

mentioned above, Burçin observed that Yeliz takes part in discussions in English more actively when she works in a small group of peers. Tufan also mentions that he feels uncomfortable while speaking especially in big groups and experiences FLSA. However, his teachers Beliz and Hale both believe that he is very active in big group activities and they do not believe that he experiences FLSA in such occasions. Mehmet is the only participant student who feels more comfortable in big groups of peers because he feels like he does not get the full attention when there are more people involved in the discussion. However, his teacher Öznur believes that Mehmet is more comfortable in a small group of peers and she mentions that she tried to help him throughout the research period by including him in small groups for discussions, which obviously was not helpful for him.

Moreover, two of the participant students of this study mentioned that they are negatively affected by their peers' judgements about their speaking performance. Parallel to the results of some earlier studies (Tsiplakides & Keramida, 2009; Öztürk & Gürbüz, 2014; Ansari, 2015; Topçu & Başbay, 2020), Tufan and Yeliz mention that they are quite worried about negative judgements of their friends about their speaking. As it is found in Yumru and Doyman's (2020) study, this also demonstrates the fact that negative attitudes of peers in the class affect FLSA. This aspect that evokes FLSA in Tufan and Yeliz was not detected by the participant teachers clearly.

What is more, Mak's (2011) and Tosun's (2018) studies found out that not having enough time for preparation is a source of anxiety for speaking in class. Likewise, in the study of Horwitz et al. (1986), it was found that being unprepared for a free talk is anxiety provoking. However, this study shows a poof that this can have the opposite effect for some learners. For Tufan, having some time to get ready to speak is a source anxiety because it drags him into perfectionist feelings and he gets more worried about making mistakes. For Yeliz, getting ready for a speech is not necessary because she believes she already has ideas in her mind. The problem is about the moment of speaking for her. Thus, while being given time for preparation can be good for some students as detected in earlier studies, it can be anxiety provoking for some learners and thus the factor cannot be generalised as an anxiety inducing or reducing factor for all learners. Other than that, practicing English with foreigners is favourable for Yeliz because she thinks the practice she does with the Turkish people

is anxiety provoking and is not effective. She believes she needs more practice with foreigners. Her teacher Burçin thinks that Yeliz needs more practice and a chance to speak English to ease her FLSA and she is right at that point.

As shown by Liu and Jackson's (2008) study, it is also seen in the results of this research that students who do not like taking risks in general are more prone to have anxiety. In this study, Yeliz mentions that she does not like taking risks because that raises the chances that she may make mistakes and feel humiliated. Beliz could recognise this fact and mentioned in her observations that Yeliz does not like taking risks because she does not like making mistakes.

As shown by Hamid and Idrus's (2021) study, listening and speaking skills are in a close relationship and anxiety felt for one of them may induce anxiety in the other too. Parallel to that, Mehmet is not only worried about speaking English, but also, he is quite worried about misunderstanding a question that is addressed to him in English. Mehmet's anxiety is especially related to speaking quiz situation. He thinks not understanding a question asked to him and repeated upon his request can make him feel frustrated and that can make him look less smart in front of the interviewer(s). In fact, this worry is directly related to listening anxiety although he does not name it clearly. Furthermore, the FLSA of Mehmet that stems from the fear of misunderstanding a question also creates a serious anxiety for him about his oral test performance. As revealed by Phillips' (1992) study in the French language context and Woodrow's (2006) study in the English language context, anxiety has a debilitating effect on oral test performance in a foreign language. Although Mehmet has a serious level of anxiety regarding oral tests, both because of the possibility of misunderstanding a question and not being able to respond to it, his teachers were not able to detect this specific worry of his. Similarly, Yeliz is worried about misunderstanding a question that is directed to her too and that makes her feel confused. This is another point left unmentioned by the teachers.

What is important about this research is that, some of the reasons for FLSA detected in the findings have not showed up in the earlier studies about the same issue before. Most of these reasons are too specific and unique to individuals that the earlier studies did not find them noteworthy to be focused on and the participant teachers were not able to recognise them. To begin with, Tufan has ADHD and generalised anxiety

disorder in his personal life and this is not among the reasons for FLSA that have been present in the earlier studies as this cannot be a common theme for majority of the English learners who experience FLSA. Parallel to that, Tufan says he thinks very quickly in general and that makes it difficult for him to focus on something and choose it to say. As he has a lot of thoughts and vocabulary in his mind, he cannot choose which one to tell and that makes speaking an anxiety provoking action for him. Furthermore, Tufan has a pressure on him because of his family and that affects his FLSA as well. As his father is good at English himself, he puts a lot of pressure on Tufan that provokes anxiety in him. Like the other items mentioned above, family pressure is not a common reason for FLSA and has not been given credit in the earlier studies regarding FLSA. Despite that, Beliz was aware of this pressure on him, yet this is only because Tufan mentioned it to her himself. Furthermore, Mehmet is really anxious about speaking English to someone that he is not close to or he does not know well. This is another point that has not been mentioned much before. Moreover, both Yeliz and Mehmet suffer from overthinking about their speaking process and performance. This is an important reason for them to feel a lot of anxiety. However, this reason has not been mentioned as a specific reason for FLSA in the earlier studies either. Likewise, these are the reasons that could not be detected by the participant teachers of this study. In addition to that, Yeliz is quite worried about talking to Turkish people in English and this is the main reason that makes her feel humiliated in front of others. This point has not been mentioned as a major reason for FLSA in any of the earlier studies about FLSA.

Finally, there are two other points that the study revealed although they were not targeted for with the research question of the study. To begin with, the perspectives of teachers change regarding the FLSA of Turkish students. Although three of the participant teachers think that Turkish students experience FLSA, only one of them does not agree with that and she thinks it is more about students' problem with WTC. Although most of Turkish students and participant students of this study define themselves anxious about speaking English, one of the participant teachers of this study attributed students' FLSA to their lack of WTC and motivation. "While foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious students, and

attribute their unwillingness to engage in speaking tasks to factors such as lack of motivation, or poor attitude" (Gregersen, 2003, p.30). As this study revealed, teachers may sometimes have prejudgements about this issue and misinterpret students' FLSA. Besides, Ansari's (2015) study revealed that WTC does not always mean laziness or being uninterested. Being unwilling to speak should not be interpreted as a thing to be punished as it can also be related to anxiety. Besides, as Liu and Jackson's (2008) study suggests, it might be anxiety that reduces WTC and teachers should be more careful while evaluating such feelings of students. Identifying the correct nature of students' feelings is the only way to make the treatment useful.

Furthermore, contrary to the findings of several studies (Bekleyen, 2004c; Tercan & Dikilitaş, 2016; Geçkin, 2020b; Merç & Özalp, 2022) that found female learners experiencing higher levels of FLSA, the male and female participants of this current study were found to have similar levels of anxiety as detected in various other studies (Aida, 1994; Isselbaecher, 2004; Şener, 2018). There is no distinctive and major difference recognised between the way male and female student participant(s) of this study define their FLSA.

5.2. Conclusion and Implications

This multiple case study was meant to answer a certain research question by means of employing various data collection tools providing in-depth findings. The detailed analysis was realised to find an answer for the research question and reveal the similarities and differences between teachers' and students' perspectives regarding the reasons of FLSA.

According to the results of this study, there are both similarities and differences between the perspectives of students and teachers regarding the reasons for students' FLSA. The data collected shows how personal and unpredictable some reasons for FLSA are. Although as teachers, we are capable of making good assumptions about our students' reasons for experiencing FLSA depending on our own intuition and observation, some of those reasons which are unique to individuals are almost impossible to guess without having a close and direct interaction with students. The study results showed that teachers are partially able to detect the reasons that make

their students have FLSA because there are some unique reasons that cannot be diagnosed easily, which is similar to the result of Čepon's (2016) study that revealed the fact that the reasons for FLSA that teachers and ESP students mention differ. Similarly, He's (2013) study found that there are significant differences between teachers' and students' perspectives regarding the reasons for experiencing FLSA.

As is clear from the whole findings, teachers should remember the importance of empathising with their students without judging them and making wrong interpretations or assumptions about their feelings. Students may have their own reasons for feeling anxious and those reasons can be invisible to teachers who may not analyse them easily only by observing students in their lessons. To create a better and stress-free learning environment is the duty of teachers to be able to reduce FLA level in the class (Öztürk and Gürbüz, 2014; Dikmen, 2021) and help leaners perform better in their speaking experience.

Besides, better observation and special care can make it possible to create some strategies unique to each student to overcome their FLSA. It is because, although there are a lot of universal and common reasons to have FLSA, each and every individual student who experiences FLSA has different reasons for it some of which are invisible despite observation and thus, helping students to overcome their FLSA requires special attention and treatment of teachers. As Pei's (2021) study results confirm, the most effective way of reducing the anxiety that learners experience in classroom is the collaboration between them and their teachers. Therefore, the best solution is expected to be the product of a good communication between the students and teachers.

Additionally, it is also confirmed by Şener's (2018) and Korucu Kış and Şanal's (2020) studies that competitive atmosphere and rivalry in classroom are some factors that raise FLSA of the learners. In this study, the participants openly mentioned their worries about being worse than their peers in speaking and how that affects their anxiety level negatively. Regarding that, teachers may consider taking this into consideration and help having their class free of such feelings. To fight with it, teachers should know that lack of self-confidence is the worst enemy of students who want to speak English well and they should try to help students develop feeling of self-efficacy to defeat FLSA as also suggested in Mede and Karaırmak's (2017) study. To make it possible, teachers may pay attention to be constructive in their feedback and motivate

their students by emphasizing the value of their personal effort. Besides, as facilitators, teachers can help their students find the best ways to deal with their anxiety and learn better. To be more eligible to achieve that, students can be supported to learn how to give and receive feedback, which may contribute to their self-confidence.

Likewise, fear of making mistakes and feeling of humiliation are two very important sources of FLSA. As Yumru and Doyman (2020) also mention, teachers should try to normalise making mistakes while speaking and help students accept them as an essential part of the learning process. Only then can students have enough courage to take the risk of a potential mistake without any worry. Besides, teachers may like to encourage their students about doing self-reflection and self-correction, which can lead them obtain a deeper learning experience.

Furthermore, making generalisations about the reasons for FLSA might not be so effective in helping students overcome it. For example, this study also confirmed that although some students think talking to teachers make them feel more anxious, some students think talking to their friends is more anxiety provoking. Evidently, the importance of personal reasons and personalised treatment are emphasized with the data from the study. Knowing what makes a student anxious of speaking a foreign language should be the starting point of creating solutions. Only then, may teachers have a chance to ease the effect of that factor to assist them feel better in speaking English. Otherwise, the steps taken to make it easier for a student to speak English may not match with the intention or may even backfire. Besides, most of the teachers including the participants of this study think that students have more anxiety when they talk to them compared to the times they are talking to their friends. However, we see that the perception may change from a student to another about various aspects of FLSA.

Another point confirmed by the study is that each teacher has a different perspective and they all are able to discover a different fact about a student. Noticing every single detail about a student might not be possible to be achieved by the perspective of only one teacher. At this point, it might be a good idea for teachers to collaborate with each other to negotiate about the reasons for FLSA of students. There should be a personal treatment for each student because their reasons vary and achieving this can be easier when the teachers work for it together.

As is clear, this study was effective in showing the differences between teacher and student perspectives regarding students' FLSA and how knowing the fact can be also effective in helping students overcome their FLSA. In the light of this conclusion, there can be suggested some implications as follow;

Implications for researchers:

- This particular study can be adopted, added or modified according to various contexts in which it will be conducted.
- As the number of students and teachers were limited in this study, such type of research may be realised with the participation of more teachers and students.
- In this study, the data collection period was limited to 6 weeks because the time was bound to the overall length of the track, so researchers may like to conduct similar type of research for which they collect data for a longer period of time.

Implications for institutions:

- Institutions may encourage their teachers to be more conscious about FLSA and not generalising the reasons for it.
- Institutions may arrange workshops for teachers to show them how variable the reasons for FLSA are depending on each individual student.
- Institutions may pay specific attention to learners whose FLSA affect their speaking skill negatively and ask their teachers to be more sensitive about the issue.

Implications for language teachers:

- Teachers may conduct questionnaires or realise individual interviews with their students to find out whether they suffer from FLSA and what reasons make them experience it.
- Teachers may consider being in direct contact with the students who have FLSA to address to their needs more effectively.

- Teachers may try to vary their strategies according to the needs of their students to help them overcome their FLSA.
- As each teacher naturally capable of detecting only some of the reasons for student(s)' FLSA, it is ideal to collaborate with colleagues to have a better idea about each individual student and find best ways to help them.
- Teachers may consider internalising an individual approach while detecting students' reasons for having FLSA rather than generalising the reasons for all learners.
- Teachers may put an effort into paying special attention to be more understanding with students who suffer from FLSA especially in speaking tests.

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APPENDICES

APPENDIX 1

STUDENT'S CURRICULUM VITAE

Kişisel Bilgiler			
Adı ve Soyadı	Bensu Zambak		
E-postası/Web Sayfası			
Bildiği Yabancı Diller	İngilizce, İtalyanca		
Uzmanlık Alanı	İngilizce Eğitimi		
Öğrenim Bilgileri			
	Üniversite	Bölüm	Yıl
Lisans	Ege Üniversitesi	İngiliz Dili ve Edebiyatı	2013
Tez Başlığı	A Multiple Case Study on Students' Speaking Anxiety: Perspectives of Students and Teachers		
Tez Danışmanı	Prof. Dr. Yeşim Bektaş Çetinkaya		
Akademik Eserler (Makale, kitap, kitap bölümü, bildiri, poster, sergi, konser vb. eserlerden kaynakça yazım kurallarına göre en fazla 10 eser yazılmalıdır.) Tezden üretilen yayınlar * ile işaretlenmelidir.			
Tınaz, B. (2019). Story of a classroom nightmare: "To speak or not to speak" rewritten from students' point of view. Presentation at Özyeğin University School of Languages ELT Conference, İstanbul, Türkiye. *Zambak, B., Bektaş Çetinkaya, Y. (2023). Students' foreign langauge speaking anxiety: The roots of the problem. Presentation at International Euroasian Educational Research Congress, Ankara, Türkiye.			
Alanıyla İlgili Bilimsel Kuruluşlara Üyelikler			
Alanıyla İlgili Aldığı Ödüller			
Yasar University 22nd Anniversary of Foundation, "Bilim Birlik, Başarı" Awards: "Success in Education" Award for the English Instructor of the Year (April 27, 2023)			

APPENDIX 2

OFFICAL NOTICE(S) OF ETHICAL PERMISSION

T.C.
YAŞAR ÜNİVERSİTESİ
ETİK KOMİSYONU

Toplantı Tarihi: 21.10.2022 ***2022-2023 Akademik Yılı Toplantı Sayısı: 01***

GÜNDEM 6:

Yaşar Üniversitesi Yabancı Diller Yüksekokulu Müdürlüğü'nün 18/08/2022 tarih ve 30840 sayılı yazısı ile sunulan; Yüksekokulumuz Öğrt. Gör. Bensu ZAMBAK' ın DEÜ Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programında yapmakta olduğu tez çalışması kapsamında; "Öğrencilerin Konuşma Kaygısı Üzerine Çoklu Bir Durum Çalışması: Öğrenci ve Öğretmen Bakış Açısı" başlıklı, İngilizce Hazırlık Sınıfı öğrencilerine ve öğretim görevlilerine uygulamayı planladığı anket çalışmasına ilişkin Etik Komisyonu onay talebinin görüşülmesi.

GÖRÜŞME ve KARAR:

Yaşar Üniversitesi Etik Komisyonu 21.10.2022 Cuma günü, Prof. Dr. Levent KANDİLLER başkanlığında, dijital ortamda toplanarak gündem maddesini değerlendirmiş ve tüm üyelerin oybirliği ile aşağıdaki karar alınmıştır.

KARAR 6:

Yaşar Üniversitesi Yabancı Diller Yüksekokulu Müdürlüğü'nün 18/08/2022 tarih ve 30840 sayılı yazısı ile sunulan; Yüksekokulumuz Öğrt. Gör. Bensu ZAMBAK' ın DEÜ Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programında yapmakta olduğu tez çalışması kapsamında; "Öğrencilerin Konuşma Kaygısı Üzerine Çoklu Bir Durum Çalışması: Öğrenci ve Öğretmen Bakış Açısı" başlıklı, İngilizce Hazırlık Sınıfı öğrencilerine ve öğretim görevlilerine uygulamayı planladığı anket çalışmasının uygunluğuna oy birliği ile karar verildi.

ASLI GİBİDİR
T.C.

Ata TÜRKFİDANI
Yazı İşleri Müdürü

T.C.
YAŞAR ÜNİVERSİTESİ
ETİK KOMİSYONU

Toplantı Tarihi: 21.10.2022 *2022-2023 Akademik Yılı Toplantı Sayısı: 01*

Prof. Dr. Levent KANDİLLER	Başkan	
Prof. Dr. Aylin GÜNEY	Üye	
Prof. Dr. Ali Timur DEMİRBAŞ	Üye	
Prof. Dr. M. Erol SEZER	Üye	
Prof. Dr. Şefik GÜNGÖR	Üye	
Prof. Dr. Emre ÖZGEN	Üye	
Prof. Dr. Burcu DÖNMEZ	Üye	
Av. Serkan AYAN	Üye	

ASLI GİBİDİR
T.C.

Ata TÜRKFİDAN
Yazı İşleri Müdürü

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
HUKUK MÜŞAVİRLİĞİ

ACELE
Sayı : E-87347630-659-412589
02.11.2022
Konu : Etik Kurul İzni- Bensu ZAMBAK

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 10.10.2022 tarihli 388861 sayılı yazımız.

İlgide kayıtlı yazımız ile bildirilen başvuru, Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulunun 01.11.2022 tarihli toplantısında değerlendirilmiş ve toplantıda alınan 3 sayılı karar ile; Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Bensu ZAMBAK'ın *"Öğrencilerin Konuşma Kaygısı Üzerine Çoklu Bir Durum Çalışması: Öğrenci ve Öğretmen Bakış Açısı"* başlıklı çalışmasının etik açıdan uygun olduğuna karar verilmiş olup, alınan karar Makamımızca onaylanmıştır.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Esra BUKOVA GÜZEL
Rektör V.

Bu belge güvenli elektronik imza ile imzalanmıştır.
Doğrulama Kodu: 360F89BF-9421-467E-BDC0-AAAD31D4DFB7 Doğrulama Adresi: https://turkiye.gov.tr/dokuz-eylul-universitesi-ebys
Adres: Kültür Mahallesi, Cumhuriyet Blv No:144 35220 Konak İzmir
KEP Adresi : dokuzeyluluniversitesi@hs01.kep.tr
Bilgi için:Pelin ALTIN
Memur

APPENDIX 3

CONSENT FORM

GÖNÜLLÜ KATILIMCI ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır. Bu kapsamda "Öğrencilerin Konuşma Kaygısı Üzerine Çoklu Bir Durum Çalışması: Öğrenci ve Öğretmen Bakış Açısı" başlıklı araştırma, sonuçları yüksek lisans tezi için kullanılmak amacıyla Bensu Zambak tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın İçeriği: Kaygı, Yabancı Dil Kaygısı, Konuşma Kaygısı ve Yabancı Dil Konuşma Kaygısı
Araştırmanın Amacı: Bu çalışma öğrencilerin konuşma kaygısını oluşturan nedenlerin üzerine kendi görüşleri ve öğretmenlerinin görüşleri arasında benzerlik veya farklılık olup olmadığı sorusunu cevaplamak amacıyla yapılmaktadır. Sorunun cevaplamasıyla çalışma öğretmenlerin, öğrencilerinin yabancı dil konuşma kaygısı ile ilgili daha derin bir algı ve bakış açısı edinmesine yardımcı olmayı hedeflemektedir. Böylelikle öğretmenlerin öğrencilere bu konuyla alakalı yardımını daha etkili yollarla gerçekleştirilmesi esas amaçtır.

Araştırmanın Nedeni: Bu çalışma bir yüksek lisans tezinin parçası olarak gerçekleştirilecektir.
Araştırmanın Süresi: 6 Hafta
Araştırmanın Katılımcıları: Yabancı Diller Yüksekokulu Hazırlık Sınıfı öğrencileri ve öğretim görevlileri
Araştırmanın Yürütüleceği Yer: Yabancı Diller Yüksekokulu, Yaşar Üniversitesi, İzmir, Türkiye

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler hususunda bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Kendi el yazısı ile)
Adı-Soyadı:
İmzası:
Araştırmayı Yürüten Sorumlu:

Adı-Soyadı: Prof. Dr. Yeşim Bektaş Çetinkaya
e-posta:
İmzası:

Araştırmacı:

Adı-Soyadı: Bensu Zambak

e-posta:

İmzası:

Not: Bu form iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

INFORMED CONSENT FORM

This form is to inform you about the research being conducted and get your consent to participate in the study.

The research titled "A Multiple Case Study on Students' Speaking Anxiety: Perspectives of Students and Teachers" is conducted to be used for a master thesis by Bensu Zambak with **voluntary participants**. The data obtained will be anonymous and be used only for academic research purposes. For your views, questions or any concerns regarding the study as well as the procedures, you may contact the researcher via e-mail provided below. You **may refuse to participate** in this research. In addition, you may decide to **withdraw from the study** even after you have participated in the research. Confirming this form means that you give **consent to participate** in the study.

Regarding the Research:

The Content of the Research: Anxiety, Foreign Language Anxiety, Speaking Anxiety and Foreign Language Speaking Anxiety

The Purpose of the Research: This study aims at finding out the answer for the question whether there is a gap between students' own explanation for their anxiety of speaking English and teachers' assumptions about the probable reasons for students' anxiety of speaking English. Finding the answer for this question will hopefully help teachers have a deeper understanding of their students' foreign language speaking anxiety (FLSA) and be able to find better ways to deal with this anxiety to assist them more effectively.

The Motivation of the Research: This research is conducted as a part of an MA Thesis.

Duration:6Weeks

Participants: School of Foreign Languages, Preparatory Class students and instructors

Venue: School of Foreign Languages, Yaşar University, İzmir, Türkiye

Consent to Participate:

I have read the details such as the purpose of the study, duration, venue, and I give consent to participate in the study voluntarily. The researcher has provided me with the necessary explanations and I have been informed about the possible benefits and risks involved in this study. I give consent to participate in the research without any pressure.

Participant: (Handwritten Signature)

Name-Surname:
Signature:

Supervisor:

Name-Surname: Prof. Dr. Yeşim Bektaş Çetinkaya
e-mail:
Signature:

Researcher

Name-Surname: Bensu Zambak

e-mail:
Signature:

Note: This form is prepared as two copies. One of them will be given to the volunteer participant when it is signed. And the other copy will be archived by the researcher.

APPENDIX 4

INITIAL MEETING QUESTIONS

INITIAL MEETING QUESTIONS FOR TEACHERS

1. How old are you and where are you from?
2. What was your major at university?
3. How long have you been teaching English?
4. Which grades have you taught before?
5. Do you think you have or had FLSA? What kind of experiences have you had about it?
6. Do you think Turkish students have FLSA? Why or why not?
7. What do you think are the reasons they have FLSA?

INITIAL MEETING QUESTIONS FOR STUDENTS

1. How old are you?
2. Where did you study before university?
3. How long have you been studying English?
4. Do you like learning English? Why or why not?
5. Do you think you have FLSA? Why?
6. In what situations do you think you experience FLSA?
7. Is there any difference between talking to a native speaker and EFL speaker?
8. Is there any difference between talking to a teacher or student?
9. Have you tried to do anything to overcome your FLSA?
10. Do you think your friends also have FLSA? Why or why not?

APPENDIX 5

INSTRUCTIONS FOR THE DIARY

Diary Instructions for Teachers

Please observe your students in your lessons, during the speaking activities and in the speaking quizzes you conduct. Try to determine the moments when you think your students feel anxious while speaking English. Think about the answers for the **5 questions*** below. Out of your observations and assumptions try to analyse their feelings and try to list the reasons why they might be feeling anxious in those exact moments. You are requested to keep these data regularly in your diary during the course of 6 weeks. Please keep the information you give as detailed as possible and try to be sincere. Your notes in each specific situation may include the information given in the following example:

Time/Situation: *Reading lesson / my student is directed a question by me*

How s/he felt and how s/he reacted: *I believe she was very anxious at that moment because she could not make an eye contact with me at that moment and kept saying the same word as if she stuttered.*

Why s/he felt anxious: *I think she felt anxious when I asked a question because she was not familiar with the topic of the reading text. Actually, I asked her a question to attract her attention, but it backfired. She did not know how to reply and could not make sentences related to the topic although I believe her English level is quite well.*

How I tried to help: *I tried to help her make sentences by completing her statements with the words that I thought she was looking for however, I believe it did not work. I think she didn't like the fact that I tried to help her. This might have raised her anxiety as well. Besides, all her friends were looking at her while she was trying to respond to the question. This made her feel even shier.*

***Questions for teachers that may help with the observations to be kept in the diary**

1. Why is your student anxious now?
2. How do you understand that s/he is anxious? What reactions does s/he have?
3. What additional feelings does s/he have together with anxiety?
4. Is there any factor that may raise or reduce his/her anxiety right now?
5. Is there anything you can do now to help your student? If you try, does it work?

Diary Instructions for Students

Please observe yourself in your lessons, during the speaking activities and in the speaking quizzes you take. Try to determine the moments when you feel anxious while speaking English. Think about the answers for the **5 questions*** below. Out of your self-observations and assumptions try to analyse your feelings and try to list the reasons why you might be feeling anxious in those exact moments. You are requested to keep these data regularly in your diary during the course of 6 weeks. Please keep the information you give as detailed as possible and try to be sincere. Your notes in each specific situation may include the information given in the following example:

Time/Situation: *Reading lesson / my teacher asked me a question*

How I felt and reacted: *I felt anxious because my teacher asked me a question suddenly and I did not know how to answer that. I could not understand the question, but I felt too shy to ask her to repeat. I began saying 'ummmm' and I could not finish my sentence, which made me feel upset.*

Why I felt anxious: *I think I felt anxious because I was the first student who was directed a question by the teacher about the topic of the day. I was not ready for it. I couldn't understand the question exactly. I could not concentrate and I did not have enough time to think. I did not like the silence in the class while I was trying to think of an answer. Everybody was looking at me. I didn't want to make a mistake.*

Which strategy I applied to overcome my anxiety: *I tried to check the necessary vocabulary to help me make a sentence, but I could not achieve. Finally, my teacher answered the question on my behalf, which I did not like. I think that raised my anxiety as well.*

***Questions for students that may help with the observations to be kept in the diary**

1. Why are you anxious now?
2. How do you understand that you are anxious? What reactions do you have?
3. What additional feelings do you have together with anxiety?
4. Is there any factor that may raise or reduce your anxiety right now?
5. Is there anything you can do to reduce your anxiety right now? If you try, does it work?

APPENDIX 6

QUESTIONS USED IN THE INTERVIEWS HELD IN WEEK 6

Interview Questions for Teachers

1. Do you think your students have FLSA? How do you recognize it?
2. What kind of conditions do you think make your students feel anxious about speaking English?
3. When especially do you think your students feel anxious about speaking English?
4. Why do you think your students feel anxious while speaking English?
5. What can be the elements raising or reducing your students' FLSA?
6. Do you apply any strategies to help your students reduce their FLSA?

Interview Questions for Students

1. Do you think you feel anxious while speaking English and in what situations (lessons, speaking tasks, quizzes, proficiency exams, when being asked a question by the teacher, when you speak to a peer at higher language level, etc.)? How do you understand it?
2. What kind of conditions do you think make you feel anxious while speaking English?
3. When especially do you think you feel anxious about speaking English?
4. Why do you think you feel anxious while speaking English?
5. What can be the elements raising or reducing your FLSA?
6. Do you use any strategies to handle with your FLSA?

Interview Questions for Case 1, Mehmet

1. What do you think about your English level?
2. Are you confident about it?
3. Do you think your English level affects your FLSA?
4. Are you motivated to speak English or not? What do you think affects your motivation?
5. Do you think your attendance frequency affect your speaking performance?
6. Does it make any difference to talk to someone you know well and you do not know well?
7. Do you think you feel more anxious when you talk to a teacher that you don't feel close to?
8. Do you feel more comfortable with speaking to your friends in a smaller group or group size does not make any difference on your anxiety?
9. How do you feel when you are speaking to your native teacher?
10. Are you willing to overcome your anxiety in class? Do you attend speaking activities done in class? Do you find them meaningful?
11. Do you ever compare yourself with your friends? Does it affect your motivation while speaking?

Interview Questions for Case 2, Tufan

1. Are you willing to talk to your friends in group activities? Or is there another reason why you do not try to talk much in group activities?
2. When you cannot find correct vocabulary to say what you mean, why do you give up and switch to Turkish?
3. When your teacher or friends look at you while speaking, do you feel uncomfortable?
4. You mentioned that you have a caffeine addiction, do you think it affects your studies at school?
5. Are you distracted with different thoughts while speaking?
6. Would you feel more comfortable if you had a chance to rehearse what you are going to say before you start?
7. If you do not like your teacher, does it make you feel more anxious about speaking?

Interview Questions for Case 3, Yeliz

1. Do you think the pandemic has an effect on your speaking anxiety?
2. Why do you switch to Turkish when you have trouble in finding the right words to explain what you want to say?
3. Do you like taking risks? How bad is taking a risk and making mistake for you?
4. Do you think your English level is very good?
5. Do you prefer working in small or big groups while speaking?
6. Do you like your classmates? Are you happy in your current class? Do you think it has an effect on your anxiety?
7. Are you afraid of being judged by your friends while speaking?
8. Do you think you would speak better if you had more chance to practice your speaking?

