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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

TEACHER FACTOR ON ANXIETY LEVEL OF UNIVERSITY PREPARATORY SCHOOL
LEARNERS' SPEAKING

Şaziye DARENDELİ

Master's Thesis

Ankara, 2023

With leadership, research, innovation, high quality education and change,

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ÜNİVERSİTE HAZIRLIK ÖĞRENCİLERİNİN KONUŞMALARININ KAYGI DÜZEYİNDEKİ
ÖĞRETMEN FAKTÖRÜ

Şaziye DARENDELİ

Master's Thesis

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **ŞAZIYE DARENDELİ** and entitled “Teacher Factor on Anxiety Level of University Preparatory School Learners’ Speaking” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on .../.../.... in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

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Abstract

Anxiety has been seen by many teachers and researchers as a barrier in language learning process as it prevents the learners from learning effectively. Also, determining the impacts of negative feelings on language learning process is quite important for teachers since these feelings may be a mental block for the learners by preventing them from using comprehensible input they get. Although there are numerous studies on the impact of anxiety level in language classrooms and on the reasons that might cause anxiety, there are relatively fewer studies on teachers' impact on anxiety level of learners' speaking. With this in mind, this study aims to explore the role of the teachers on anxiety level of university preparatory school learners' speaking skill. For this study, a quantitative research design with the help of an online questionnaire, which was administered to the university preparatory learners studying at a state university based in Ankara, was used. Based on the data analysis, the research presented here showed how teachers can increase or decrease the anxiety level of foreign language learners especially while they are speaking the target language. The findings can contribute to a better learning environment with lower affective filter by revealing the relationship between teacher and learners' anxiety level.

Keywords: speaking anxiety, learner-teacher relationship, learner anxiety

Öz

Kaygı, öğrencilerin etkili bir şekilde öğrenmesini engellediği için, birçok öğretmen ve araştırmacı tarafından dil öğrenme sürecinde bir engel olarak görülmektedir. Ayrıca, olumsuz duyguların dil öğrenme sürecine etkilerinin belirlenmesi öğretmenler için oldukça önemlidir çünkü bu duygular, öğrencilerin edindikleri anlaşılabilir girdiyi kullanmalarını engelleyerek onlara zihinsel bir engel oluşturabilir. Dil sınıflarındaki kaygı düzeyi ve kaygıya sebep olabilecek nedenler üzerine çok sayıda çalışma olmasına rağmen, öğrencilerin konuşma kaygısı düzeyi üzerindeki öğretmen etkisine ilişkin nispeten daha az çalışma vardır. Bu doğrultuda, bu çalışmanın amacı, üniversite hazırlık sınıfı öğrencilerinin konuşma becerisinin kaygı düzeyi üzerindeki öğretmenlerin rolünü araştırmaktır. Çalışma için, Ankara'da bir devlet üniversitesinde öğrenim gören hazırlık öğrencilerine uygulanan çevrimiçi bir anket aracılığıyla nicel bir araştırma yöntemi kullanılmıştır. Veri analizine dayalı olarak, burada sunulan araştırma öğretmenlerin yabancı dil öğrencilerinin kaygı düzeylerini, özellikle hedef dili konuştukları esnada, nasıl artırıp azaltabileceğini göstermiştir. Bulgular, öğretmen ve öğrencilerin kaygı düzeyleri arasındaki ilişkiyi ortaya koyarak, daha düşük duyuşsal filtre ile daha iyi bir öğrenme ortamına katkıda bulunabilir.

Anahtar Kelimeler: konuşma kaygısı, öğrenci-öğretmen ilişkisi, öğrenci kaygısı

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Symbols and Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FLA: Foreign Language Anxiety

FLCA: Foreign Language Classroom Anxiety

FLCAQ: Foreign Language Classroom Anxiety Questionnaire

FLSA: Foreign Language Speaking Anxiety

FLSAQ: Foreign Language Speaking Anxiety Questionnaire

STRS: Student-Teacher Relationship Scale

WTC: Willingness to Communicate

SPSS: Statistical Package for the Social Sciences

Chapter 1

Introduction

Background to the Study

Throughout language learning and teaching history, many techniques, methods, and approaches, each of which has given priority to some skills or subskills, have evolved. Although their ultimate goal was to find out the best and easiest way of learning or teaching a foreign language, only some of them had been approved by the educators and the learners. One cannot claim that the approved methods, techniques, or approaches are the best ones, or that unapproved ones are not good ways to use during the language learning process, since each of them has been developed for the needs of the students of that time. Also, the methods, techniques, approaches, and some other factors may affect speaking anxiety level of the students for some reasons.

Liu and Shi (2007), claim that while The Grammar-Translation Method puts emphasis on teaching grammar of the target language and favors translation in language teaching, The Direct Method, which is a reaction to The Grammar-Translation Method, suggests that the ability to able to communicate in a second or foreign language is the best way of the language learning process. Thus, the emphasis is on speaking. As Celce-Murcia summarizes some of the methods' history, after the first two methods above, The Reading Approach comes by claiming that reading comprehension is the most essential part while learning a language. The reaction of The Reading Approach is Audiolingualism, which sees the language as a habit formation by using mimicry and memorization and the first skill is listening. Then comes Situational Approach, the reaction to Audiolingualism, and its primary skill is spoken language, so it loves oral practice. Also, in terms of its behaviorist features, Audiolingualism has another reaction from The Cognitive Approach by claiming that language learning is rule acquisition. On the contrary to these mostly structure-based methods or approaches above, The Affective-

Humanistic Approach asserts the importance of affective considerations by putting the emphasis on the feelings of both the learner and the teacher. Another approach that favors listening comprehension the most is The Comprehension-Based Approach (2001). Finally, the primary skill of The Communicative Approach is speaking, and it aims to gain communicative proficiency in the target language, so they offer various meaningful activities containing authentic and real-life dialogues during the language learning process (Celce-Murcia, 2001; Liu & Shi, 2007). However, it is not always as easy as giving some activities to learners and expecting them to be able to speak in that language, since speaking skill both requires many cognitive skills as it is a mental process and demands feeling ready to speak as it is an affective process (Burns & Hill, 2013).

There are numerous variables affecting these processes, especially the affective part which has four factors that have an influence on second language learning (Du, 2009). As Du mentioned, the first factor is 'motivation'. In the literature, Gardner explains the motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (1985). The second one is the 'attitude' which is getting efficiency while learning a language. While the students with a positive attitude can show active participation, the students with a negative attitude are slower and less eager to learn a language. Du goes on with anxiety which is not the intended feeling in a language classroom, and lastly, the exact opposite is self-confidence (2009). While speaking a foreign language, these variables should not be ignored neither by teachers nor by learners. First, the learners should be motivated to speak, and they should not have prejudice about learning a language. Next, they should be full of self-confidence and the anxiety level should be as low as possible. Tercan and Dikilitaş (2015) reviewed the literature and found out that although anxiety seems as if it decreases the effectiveness level of learning, reasonable amount of anxiety may be necessary sometimes in order to revive the learning process, yet when it is too much it ends with a failure. Moreover, it is put forward that language learning anxiety has three basic forms that are "communication apprehension, test anxiety, and fear of negative

evaluation” (Du, 2009). Du pointed out that being shy or quiet has an impact on communication apprehension, and it is seen as a mental health condition, and it is a barrier to learners’ achievement (2009). Similarly, test anxiety is considered as an obstacle while learning. It may happen before, during or after an exam because of previous negative experiences. Lastly, feeling worried about others’ opinion about the academic standing contributes to fear of negative evaluation (Du, 2009).

However, there are much more variables affecting anxiety. One of them is the teacher factor on anxiety level of learners’ speaking skill. Because language learning is directly related to human psychology (Öztürk & Gürbüz, 2014), in production stage, it can be affected easily and more rapidly by another human. Also, since speaking is a productive skill and the teachers are the directors of the classrooms, they have an influence on their learners’ anxiety level. For these reasons, recent studies have investigated the anxiety level of learners, the negative impacts of high anxiety level during language learning process, or the variables affecting the anxiety level of the learners.

As a whole, these studies prove that anxiety level has a crucial impact on the quality of foreign language learning process. However, the teacher factor affecting the anxiety level of learners when they speak a foreign language is not stated enough in the literature. For this reason, the current study is needed on the purpose of filling the gap in the literature.

Statement of the Problem

In the classroom, everything may have the potential to affect each other directly or indirectly. For example, peers can influence each other in terms of academic success or attitudes. The learners’ performance may change depending on some variables such as motivation, emotional state, classroom atmosphere, etc. Therefore, the variables that have the potential to influence the performance of the learners in the classroom are stated below.

One of these factors is the emotional state of the learners while producing the language. Since speaking is also a productive skill, feeling comfortable is vital while communicating.

Furthermore, there are several variables that have little or great impact on the learners' emotional state such as gender, academic success, family background, internal or external motivation towards to school or to subject, peer relationship, and teacher relationship. With respect to this, a lot of studies have focused on these variables and their effects on the learners' success. For example, when children have some behavioral or learning problems, they show poorer school outcomes but when they have a close teacher relationship, they perform better (Baker, 2006). Similarly, Hamre and Pianta suggested that early teacher-child relationship is a guiding light for academic and behavioral outcomes, and this relationship is an essential predictor of outcomes for children with behavioral problems (2001). Also, a positive peer relationship influences the academic performance of students in the same direction (Wentzel, 2017). Thinking about the relationship of the learners with their family can influence their anxiety level (Rapee, Schniering, & Hudson, 2009), it is likely that their family background may have an impact on their academic performance at school (Weiser & Riggio, 2010). Also, Kurdi and Archambault clarified the gender effect by stating that girls with higher academic results show the highest increase in anxiety when they have a problematic relationship with their teachers; however, boys performing academically well also have high anxiety level (2017). The idea that not only may the gender of the learners affect learning, but also teacher gender can influence a student's willingness to talk in class therefore the learning quality was investigated by Menzel and Carrell (1999). They found out that although the gender of the students or the instructors did not affect students' eagerness to talk, it affected perceived learning; yet the verbal immediacy behavior of the instructor intervened in that effect (Menzel and Carrell, 1999). Moreover, the findings of numerous studies support the significance of extrinsic and intrinsic motivation on the emotional state and on academic success of learners (Ayub, 2010; Goodman et al., 2011; Kusurkar et al., 2013). In order to have a better classroom environment with less negative feelings, these variables and their effects should be taken into consideration.

Other than these variables, as mentioned earlier, the teacher factor has an incontrovertible effect on learner performance since it has an impact on the emotional state of

the learners. Inasmuch as the teachers can leave an unforgettable trace on their learners and be a role model for them, they make their learners to have a healthy and good personality not only with their teaching methods but also with teaching methods and behaviors (Ulug & Ozden & Eryilmaz, 2011). The teachers' positive or negative behaviors will affect the attitudes of the learners, their self-confidence, and motivation level in a positive or negative way as well (Ulug & Ozden & Eryilmaz, 2011). Yavuzer agrees with the idea that a positive behavior of the teacher positive learning atmosphere with the help of learners' contribution will be inevitable (2000).

Furthermore, there are precious studies on factors that increase the speaking anxiety level of the learners like personal variables, social variables, or linguistic variables (Daud, et al., 2019). Social factors include other people around them while producing the language. In Daud et al.'s study from Indonesia, some participants express their feelings as "I'm afraid of making a mistake, being wrong." or "I feel like someone will judge me." Also, they conclude that when teachers are not friendly with the learners, they feel anxious so the teacher itself might be the main reason of anxiety. Linguistic factors include grammatical structure, vocabulary, or pronunciation. One of the participants in the study says that "...what if I will say something wrong, it is like, when we learn about grammar, there are V1, V2, and V3, so, "do this also need the use of verb or not?" while my friends already knew about that, that's why I am so scared, especially speaking..." (2019). Lastly, personal factors are how one person affects some other people in their personal life. For example, the reason why one of the participants studies in an English program is because his/her parents wanted to do so not because he/she was interested in English (Daud, et al., 2019). In order to lower these anxiety level, there are some suggestions from the researchers. For example, Imura tried some methods in a Japanese University, and she suggested that interaction with native speakers outside the classroom could be a good idea to reduce student anxiety while speaking (Imura, 2004).

As a lingua franca, English has been taught and learned in Turkey with great effort. For this reason, the variables above have been investigated with Turkish students' and teachers' perspectives. In 2009, Dincer and Uysal set out to find out the determinants of student achievement in Turkey by using PISA 2006 survey results since the academic success of the students in Turkey at that time were low when compared to the students in other countries. They concluded the variables as student and family variables, school variables, and regional variables. As women were more likely to quit school because of socioeconomic inadequacy, gender was a strong determinant of students' achievement. Other variable was related to school quality since the schools, especially high schools, were categorized according to some scores. If a student studied at a school with high scores, the possibility of him or her going to have a high academic result was higher. Finally, geographical units such as urban or rural places affected the success of students as well (Dincer & Uysal, 2006). Another study had a goal to reveal the extent of the influence of the learners' gender on their academic performance in Turkey when they start to study at a university, also on their English level, and on their university programme (Dayıoğlu & Türüt-Aşık, 2007). Investigating these, Dayıoğlu and Türüt-Aşık concluded that although women were less likely to get into lucrative university programs, they performed better during the university years. When it comes to teacher effect on learners, Uluğ, Ozden, and Eryılmaz made an investigation with two private university learners in Turkey about how much can their teachers' positive and negative attitudes and behaviors influence their personality development and performances, and they found out that their teachers' positive attitudes had an impact not only on their personality, but also on their life performances (2011). Similarly, Korur suggested that the relationship between the teachers' characteristics and the learners' motivation, success, and attitude could not be ignored (2001). Besides, Ozturk and Gurbuz (2014) studied deeply on speaking anxiety among Turkish EFL learners, and they had similar results with Daud et al.'s study from Indonesia. The findings can be summarized as speaking still causes high anxiety and it increases affective filter, students are more likely to be afraid of making vocabulary or pronunciation mistakes and they are worried about how they these mistakes will sound, students are more anxious if they do not exactly

know what they are going to say, foreign language speaking anxiety decreases motivation and it causes their self-confidence to be lowered, and their peers' reaction in the classroom has an impact on anxiety level of the student who is on stage and speaking (Ozturk & Gurbuz, 2014).

Although there are numerous studies on some of the factors stated above, there are few studies about teacher effect on anxiety level learners while they are speaking. Besides in Turkey, they do not focus directly on teacher impact on anxiety level of prep learners' speaking, so this study seeks to collect data which will help to fill in these research gaps.

Aim and Significance of the Study

As stated above, emotional state of learners has an influence on their academic success and teacher factor exerts an influence on the anxiety level of learners. Furthermore, anxious students are really common in language classrooms (Horwitz et al., 1986). It can be expressed that teacher-learner relationship affect learners' four skills while learning a language. For this reason, teachers should be more cautious in and outside of the classroom about their relationship with learners to have a better learning atmosphere. However, despite the various studies conducted on factors affect anxiety level of learners, there is still a gap about teacher factor on emotional state of learners in literature, because to this day, anxiety level in language classrooms in terms of gender and proficiency level has been examined. There is not sufficient investigation about the teacher effect on the emotional state of the learners. Besides, in Turkey, the research that has investigated speaking anxiety level and the teacher effect on it is quite limited. For this reason, this study is quite essential inasmuch as it enlightens the unknown effect of the teacher factor on anxiety level of preparatory learners' speaking skill. So, the current research presented here will give information about how teachers may affect their learners' anxiety level in foreign language environment, and it has some suggestions for teachers in order to create a better learning atmosphere by decreasing the level of affective filter. Furthermore, in order to fill the gap in the literature, current study aims to enable both the teachers and the learners to reveal the teacher impact on anxiety level

of learners' speaking skill by focusing on prep learners since they have extended English course throughout the year.

Previous studies claimed that social variables which consist of other people's opinion have an important influence on the anxiety level of the learners (e.g., Daud, et al., 2019). Learners are more anxious about making mistake when there are other people around them because they are afraid of making a mistake and being judged by others. Not only do they care about their peers in the classroom, but also, they feel anxious about what their teacher will think about them especially if they do not have a friendly or sincere relationship with their teacher (Daud, et al., 2019). Similarly, Turkish researchers indicated that there is an important relationship among the teacher attitudes and the learners' performance, motivation, achievement, behavior, and personality development (Ulug, et al., 2011; Korur, 2011). According to the studies conducted on this issue, it can be summarized as Turkish EFL learners feel anxious while they are producing the language and it is related to their teacher to some extent. Another reason why this study is quite essential is that as a data collection tool, Foreign Language Speaking Anxiety Scale by Ozturk and Gurbuz (2014) will be used because it is both relatively the latest and its aims are parallel with the current research. It is believed that the scale will inform the research about the role of the teacher on anxiety level of prep learners' speaking to about to what extent teachers can affect the learners' speaking anxiety.

To fill in the gap in literature stated above, the current study answers some questions throughout the study such as "what is the role of the teacher on anxiety level of prep learners' speaking?" or "does teacher-learner relationship have an equal influence for all learners?" Since the students in a preparatory school have different aims in life so their majors are different, this study aims to find out if there is a difference about how much they are influenced by their relationship with their teachers. Also, if there is a difference on their anxiety level depending on their majors is another scope of this study. Upon the whole, this study will contribute to the literature with its methodological, theoretical, and pedagogical aspects, which will be presented in the following chapters.

Research Questions

There are numerous findings in the previous studies that are related to the factors that have an influence on the performance of the learners in an English speaking environment. However, the number of studies that directly focus on the teacher factor on anxiety level of learners while they are speaking English were not enough. Also, the teacher factor in language classrooms in Turkish context should be highlighted. Therefore, the current study was conducted to answer the following research questions:

RQ1: What is the role of the teacher on anxiety level of university preparatory school learners' speaking?

RQ2: To what extent can teachers affect their learners' speaking anxiety?

RQ3: How anxious are Turkish university preparatory school learners while communicating in English?

RQ4: Do the learners differ in terms of their anxiety level depending on their gender?

RQ5: Do the learners differ in terms of their anxiety level depending on their age?

RQ6: Do the learners differ in terms of their anxiety level depending on their majors?

At the end of the current study, the questions above will be answered. While answering the questions, literature will be rereviewed to make connections between this study and the others. As a whole, while explaining the teacher factor on anxiety level of university preparatory school learners' speaking skill, the role of learners' majors, gender, age, or educational background will be highlighted. Also, the role of teacher-learner relationship will be explained in a detailed way.

Assumptions

There are some assumptions before conducting the current study. One of the assumptions is that the learners in the university preparatory school are expected to participate in the study voluntarily. The researcher assumes that they will contribute to the study willingly

and voluntarily. Another one is that the learners in the preparatory school are assumed to fill in the questionnaire truthfully. The participants are hoped to be honest about their answers. Finally, the questionnaire for the current study is expected to be enough to carry out the study as the scale should measure what it is supposed to measure.

Limitations

The study presented has some possible limitations such as the learners may not fill in the questionnaire truthfully and objectively since they may get bored or see it as a time-consuming activity, and since the data for the study will be collected from one preparatory school in Ankara, it might be difficult to generalize the findings.

Definitions

In this study, some terms will be used repeatedly. Hence, it is quite essential to highlight their meanings. By this way, one can understand the direct relationship between the terms and their relation to the current study. For this reason, the definitions of terms are presented below.

Affective Filter: "It is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition" (Krashen, 1985).

Anxiety: "Excessive and inappropriate anticipation of future threats, fears, worries, and concerns that create significant distress interfering with the child's normal functioning" (American Psychiatric Association, 2013).

Foreign Language Anxiety: "A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process" (Horwitz et al., 1986, p. 128).

Organization of the Thesis

This thesis includes five chapters. The first chapter includes an introduction part consisting of the problem statement, purposes, significance, and limitations of the research.

The second chapter is composed a detailed literature review about the research topic. The third chapter presents the methodology part while conducting the study by giving information about data collection and data analysis. Chapter four declares the results of the study in light with the research questions and the conclusion part is presented in chapter five with a summary of the thesis, pedagogical implications, limitations, and suggestions parts. Lastly, the list of references used while conducting the study and appendices part are presented.

Chapter 2

Theoretical Basis of Research and Literature Review

The relationship between human psychology and language learning is quite important and it is an undeniable truth, so the learners' psychological states are vital in language learning process (Tercan & Dikilitaş, 2016). Moreover, anxiety, which is considered as affecting a child's life, may go on affecting their life in future as well (Kurdi & Archambault, 2017). With the information above, it can be proposed that the learners' emotional state has an influence on their learning process in long-term. Similarly, studies of Krashen show the importance of low affective filter in the classroom by revealing the fact that when the learners are unmotivated and anxious, learning and acquisition process get interrupted (1985). On the other hand, speaking anxiety decreases learners' willingness to communicate (Melough, 2013) because speaking, as a productive skill, is vital for communicating in a foreign language. In this respect, teachers should be more attentive about the anxiety level of their learners for a healthier and a more productive learning atmosphere. Therefore, the current chapter of this thesis presents some of the investigations, which can be found in the literature, related to topic.

To this day, anxiety level in language classrooms in terms of gender and proficiency level has been examined. Whilst some of the researchers revealed the relationship between gender and anxiety level (Aida, 1994; Na 2007), some others reported the relationship between proficiency level and anxiety (Balemir, 2009; Luo, 2014). Accordingly, investigations of Pianta (1999) pointed out the importance of the high-quality student-teacher relationship for a more confident learning environment. Similarly, for younger learners, in order to acquire the skills better at school, a good teacher-child relationship is essential (Pianta & Stuhlman, 2004). To further examine the role of anxiety on learner achievement, in their study which is about foreign language and anxiety level, Awan et al. clarified that speaking anxiety could affect academic situation of the learners (2010). Furthermore, there are some studies conducted on teacher effect on learner anxiety. For example, it has been conclusively shown that student anxiety is

higher if there is a conflict between students and the teachers (Kurdi & Archambault, 2017). In their sequential explanatory mixed method study, Daud and Audia collected data through both a set of questionnaires, and semi-structured interviews, as the data demonstrated that factors such as making an error while talking or being evaluated their teachers may influence the learners' speaking anxiety in a negative way (2019). In view of all that has been mentioned so far, one may suppose that there is a strong relationship between teachers and anxiety level of learners' speaking skill.

The Affective Filter Hypothesis of Krashen and Its Effects on Learning in terms of Language Teaching Methods and Approaches

Communication is the fundamental function of the language (Krashen & Terrell, 1983); therefore, while learning a foreign or second language, the learners should be able to communicate in that language. With these in mind, there are some factors affecting not only learners' speaking skill but also their whole learning. According to Krashen and Terrell (1983), the emotional state of the learners can influence the language learning process (Krashen & Terrell, 1983). He calls this situation as "affective filter", which can prevent input sometimes. Krashen and Terrell proposed the variables as motivation, self-confidence, and anxiety that has an impact on affective filter. Whereas high level of motivation or self-confidence helps for a better learning environment with a low affective filter, high level of anxiety creates a high affective filter for learners.

From this point of view, language teaching methods share some common approaches about the importance of the learners' emotional state on their learning, which are examined in a detailed way by Larsen-Freeman and Anderson (2013). Among various methods, the first one is The Grammar Translation Method. The Grammar-Translation Method did not put emphasis on students' feelings. However, The Direct Method saw the learners as active participants and while correcting the errors, which might be the most important area where learners felt nervous or anxious, the teacher tried to make students self-correct not by creating

pressure on them. Similar to The Grammar-Translation Method, The Audio-Lingual Method was not humanistic in terms of dealing with the students' feelings. However, The Silent Way changed everything by enabling the students to share their ideas, fears, etc. in feedback sessions at the end of the lessons. One of the method's main aims was to create a classroom with less negative feelings. Also, in Desuggestopedia, students' feelings were highly important. The teachers tried to increase the students' self-confidence and the feeling of relaxed. Desuggestopedia was humanistic in terms of correcting students' mistakes quite nicely and without referring to the owner of the mistake or error. The method which put a great deal of emphasis on students' feelings was Community Language Learning. Similar to Krashen's affective filter hypothesis, Community Language Learning asserted that negative feelings might block learning. Therefore, the feelings of the students were precious according to this method. Total Physical Response and Communicative Language Teaching, in the same vein, put forward that stress in the classrooms should be reduced to make language learning process enjoyable. Also, students' motivation and security were quite important (Larsen-Freeman & Anderson, 2013). Lastly, Humanistic-Affective Approach was one of the approaches that put students' feelings at the center in language classrooms (Celce-Murcia, 2001).

In brief, language teaching methods and approaches have different types of techniques for learners. While some of them care about the feelings of students, some others do not put much emphasis on emotions. However, as Krashen suggested, emotions cannot be ignored in foreign or second language classroom since they are among the variables that have an influence upon language learning. Thus, the teachers need to consider their importance to increase the quality of their classrooms.

The Effects of Anxiety on Learning

Anxiety is a strong feeling that can be felt by every human being regardless of their age. It can be experienced in every field of life, sometimes while driving, sometimes during an

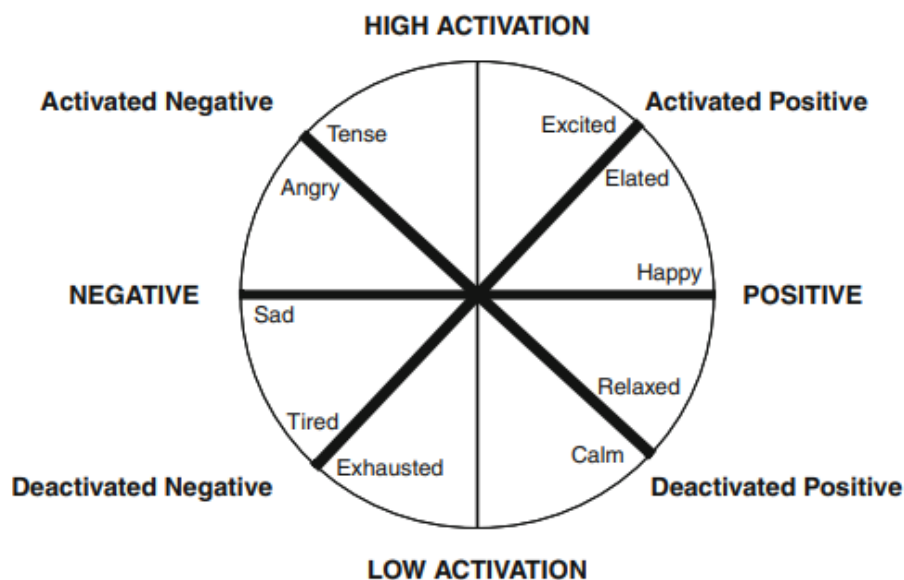
intervention and sometimes in the classroom. This feeling has some positive or negative impacts on people and their behavior. In the psychopathologic field, “anxiety” is “the presence of fear or apprehension that is out of proportion to the context of the life situation. Extreme fear of apprehension is considered as clinical anxiety if it is inappropriate to a child’s life circumstances or developmentally inappropriate” (Pine, 1997).

In learning context, the effects of anxiety should not be ignored neither by the teachers nor by the learners for more productive classrooms since it can be a mental block for learners when it is experienced in high level. Hashempour and Mehrad talked over academic anxiety and its negative impacts on the learners’ academic success, and they concluded that “anxiety by hampering control of attention and concentration can negatively impact on working memory span and emotional intelligence consequently influence on inability and mal performance in learning process” (2014). So, the students’ anxiety level and its effects both on students’ emotional intelligence and on their learning process should not be ignored by the teachers (Hashempour & Mehrad, 2014). Also, as Grimley et al. indicate that there is a cyclical effect among stress, anxiety, and effective memory capacity. For example, anxiety, which is increased by stress, reduces the effective working memory capacity that causes cognitive confusion and a poor-quality learning process. Similarly, when cognitive confusion increases anxiety level, it reduces working memory capacity (2008). In Aronen et al.’s study, they claimed that the effects of the anxiety level and the responses of the learners are quite important, and it shows that students having even a little amount of depression or anxious ones perform a poorer working memory, have concentration difficulties, and may show poorer academic achievement (2005). For this reason, anxiety level should be lowered for a better learning environment. Almost every paper that has been written on the relationship between anxiety and learning process includes a section relating to its serious effects when the anxiety level turns into anxiety disorders. Supporting this view, Ameringen et al. study with about 201 consecutive admissions of patients aged 18-65. Ameringen and colleagues believe there is a strong relationship between anxiety disorders and premature withdrawal from school, so they

summarize briefly that young people with anxiety disorders are most likely to leave school prematurely and the reason why people leave school prematurely is because they have the symptoms of social anxiety (2003). A significant analysis and discussion on the subject were presented by Pekrun and Linnenbrink-Garcia (2012). They provide in-depth analysis about the impacts of some emotions such as academic emotion, which is related to both mood and achievement, epistemic, topic, and social emotions and their relevance to students' cognitive, motivational, behavioral, cognitive-behavioral, social behavioral engagement, and academic performance (Pekrun & Linnenbrink-Garcia, 2012). They demonstrate contemporary emotion research, for example, affective is the anxiety feeling or being nervous before an exam, cognitive consists of being worried about poor exam results, heart beats and sweating are physiological, the desire to run away from the unwanted situation is motivation, and expressive can be seen from the anxious faces. The emotions, stated above by Pekrun and Linnenbrink-Garcia (2012), are clearly summarized in the following sentences. First of all, academic emotions are directly related to academic domain. While general and specific moods can be positive (pleasant) or negative (unpleasant) which can end up as a lack of engagement and being not able to concentrate on, achievement emotions are related to the consequences of academic activities in the classroom such as boredom or enjoyment. Epistemic emotions, on the other hand, are the results of epistemic aspects of learning and cognitive process such as a student getting angry because he could not find the answer of an activity. Going on with the topic emotions, they are about the content of a learning material, such as feeling delighted because of a happy ending of a story. Lastly, social emotions are related to other people during the learning process, such as envy, empathy, or admiration. As Pekrun and Linnenbrink-Garcia point out, these emotions cannot be ignored since they are inevitable parts of learning. They can affect the motivation level and the success of the learners either positively or negatively (2012).

Figure1

Affective circumplex (Note: Pekrun, R., & Linnenbrink-Garcia, L. (2012). Academic Emotions and Student Engagement. Handbook of Research on Student Engagement, 259–282.)



In Figure 1, the emotions are summarized by a *circumplex model*, which is made up of 4 main categories that are high activation, low activation, negative, and positive. While positive emotions, such as happy and relaxed are pleasant, negative ones such as tired and tense are unpleasant. On the other hand, some feelings are activated like elated and angry, while some others are deactivated like calm and exhausted. Whereas positive emotions should be experienced more in the classroom because they increase motivation of learners so they are beneficial, negative emotions, such as boredom or tiredness, should be lowered as they decrease student achievement level. In brief, the model cited earlier provides an important opportunity to advance the understanding of the effects of such feelings by giving suggestions mentioned above to teachers.

A more substantial approach to significance of the effect of anxiety on learning in a longer-term can be found in Azizifar et al.'s study (2014). It has been conclusively shown that while learning a foreign language, most of the learners' experience anxiety to some extent. The reason is that there are many negative influences on them. For example, their self-

confidence may be low or when they are not prepared enough, they are more afraid of failing. All of these factors prevent them from learning English and in the end, they end up with poor academic achievement. The effects of anxiety are not just academic, but it also affects learners physically and psychologically. These effects, which have been shown in Azizifar et al.'s study, are low motivation, concentration, and interest towards language learning (2014). In their review of anxiety factor on learning, they found out that speaking skill has the most potential to create anxiety, which is supported by their participants. While speaking English within a group of people or at the stage, the participants felt nervous or anxious. The view that students can feel anxious and nervous is supported by Azizifar et al. (2014) who draws on Horwitz et al.'s (1986) outcome which is stated as "... What seems to distinguish speaking is the public nature of the skill; this poses a threat to peoples' self-concept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals.". Similarly, data from Awan et al. (2010) suggest that learning anxiety has been affecting students' achievement negatively. For this reason, in order to increase this achievement level, there are some suggestions by them. Firstly, a more friendly classroom and learning environment should be created in order to encourage and motivate the learners so that the learners can feel mistakes are acceptable and a part of learning a foreign language process. Also, they need to feel that everybody can make mistakes, so they are not alone. Horwitz (1999) shows that the anxiety level of the students decreases if they know that it is not just them who feel anxious or nervous about learning (cited in Awan et al., 2010). Secondly, the teachers should deal with anxiety problems cautiously such as presenting activities that help to reduce the learners' anxiety. Moreover, more comprehensible input should be given by the teachers when the learners find it difficult to understand.

In earlier studies, detailed examination of the effects of anxiety on language learning by MacIntyre (1995) claimed that anxiety experienced by students while learning a language may create individual differences in language learning and communication. He investigated

literature about the relationship between the learner performance, their emotional state, and cognitive skills. So, he stated that it affects students' task performance, and achievement.

Figure 2

Inverted "U" relation between anxiety and performance. (Note: MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow.

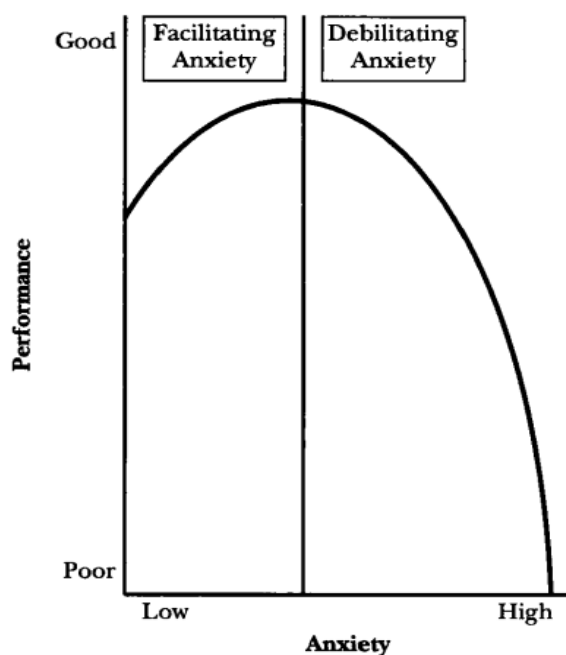
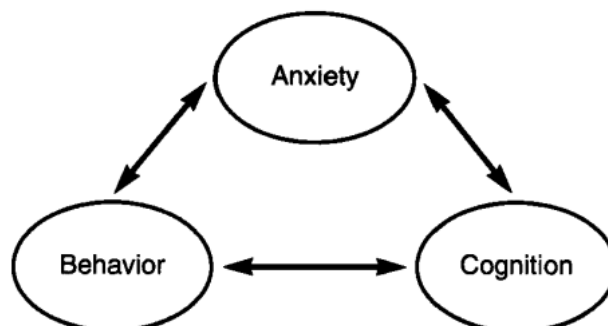


Figure 2 is a curvilinear relationship between anxiety and its effects on task performance. As far as Eysenck pointed out, anxiety effects the quality of performance (1979, cited in MacIntyre, 1995). Similarly, Smith, Sarason, and Sarason supported this idea by stating that although when the given task is easy, the effect of anxiety is less, when the task gets more difficult, the anxiety affects the performance negatively (1982, cited in MacIntyre, 1995). Overall, if a student is anxious or nervous, she or he will have difficulty in processing the information easily and effectively (MacIntyre, 1995). In the same vein, there is a repetitive relationship among anxiety, behavior, and cognition. He gives some examples about this situation. For instance, answering a question makes a student anxious, and it causes being worried. Cognitive performance is affected by this feeling in a negative way. At the end,

performance of the task diminishes (1995). Similarly, when the student cannot solve a problem, he/she starts to feel anxious which influences cognition as well (see Figure 3).

Figure 3

Recursive relations among anxiety, cognition, and behavior. (Note: MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow.



Similarly, in their experimental study, MacIntyre and Gardner (1994a, cited in MacIntyre, 1995) recorded a video through camera which caused a less anxiety level, and they wanted the students to complete a vocabulary task. As a conclusion of the study, anxiety level was directly related to performance deficits in the learning, recall, and vocabulary use because when the video camera was no longer there, the performance of the students improved.

Horwitz investigated the literature in terms of anxiety and its effects on student achievement in many countries (2001). She emphasized the importance of low anxiety level in language classrooms since in her study, she focused on language learners who did not enjoy language learning process and found language learning an uncomfortable and nettlesome. On the other hand, she proposed that the learners need their teacher support in order to overcome this process. In her comprehensive study in respect to other countries, she pointed out that different students from different countries experienced negative feelings while studying different language skills.

Considering all this evidence, these studies provide reasonably consistent evidence of a significant effect of anxiety on learning. Thus, educators, teachers, and researchers should

be aware of the negative causes of high anxiety level. They should have an effort to minimize affective filter in their classroom. To create a better learning atmosphere and a productive classroom environment, the negative feelings should be diminished.

Willingness to Communicate Both in the Native Language and in the Second or Foreign Languages and Variables Affecting WTC

Being able to communicate is the ultimate aim while learning a second or foreign language. In order to convey a message, we need a language and without a comprehensible communication, language learners cannot reach their goals. Sometimes communication can be put into practice via written language and sometimes via spoken language. Either of them is essential to exchange information among people. Although some people are more extroverted and can easily communicate with others, some of them are introverted and they may hesitate to communicate. Also, this willingness situation does not only happen in language learning; however, people can feel less eager to communicate even in their native language, which definitely affect their academic achievement since speaking is an inseparable part of a language. According to MacIntyre (1994), "willingness to communicate represents the intention to initiate communication behavior and this intention may be based in large measure on the speaker's personality" (p. 135). In the literature, there are some investigations about willingness to communicate and the variables affecting being eager to communicate.

For the current study, anxiety is associated with willingness to communicate since the fear or anxiety is related to the apprehension of communication with other people (McCroskey, 1992). So, feeling nervous or anxious is a common condition which has considerable impact on being unwilling to communicate. In her MA thesis, Zerey studied willingness to communicate of EFL learners (2017). As she reported in her thesis, McCroskey and Richmond (1990b, cited in Zerey, 2017) stated that state "the development of strong interpersonal relationships is heavily dependent on the amount of communication in which interactants are willing to engage" (p. 72). In the same vein, the difference among people in terms of enjoying communicating

with other people or just remaining silent is labeled as “willingness to communicate” (McCroskey & Bear, 1985, cited in Zerey, 2017). McCroskey and Bear (1985) questioned whether being willing to communicate in a context such as at the public, in a meeting, within a group of people, with someone whom you do not know, you barely know, and you know very well would change (cited in Zerey, 2017). In order to decide, they constructed a scale. McCroskey and Bear (1985, cited in Zerey, 2017) found out that willingness to communicate in one context meant being willing to communicate in another, and people’s willingness to speak at a specific situation was associated with other. Furthermore, when there are more people in a communication setting and the less familiarity between people, it caused them to be less eager to communicate.

To further examine this issue, MacIntyre (1994) researched the factors that have an impact upon being eager to communicate. In the analysis of WTC, MacIntyre found out that there were two components having an impact on a person’s willingness to communicate and these were ‘communication apprehension’ and ‘perceived competence’. Also, the more a person felt anxious, nervous, or inadequate while speaking, the less willing to communicate she/he would be. However, contrary to previously published study of Burgoon (1976), MacIntyre neither anomie nor alienation were related to feeling eager to communicate (1994). Moreover, it was highlighted that a person’s personality highly affected one’s WTC level such as self-esteem or introversion. The result of MacIntyre (1994)’s two components was supported by MacIntyre, Babin, and Clément (1999)’s study. MacIntyre et al. found the same relation between the perceived competence and willingness to communicate yet communication apprehension personality traits had no direct and significant impact on WTC (1999). After examining their seminal study, they revealed that extraversion affected WTC through perceived communication in a positive way.

Drawing on an extensive range of sources, some analysts (e.g., Baghaei et al., 2012) have attempted to provide some information about the relationship between willingness to speak or WTC and the learners’ success during language learning. They draw our attention to

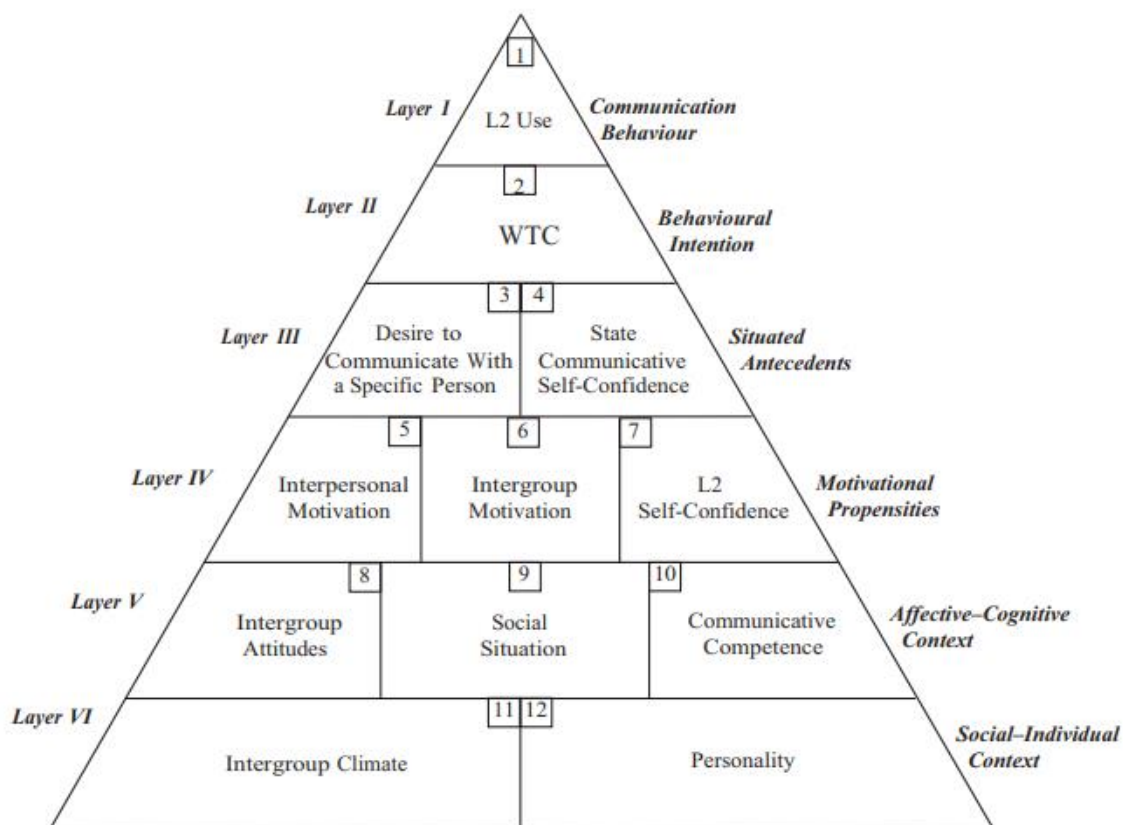
significant variables associated with WTC of Iranian language learners. One of these variables is learners' motivation. There is a direct or indirect relationship between the learners' motivation and their eagerness to communicate. They specify another factor as learners' attitude. It was reported that the more positive attitude the learners had, the more eager they would be to speak in the target language (McIntyre & Charos, 1996, as cited in Baghaei et al., 2012). It can be concluded after a comprehensive study by Baghaei et al. (2012) that WTC of the learners has an impact on their proficiency level; yet, this influence is not at a higher level but it is to a lesser extent. However, when the learners' WTC is in the school context, it can show us their achievement in language learning. In a detailed study of Yashima (2002), which was conducted in a Japanese EFL context, the direct relationship between having a positive attitude towards language learning process and being more willing to communicate has been supported. Similarly, Yashima et al. (2004) used a survey to investigate results and antecedents of WTC in a second language via two separate investigations. Their participants were Japanese adolescents learning English. Their findings showed that WTC definitely decided the amount and frequency of communication and if the students are eager to speak, they are also willing to initiate the communication in the classroom. Another finding was similar to McIntyre (1994)'s findings in terms of perceived competence. So, the perceived communication competence increased the level of willingness according to their study (Yashima et al. 2004). This was not the only variable increasing WTC since having self-confidence affected WTC in a positive way as well. Moreover, having an interest in international affairs, jobs, or activities, also being motivated to learn a language, having self-confidence increased learners' willingness to communicate in the target language. They concluded their findings with the fact that feeling more eager to communicate in a foreign language can be used to improve the quality of foreign language communication (Yashima et al., 2004).

A more recent study by Zarrinabadi (2014) involved the teacher impact on learners' eagerness to speak. In his qualitative research, he used a focused essay technique to reveal how teachers can affect the eagerness to talk of their learners. Waiting time of teachers,

correcting the errors, choosing the topic, and supporting were some of the factors influencing learners' WTC. Zarrinabadi listed the factors which made students tend to communicate as "...negotiated topics, students' choice, focus on student knowledge, awareness and adaptation of error correction, allotment of time for consideration and reflection prior to answering questions, and creating a supportive learning environment through verbal and non-verbal communication strategies on the part of the teacher" (2014). Because these factors increase WTC and participation in the classroom, language teachers should be more careful about them. Over and above, by taking an advantage of the "Pyramid Model of WTC" by MacIntyre, Dörnyei, Clément, and Noels (1998), Zarrinabadi draws on an extensive range of sources in the literature.

Figure 4

Heuristic Model of Variables Influencing WTC (Note: MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. The Modern Language Journal, 82(4), 545-562.)



According to MacIntyre et al. (1998), the first layer of heuristic model represents the communication behavior. Teachers should create a classroom environment which is full of authentic communicative activities, such as speaking dialogues, newspaper reading or watching a TV show in the target language, so that students can feel willing to use the language in their daily life. The second layer is behavioral intention which represents the willingness to communicate. That is to say, there should be opportunities to make students ready and willing to initiate a conversation. The reason why some students are more willing to start a conversation is that they have self-confidence, they are motivated, and they have a lack of anxiety with a combination of adequate level of communicative competence. So, teachers need more of these kinds of students. Layer three is the situational antecedents of communication. The first tendency of this layer is the desire to communicate with a specific person which is derived from “a combination of interindividual and intergroup motivations”. The other tendency is state communicative self-confidence. Self-confidence includes two key constructs: (a) perceived competence and (b) a lack of anxiety (Clement, 1980). Hence, as

self-confidence increases WTC, the lack of anxiety makes self-confidence increase WTC, as well. The fourth layer is motivational propensities since WTC is associated with the motivation level of students. This layer has three variables which are interpersonal/interindividual motivation, intergroup motivation, and L2 self-confidence. As it is stated before, both interpersonal and intergroup motivation can increase the desire to initiate communication. Also, L2 confidence represents the relationship between the person and the L2. Layer five is the affective-cognitive context which consists of variables like intergroup attitudes, social situation, and communicative competence. While intergroup attitudes factor includes being adapted to different cultural groups and it is related to feeling a desire to be a part of an L2 community, social situation is associated with the pleasant feeling of speaking in the L2 in a communication setting, which is the place and the time in which communication takes place. The level of tend to communicate can change according to these variables. The last layer is social-individual context which is comprised of intergroup climate and personality. Intergroup climate is the general atmosphere in a communication group, and it consists of both the structural characteristics of the community and their perceptual and affective correlates. On the other hand, personality is the individual differences of members in a group. So, these are the factors which can increase or decrease the willingness to communicate by MacIntyre et al. (1998). With their heuristic model, they tried to emphasize why people differ in terms of eagerness to talk, why some people tend to speak more despite they have a limited communicative competence, while other people keep their silence more and talk less even if they have the high competence. Although their explanation and research were more of the ones above, this paper tried to summarize it in order to have a better understanding of the relationship between willingness to communicate and anxiety level of learners, also it tried to provide the factors affecting the speaking skill of learners during their language learning process.

Considering all this evidence, it seems that there is a direct or indirect relation between willingness to communicate in native language or in a foreign language and anxiety feeling.

Besides, this relation has an impact upon the academic achievement of learners in language learning. Therefore, in language classrooms, the teachers should be aware of the variables above.

Feeling Anxious in Second or Foreign Language Classrooms

Most of the learners have experienced anxiety in their classrooms during their language learning process. While some of them can overcome this feeling's negative effects easily, some others continue experiencing and being affected of its negative aspects. They may find learning a second or foreign language quite stressful. Foreign Language Anxiety (FLCA) was defined as "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre, 1999, p. 27). Depending on learners' level of anxiety, the reactions they give may be different, as well. Some of the problematic reactions can be solved easily, whereas some of them are more difficult to get over so they need some experts' help.

Second language researchers and theorists suggest that anxiety is among the most important obstacles to come through during language learning process and both teachers and students agree on that (Horwitz et al., 1986). The important thing is the fact that it is a serious issue that should not be ignored neither by teachers nor by the learners in second or foreign language classrooms. Therefore, in the history of foreign language classroom anxiety, there are many researchers who have profoundly investigated the topic in their published studies (Dewaele & MacIntyre, 2014; Horwitz et al., 1986; Jin & Dewaele, 2018; Katalin, 2006; Kleinmann, 1977) and they have described the role of Foreign Language Classroom Anxiety (FLCA) on language learning.

In depth analysis of literature review, the negative effects of anxiety on language learners' academic success have been revealed. For example, in the previous studies of Kleinmann, which was conducted to find out whether syntactic avoidance behavior might be shown for two groups of English as a Second Language learners whose mother tongue were Arabic, and Spanish and Portuguese and they were trying to learn English as a second

language (1977, cited in Horwitz et al., 1986). Kleinmann found out that the ones who were experiencing more anxiety level had done more different types of grammatical mistakes than did others with less anxiety level (1977, cited in Horwitz et al., 1986). Similar findings came from a grammar school in Hungary in which the learners were learning two foreign languages simultaneously (Katalin, 2006). She tried to examine FLCA by questioning its stability across different foreign languages by using Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope in 1986. The results suggested that learners who were learning two languages simultaneously may experience different levels of classroom anxiety. In the interview part of the study, the answers of the students feeling anxious at a high degree were analyzed. According to the results of the learners who had been learning two languages, they felt more anxious or nervous if they had been learning a language more recently. Anna, for instance, was studying English for eight years and French for three months at grammar school. While she felt more motivated and relaxed in English classes, she showed a low self-esteem and more anxiety level in French classes. A recent study from a Chinese university by Jin and Dewaele (2018) contributed to the literature in terms of the effects of emotional states of teachers and learners on anxiety in foreign language classrooms by involving the impacts of positive orientation and perceived social support on FLCA. According to the results of the study examined the roles of perceived teacher and student emotional support, although perceived student emotional support was highly influential on FLCA, teachers' emotional situation did not affect FLCA since the learners at university level were more autonomous and independent individuals.

Another significant analysis and discussion on the subject were presented by Dewaele and MacIntyre (2014). They studied on the relationship between Foreign Language Enjoyment and Foreign Language Classroom Anxiety, and which one was higher in language classrooms, enjoyment, or anxiety? According to the findings, the correlation between FLE and FLCA was significantly negative. Also, the students experienced enjoyment more than anxiety in language classrooms. The results in the study were raised from some factors such as

classroom activities, peer and teacher recognition, realization of progress, teacher skills, and authentic use of the foreign language. Students expressed that they loved group activities and role plays. When the teacher created a friendly and relaxing atmosphere in which the mistakes were welcome, even the shy students did not feel nervous while speaking in front of others. Also, encouragement and positive feedbacks from the teacher made the students enjoy the process as one of them stated: "Being complimented on my pronunciation despite feeling as though I struggle slightly- I felt encouraged". Not only did others affect the students' feelings in the classroom, but also, they got influenced by themselves like realizing how much they had progressed in their academic life. As mentioned before, the teacher had a significant impact on students' emotional state as one of the participants said: "I like my class of English . . . My teacher is really kind and she really help us, and she respects the students", and the other one stated: "I really like the participation part where the teacher is asking our opinion. Being able to express our thoughts and making students active rather than passive members is going to aid the learning process". Some of the participants reported that authentic use of foreign language could increase their enjoyment level in the classroom. They loved when they saw that they could actually use the target language in their real lives: "What I like is to use the language, to find someone in the street and to talk to him" (Dewaele & MacIntyre, 2014). Focusing on the study above, it can be concluded that in a more productive, friendly, succeeding, respectful, and relaxed language classrooms, enjoyment level is more than anxiety level, which is preferred by both language teachers and students.

Almost every paper that has been written on FLA or FLCA includes a section relating to its negative effects on learning (Du, 2009; Horwitz et al., 1986; MacIntyre et al., 1999;). As it is stated by Horwitz et al. there are three related performance that increase anxiety level and these are communication apprehension, which is in the same vein with MacIntyre et al., test anxiety, and fear of negative evaluation. Communication apprehension happens if the learners feel shy when they are in a communication with others. It may happen while speaking in front of other people (public fright), within a group of people (oral communication anxiety), or while

listening to a speaker to receive the conveyed message (receiver anxiety). These people, as Horwitz et al. suggest, had, have, or will have the same negative effects of anxiety in their classroom as well (1986). Horwitz et al. explain other two types of anxiety below (1986). Test-anxiety "refers to a type of performance anxiety stemming from a fear of failure (Gordon & Sarason, 1955 cited in Horwitz et al., 1986)". The students with the text-anxiety have some limitations in order to call themselves successful, and if these conditions are not met, they think they it is a failure, and they are not hardworking enough. Watson and Friend, on the other hand, defined the fear of negative evaluation as; "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively," (1969, cited in Horwitz et al., 1986). The fear of being evaluated negatively differs from test anxiety since it is not limited to tests or scores in the classroom, rather it includes different types of social activities such as a job interview or talking in front of a group of people. In conclusion, with the help of their study on students' anxiety, Horwitz et al., found out that some of the psycho-physiological symptoms are related to anxiety (e.g., tenseness, trembling, perspiring, palpitations, and sleep disturbances). Actually, Horwitz et al.'s study proves that our social life is not completely irrelevant from our academic life/achievement. At the end of the day, they are strictly bound to each other since the emotions we experience in one of them have a significant impact upon the other one. For instance, if you have the public speaking anxiety, you may also experience this feeling during a speaking activity or a presentation in your foreign language classroom.

A more recent and a broader perspective has been adopted by Awan et al. (2010) who used Foreign Language Classroom Anxiety Scale by Horwitz et al. (1986) to decide on the anxiety level in English undergraduate classes in Pakistan. With the help of their study, it is clearly seen that more than half of the students from Pakistan get nervous in English language classrooms since they are just exposed to this language just in language classrooms. That is why they aim to make a research about the factors increasing language anxiety and the relationship between anxiety in language classrooms and students' achievement. At the end

of the study, they find out that language anxiety has a negative impact upon achievement. Results show that the more the level of anxiety increases, the less academic success will be observed. As Na (2007) asserts, the reason is that, when the anxiety is higher, the self-confidence and motivation level is getting lower, and students get discouraged. When it goes on like that, the students start to lose their willingness to participate in classroom activities (cited in Awan et al., 2010). Their study gives some percentage results to compare one with another. According to the rates that are talking in front of their peers (55.3%), being unable to talk spontaneously (45.4%), fear of bad pronunciation (43.4%), feeling afraid of being misunderstood (35.5%), communicating with unfamiliar classmates (30.3%), worries about grammatical mistakes (46.7%), worried about using English full of mistakes and errors (35.5%), and comparing one's ability with others (34.9%), the students' biggest fear is speaking in front of others, and it is followed by talking without getting prepared, whereas they seem less anxious about talking to an unfamiliar classmate. Similarly, Awan et al. suggest the same things for language teachers and classrooms in order to decrease affective filter in the classroom, such as creating a friendly, encouraging, and motivating classroom atmosphere. Besides, they give some variables affecting FLCA which will be discussed in a detailed way in the following pages. The consistency of the results lights the way for better foreign language classrooms and more motivated/eager students with lower anxiety level.

Table 1

Note. A Model of the Role of Anxiety in Language Learning (MacIntyre & Gardner, 1991, based on Macintyre & Gardner 1989, as cited in Ellis, 1994, p.483)

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

In Table 1, Ellis (1994), based on the arguments of MacIntyre and Gardner (1989), tried to investigate the relationship between language anxiety and learning, and the fact that effects could vary depending on stage of English. MacIntyre and Gardner claimed that language anxiety was not an innate situation, rather the teachers' negative attitudes had a big role to create anxiety in language learners' souls. When teachers did something unnatural, the students started to feel uncomfortable and nervous, they perform ineffectively. In the light of this information, Ellis (1994) stated that beginner language learners might feel very little-restricted, and it did not have any effects on their learning, whilst post beginner learners' expectations might be negative due to the fact that they experience a poor learning atmosphere, which could result as feeling nervous and performing not good. Besides, later stage learners' poor performance and continued poor learning atmosphere might cause continued poor performance. Hence, learners' expectations and teachers' attitudes should be taken into consideration in order to make them perform better in language learning process.

Overall, the anxiety in foreign or second language classrooms is one of the biggest barriers to achieve in the target language. There are many variables that explain this relationship between achievement and anxiety. In brief, both teachers and learners should be aware of the effects of FLCA and consequences of it. The negative feelings should be lowered while the positive ones should be boosted for better outcomes.

Models of Foreign Language Anxiety

This title is inspired by Aydın's (2014) study, in which, she presented three models of foreign language anxiety which are Horwitz, Horwitz, and Cope's Framework (1986), which is already explained above, Tobia's Model of Anxiety (1986, cited in MacIntyre and Gardner, 1989), and Foss and Reitzel's Model of Anxiety (1988).

Horwitz, Horwitz, and Cope's Framework

They explain FLA in three components that are communication apprehension, fear of negative social evaluation, and test anxiety (Horwitz et al., 1986). This framework will be explained shortly since it has already clarified before.

Communication Apprehension. It happens because of shyness or getting nervous either while speaking with others or while listening to a speaker to get a message in a group of people.

Fear of Negative Social Evaluation. This situation is due to being afraid of being judged negatively by others.

Test Anxiety. It results from being afraid of low scores or getting low academic results. These learners feel anxious because of the possibility of performing poorly and of being evaluated negatively.

Tobia's Model of Anxiety

In Tobia's Model, the effects of anxiety has been divided into three stages of language learning.

Input Stage. At this stage, "anxiety may cause attention deficits and poor initial processing of information, as a result, not so much information is registered. Therefore, anxiety arousal at this stage may affect all three stages unless the missing input can be recovered... Anxious students may ask for more repetition for the linguistic input or may read a text several times to compensate for the missing input (Aydın, 2014)." So, this stage is very initial one and its effects are strong enough to affect other two stages.

Processing Stage. It consists of the internalization and cognition process such as organization, storage, and assimilation. While learning a language, this stage needs time as vocabulary learning, or learning a new grammar rule occurs here. So, at this stage, if the task is easy for the learner, the anxiety level is lower.

Output Stage. As it is understood by the title, this stage is the output stage. Learners are producing what they have learned in other two stages. Anxious students may find quite difficult to produce something despite they assert that they have learned the subject. The ones, who have less anxiety level, will perform better at this stage like other stages.

Foss and Reitzel's Model of Anxiety

Foss and Reitzel (1988) suggested five components, motivation, knowledge, skills, outcomes, and context, for their framework.

Motivation. It affects anxiety level negatively, which causes more students with high academic achievements. The willingness to communicate is also associated with high motivation level.

Knowledge. The knowledge before communicating in a given situation can decrease the level of anxiety. Some anxious students are affected by this feeling because they think to “know” a language is something difficult.

Skills. Although learners are motivated and their knowledge is enough, they still need some communication skills. For this reason, learners may not evaluate themselves positively, which will cause anxiety.

Outcomes. There are some outcomes of communication competence, such as communication satisfaction, relational trust, and interpersonal attraction. These outcomes have an influence on anxiety, as well.

Context. The environment in which communication will take place is highly important as well as other factors above. A friendly environment will decrease the anxiety level for the learners.

In brief, there are some researchers who studied on some language anxiety models. With the help of Aydın (2014)'s study, the models were tried to be explained shortly and apprehensible.

Variables Affecting Foreign Language Classroom Anxiety

So far, the effects of anxiety, especially FLCA, on learning has been discussed. The studies above offer some important insights into anxiety types that learners experience and their negative outcomes in classrooms. The fact that whether language learners experience enjoyment or anxiety more since feeling enjoyment will create a better and a less stressful learning atmosphere has been investigated. So, how can teachers turn their stressful classrooms into a friendly, motivating, and productive ones? To answer this question, first the factors/variables should be ascertained. The academic literature on variables influencing anxiety in foreign language classrooms has revealed the emergence of several helpful themes.

One of the most significant variables is gender/sex (Awan et al., 2010; Na, 2007; Yan & Horwitz, 2008). According to their findings on FLCA and its effects on learners' achievements, undergraduate male students experience anxiety at a higher level than females. Hence, female undergraduates can be considered as more self-confident than males. Whilst male students feel anxious or nervous in language classrooms more, females are good at dealing with high level of anxiety and nervousness. Na (2007) studied with Chinese students and according to the findings, most of the students feel anxious and nervous in the classroom and male students are more anxious than females in language learning process. A similar study comes from Yan and Horwitz (2008, cited in Awan et al., 2010) claiming that females are seen as they are better at learning a language, more talented in language classrooms, and more successful than male students. In contrast to previously mentioned studies, Batumlu and Erden (2007) argue that the gender of the students has no impact on the anxiety level of the learners neither at the very beginning of the language learning process nor after a long time. According to the findings of them, both female and male students experience the similar level

of anxiety in foreign language classrooms at a university in Turkey. The only thing is that the students', whether they are male or female, academic achievement is lower when their anxiety level is higher, and this anxiety level depends on the students' English level, which will be explained in a detailed way in the following paragraphs. Similarly, Dewaele (2007) and Kirubasankar et al. (2021)'s studies suggest that gender has no impact on foreign language anxiety or on anxiety disorders of the students. Balemir agrees with them as he states that there is no meaningful relationship between gender and anxiety (2009).

Another essential factor that has an impact on FLCA is the place where students live (Awan et al., 2010; Kirubasankar et al., 2021). Awan et al.'s findings (2010) point out that urban, a place that is a town or a city, students show less anxiety level than their peers living in rural places, which are the countryside. The reason is that in Pakistan, where their study was conducted, the people living in rural places are not well educated. Since opportunities for education are limited, the number of the parents who are illiterate are more than the parents in urban places. For this reason, students in urban places have more chance to get benefit from well-educated parents and they have a chance to learn English at home, which makes them less anxious in the classroom. Contrary to Pakistan, India has the opposite results about the anxiety level of students depending on their locality (Kirubasankar et al., 2021). They studied with 462 adolescent students, 50 % each from rural and urban schools, and nearly 25 % of the students had an illiterate parent. The results showed that the students from urban schools experienced a higher frequency anxiety disorder 65.5% than the students studying at rural schools 36%. Dewaele (2007) explained this connection with the term "social context". That is to say that a good and creative social context and a better family atmosphere create better opportunities. When the students in a well-educated social context success something, they are applauded, which increases their motivation and encouragement. All these factors contribute to students' anxiety level either negatively or positively. Therefore, it can be concluded that the relationship between anxiety and region/locality variable may vary according to different countries.

Other variable is the learners' academic success (Batumlu & Erden, 2007). Significant findings come from a study which was conducted with university students at different language classrooms. Batumlu and Erden found out that although for beginner level students of English like A class show no significant relationship between anxiety level and success, other level students at B and C classes were different in terms of their level of anxiety. Academically successful students' anxiety level was lower than unsuccessful students. In the same vein, MacIntyre (1995) expressed a cyclical relationship between anxiety, performance, and cognition. If the learners get anxious, their cognitive skills are affected negatively, which causes a poor performance. Similarly, the poor performance in a task increases the anxiety level of the students in language classrooms. Since academic success and anxiety cannot be separated, more studies can be conducted to take advantage of the situation.

Other influential factor is motivation since in the history of language learning, motivation has been always one of the most important topics (Azizifar, 2014; Foss & Reitzel, 1988; Khodadady & Khajavy, 2012; Pekrun & Linnenbrink-Garcia, 2012;). It affects almost everything in learning even the desire to come to school. As Foss and Reitzel (1988) highlighted the importance of motivation for the language teachers and learners by pointing out the relationship between motivation and anxiety in their study. For this reason, it has an influence on anxiety level as well. Similarly, Khodadady and Khajavy (2012, cited in Azizifar et al., 2014)'s findings, which were about the impact of anxiety and motivation on the achievement of language learners, showed that motivation highly affected anxiety level of learners and both anxiety and motivation had a strong impact upon language learners' academic success. Azizifar et al. investigated the importance of motivation on language learners' achievement, and they found out that less motivated learners were less eager to participate in the activities since their anxiety level was higher and self-confidence was lower (2014). Besides, Pekrun and Linnenbrink-Garcia (2012) studied on the importance of emotions and their effects on learning. So, they found out that the emotions such as enjoyment or anxiety influenced not only the students' academic achievement, but also their cognitive, motivational, behavioral,

cognitive-behavioral, and social-behavioral engagement. For a deeper analysis of emotions, see Figure 1 above. On the other hand, Na (2007) highlighted the importance of the anxiety at a reasonable level for students' motivation and participation. Therefore, it can be concluded that the relationship between motivation and anxiety also motivation impact on learner achievement should be kept in mind while designing language learning environment for better and higher participation with lower affective filter in language classrooms. The negative feelings should be diminished as much as possible.

Lastly, other people in the classroom such as teachers and peers play an important role in learners' foreign language anxiety. In a friendly classroom atmosphere, it may not be a problem; yet, the level of anxiety that learners feel gets higher when they think about their peers' and teachers' opinion about them in the classroom (Daud, et al., 2019). Similar to Daud et al.'s study, Wentzel (2017) claimed that children care about the relationship with their peers, and when this relationship was good, their academic performance increase. Besides, Dewaele and MacIntyre (2014) highlighted the importance of supportive teachers and peer groups on students' positive feelings such as enjoyment. On the other hand, when their relationship with peers and teachers was not good, they felt more anxious and nervous in the classroom. Some findings pointed out that the feedback or the error correction by teachers increased the level of anxiety especially when it was done by interrupting students' speaking or when they corrected the errors harshly (Aydın, 2014); however, the anxiety level of the learners decreased when they had a patient and friendly teacher (Cheng, 2005). As a result, the human relations can be considered as one of the most determinant parts in language classrooms. A friendly and supportive atmosphere will increase the quality of learning and achievement.

Foreign Language Speaking Anxiety and Factors Affecting FLSA

The studies mentioned above shed some light on many issues in language learning such as negative feelings like anxiety and nervousness and their effects on language learning, willingness to communicate and factors affecting it, some anxiety models, and foreign

language classroom anxiety and variables influencing FLCA. However, it has not been mentioned about foreign language speaking anxiety (FLSA) and factors increasing it, yet.

In order to communicate, to share our ideas, beliefs, and emotions in second or foreign language, all of the skills and subskills are crucial, and speaking is active and productive skill that is showing the output process of the language. The quality of speaking performance of the learners are significant in language learning classrooms. Without using the language in their real life, people cannot be considered as they succeeded their goal of communication, and since English is the lingua franca and the international language now, which is spoken as the communication language around the world, its importance in terms of acquiring a foreign or a second language is an undeniable truth (Rao, 2019). Nevertheless, there are some factors, such as negative emotions, which were a block for being good at this skill. Feeling nervous or anxious while speaking with others may decrease academic achievement or the performance of the learners. In the literature, there are many reasons why FLSA affects badly the learners' performance some of which have been already emphasized above. Instead, the factors that provoke anxiety will be discussed.

In his study on the sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety, Balemir investigated the literature and concluded some important anxiety-provoking factors for speaking skill (2009). One of the most essential variables is oral exams, which increase the nervousness and anxiety level of the learners. When they feel that they are being evaluated, they get anxious, so the quality of their performance decreases. Öztürk and Gürbüz (2014) confirm this factor by highlighting the relationship between the fear of making mistake and anxiety level both in exams and in language classrooms during speaking sessions.

Balemir also revealed with the help of his interviews that the fear of bad pronunciation and lack of vocabulary knowledge are another source of anxiety (2009; Öztürk & Gürbüz, 2014). It might be because of the fact that they might feel embarrassed with their limited vocabulary and bad pronunciation performance since speaking in front of their friends and

teachers are anxiety-provoking enough (Aydın, 2014) for them. Also, making a perfect impression on their peers is highly important for them (Aydın, 2014). Besides, the negative evaluation of teachers can cause high anxiety level for learners in speaking classes (Aydın, 2014; Öztürk & Gürbüz, 2014).

Even the crowded classrooms and not being prepared for the topic before the lesson increase the anxiety level of language learners (Balemir, 2009). In the same vein, crowded classrooms may affect speaking success of the students negatively (Oberg, 1993). Bekleyen suggests that the topic or a list of vocabulary may be given to the students before the lesson so that they can get prepared and their anxiety level can be lowered (2004, cited in Balemir, 2009). Also, being unfamiliar with the activity causes high anxiety level for the learners because they do not know what to do and how to do (Aydın, 2014).

This chapter has attempted to provide a brief summary of the literature relating to anxiety, models of anxiety, WTC, FLCA, FLSA and factors having an impact on them. In summary, it has been shown from this review that there is a negative correlation between high anxiety level and learners' achievement and performance. Although there are numerous studies on anxiety level of learners, on learners' speaking anxiety, on the influence of several factors, such as gender, proficiency level of learners etc., on anxiety level, to date, there have been insufficient studies focused directly on the impact of teachers on anxiety level of learners' speaking. Thus, very little is known about this topic. For this reason, the current study aims to investigate teacher effect on university preparatory school learners' speaking anxiety.

Chapter 3

Methodology

Introduction

This chapter consists of the overall methodology conducted in the current study. The chapter explains some information on research design, research questions, setting and participants, data collection, instruments, and data analysis in a detailed way. First of all, a quantitative research design was used for the presented study. Secondly, research questions are presented as in the first chapter. Next, setting and participants are where the study took place and with whom. The current study was conducted in at a state university, School of Foreign Languages, Turkey, and the participants consisted of the state university preparatory school learners. Then, data collection process is explained with the help of instruments used in the study. Finally, how the data obtained in the study was analyzed is highlighted. Overall, the chapter offers a detailed information about methodology process for the current study.

Type of Research

The main goals of this study are to find out the effect of teachers on anxiety level of learners' speaking skill by studying with prep learners who have extended English course, and to help both learners and teachers to lower affective filter in language classrooms. Also, it aims to analyze if there is a relationship between learners' gender, major, or age and the anxiety level they feel so that other variables can be taken into consideration. In accordance with these purposes, a quantitative research design was used for the current study to get further information about the role of the teachers on learners' anxiety level at prep schools.

The quantitative study was described by Dörnyei (2007) as "it involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods" (p. 24). Also, Taylor (2005) explains that quantitative research design is conducted "to make valid and objective descriptions on phenomena" (p. 91). So, quantitative study mainly deals with numerical and statistical data. Therefore, for the current study, a quantitative design

is needed both because the research questions lead us to this type of research design, and in order to explore to what extent teachers can affect the anxiety level of their learners. Also, the current study can be stated as correlational research since it attempts to show a strong or weak relationship between teacher and anxiety level of learners, and several variables, such as gender, major, and age of learners, are analyzed with the help of the correlational research (Taylor, 2005). Furthermore, a quantitative design such as a questionnaire is needed for the current study since it is related to human psychology so it may not be observed directly (Peng, 2013). Another reason for the use of quantitative type of research is that with the help of the research design, a large number of answers can be generalized as universal (Zerey, 2017) through the participants who are preparatory learners. With these purposes in mind, the quantitative data were collected by an adapted version of the Foreign Language Speaking Anxiety Scale (FLSAS), adopted from Ozturk and Gurbuz (2014).

In brief, the relationship between the emotional state or the anxiety level of preparatory learners' speaking, and the teacher factor is covered in the study. Also, the impact of other variables on anxiety level of learners are made clear. In order to achieve these goals, a quantitative research design with a correlational analysis was used. So, the research design helps to achieve the primary goals of the study.

Research Questions

One of the most essential aims of the study is to enable the learners and the teachers to find out if there is a relationship between teachers and learners' anxiety level while they are speaking English. This aim is quite important especially in language classrooms since the speaking is one of the main skills of a language. To achieve this goal, there are some questions to answer. The research questions for the study are presented below.

RQ1: What is the role of the teacher on anxiety level of university preparatory school learners' speaking?

RQ2: To what extent can teachers affect their learners' speaking anxiety?

RQ3: How anxious are Turkish university preparatory school learners while communicating in English?

RQ4: Do the learners differ in terms of their anxiety level depending on their gender?

RQ5: Do the learners differ in terms of their anxiety level depending on their age?

RQ6: Do the learners differ in terms of their anxiety level depending on their majors?

The answers to the questions above will be presented at the end of the current study. These questions help the study to find a better way to reach the main goals. While answering the questions, quantitative research design is used with the help of an online questionnaire. Hence, it is quite important to take the research questions into consideration while conducting the study.

Research Population and Participants

In order to answer the research questions above, the current study was conducted with the help of some steps including research participants and setting. First, this study was conducted at a state university, School of Foreign Languages, Turkey. Also, the participants consisted of a state university preparatory learners, with different English levels between A1 and B2. There are some reasons for choosing the current setting and participants.

One of the reasons for choosing the state university School of Foreign Languages is that one of the school's aims has been improving the students' current English level by means of all four skills and subskills. For this reason, the students have been exposed to English during their school day. Another reason is that the students studying there may have different majors, which enables the current research study to compare the anxiety level of students with their majors. Also, the age groups between learners vary which gives a chance to find out if there is a difference between their emotional state while speaking English and their age. Lastly, the geographical position of the school has an impact on choosing the setting since it is easier to access the participants. Moreover, it is important to mention that there is an English proficiency exam for the students at the very beginning of the school year. If they are

successful, they can go on studying their main majors such as engineering, or teaching. However, if they fail the exam, they need to study at School of Foreign Languages for one year to be able to improve their English skills. Throughout the year, they have an extended English schedule, and they take the course as integrated with four main skills (reading, listening, writing, and speaking) and subskills (grammar, vocabulary, pronunciation, etc.). After one year, they are expected to be at the level that their departments ask for. Below it has been shown the participants' numbers according to their gender, age, and academic major.

Table 2*Participants by Gender*

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
anxiety_score	Female	137	100,0%	0	0,0%	137	100,0%
	Male	89	100,0%	0	0,0%	89	100,0%

As it is seen on *Table 2*, the participants consist of 137 female and 89 male students which makes 226 students in total.

Table 3*Participants by Age*

age		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
anxiety_score	17	1	100,0%	0	0,0%	1	100,0%
	18	75	100,0%	0	0,0%	75	100,0%
	19	98	100,0%	0	0,0%	98	100,0%
	20	32	100,0%	0	0,0%	32	100,0%
	21	8	100,0%	0	0,0%	8	100,0%
	22	5	100,0%	0	0,0%	5	100,0%
	23	6	100,0%	0	0,0%	6	100,0%
	25	1	100,0%	0	0,0%	1	100,0%

Table 3. shows that there are several participants with different age. Although various age groups have a range, most of the participants are 18 and 19 years old. This variety of the age groups allows the study to compare the anxiety level of learners with different age ranges.

Table 4

Participants by Academic Major

Major		Cases					
		Valid		Missing		Total	
		N	Percent t	N	Percent t	N	Percent t
anxiety_s core	Teaching	45	100,0 %	0	0,0%	45	100,0 %
	Engineering	126	100,0 %	0	0,0%	126	100,0 %
	Medicine	13	100,0 %	0	0,0%	13	100,0 %
	Architecture	21	100,0 %	0	0,0%	21	100,0 %
	Urban and Regional Planning	11	100,0 %	0	0,0%	11	100,0 %
	Industrial Design	8	100,0 %	0	0,0%	8	100,0 %
	Public Finance	2	100,0 %	0	0,0%	2	100,0 %

Table 4. reveals that there are several participants with different academic majors. The academic majors of the participants are teaching, engineering, medicine, architecture, urban and regional planning, industrial design, and public finance. For engineering and teaching, the participants are with different types of majors such as English language teaching or German language teaching, and mechanical engineering or electrical and electronic engineering. However, under one name, they are combined because the aim of the study is not searching for different types of the same academic majors, but its aim is analyzing different academic majors. Also, the number of the participants would not be enough for making a generalization for each major type.

To sum up, the participants of the current study are the students at a state university School of Foreign Languages for several reasons. First of all, since the study aims to find out teacher factor on anxiety level of prep learners' speaking, the participants should be those who are exposed to English language a lot and they should have lots of chance to produce the language by speaking, which can be found in a preparatory school. Second, the research questions consist of seeing if there is a relationship between different academic major or age group and the anxiety level of learners. So, this school has many students with different age ranges and academic majors. Lastly, it is easy to access the participants in this school, which makes the study easier to conduct for the researcher. For the following reasons, the participants are chosen from the state university School of Foreign Languages.

Data Collection

To be able to answer the research questions, quantitative data were obtained by means of an online questionnaire. The questionnaire is a common instrument for surveys as they collect data at a specific period in order to describe the nature of current conditions, to compare the current situations, or to determine the relationship of some situations (Cohen and Manion, 1994). As the current study aims to find out the teacher factor on anxiety level of prep learners' speaking and to compare some variables if there is a relationship among them, a questionnaire was used. Also, since we have been living in the age of technology and technology makes almost everyone accessible, an online version was used for the study. The data collection process has some steps which are explained below.

First, the research project was submitted to ethic committees in Hacettepe University and with the permission of ethic committees, the state university School of Foreign Languages was informed for their consent to conduct the study. After that, the students were informed that their information would be used just for the current study, and they would not write their names in any part of the study. Also, it was clarified that just voluntary students should participate in

the research study, and the study would take around ten minutes to complete. Finally, the questionnaire was administered in 2022-2023 academic year fall term in students' class hours.

Instruments

Foreign Language Speaking Anxiety Questionnaire

For the current study, Foreign Language Speaking Anxiety Questionnaire (FLSAQ), which was adapted from Ozturk and Gurbuz's Foreign Language Speaking Anxiety Scale (FLSAS) (2014), and had 18 statements, was used. Ozturk and Gurbuz selected 18 items out of 33 items of Foreign Language Classroom Anxiety Scale developed by Horwitz et al., (1986). The reason why 18 items were chose is because those were the ones directly about the foreign language speaking anxiety (Ozturk & Gurbuz 2014). Since this research study aims to explore prep learners' speaking anxiety and teacher effect on it, FLCAQ instrument was convenient to conduct. Also, 4 items, which were adapted from Student-Teacher Relationship Scale (STRS) by Pianta (2001), were added because the current questionnaire (FLSAQ) was focused on learners' speaking anxiety, but it was not sufficient to survey teacher factor on their speaking anxiety. Therefore, with 18 statements from FLCAS and 4 statements from STRS, FLSAQ has 22 items in total. Moreover, this five-point Likert-scale questionnaire's responses range from one 'strongly disagree' to five 'strongly agree'.

The permissions for FLCAS and STRS were obtained. Also, the adapted versions of the scales, especially STRS, were approved by two experts in English Language Teaching field, and their suggestions were taken into consideration. Moreover, since the participants' English proficiency levels were different, mostly elementary and beginner, and some of them might find it difficult to understand the whole questionnaire, it was translated into Turkish by the researcher and by two expert English teachers in order to increase the level of reliability of the research study. Finally, the best version of translations was decided by those English teachers.

Before starting the online questionnaire, the consent form is shown for the participants and if they click on the part whether they participate in the study willingly or not. If they do not want to participate willingly, they will not be able to see the rest of the questionnaire. In the first part of the questionnaire, personal information is requested, and in the second part, the participants are given FLSAQ with 22 items. For the first part, three questions, which are about the participants' age, gender, and academic major are asked. For the second part, the participants are asked to rate 22 statements related to speaking anxiety.

As mentioned earlier, 226 valid items of data were obtained from the research and it was analyzed by using Statistical Package for the Social Sciences (SPSS). The data from the questionnaire should have been convenient for factor analysis which is a technique to show the construct validity of the instrument (Çokluk, Şekercioğlu, & Büyüköztürk, 2014). The construct validity, on the other hand, is "the extent to which an operationalization measures the concept it is supposed to measure" (Bagozzi, Yi & Phillips, 1991, p. 421). Therefore, Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of Sphericity was done to explore if the size is enough for factoring, or the correlations are significant within a correlation matrix.

Table 5

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,936
Bartlett's Test of Sphericity	Approx. Chi-Square	2980,124
	Df	231
	Sig.	,000

After the analysis, as Table 5 shows, it was found out that KMO value was .93, showing that sample size was adequate as it should be more than .50 that is the minimum accepted value (Leech, Barrett, & Morgan, 2005). Moreover, Bartlett's test of Sphericity value was 2980.124, so the data was appropriate and meaningful.

Table 6

Component Matrix

	Component
--	-----------

	1	2	3
I get nervous and confused when I am speaking in English classes.	,840		
I start to panic when I have to speak without preparation in English classes.	,812		
I tremble when I know that I am going to be called on in English classes.	,809		
I get nervous when the English teacher asks questions which I haven't prepared in advance.	,803		
I am afraid of making mistakes in English classes.	,784		
I don't feel confident when I speak English in classes.	,779		
I feel very self-conscious about speaking English in front of other students.	,776		
I can feel my heart pounding when I am going to be called on in English classes.	,752		-,329
I get frightened when I don't understand what the teacher is saying in English.	,729		,307
I get embarrassed to volunteer answers in English classes.	,717		-,319
I get nervous when I don't understand every word my English teacher says.	,715		,354
I am never quite sure of myself when I am speaking in English.	,705		
I am afraid that the other students will laugh at me when I speak English.	,701		
I always feel that the other students speak English better than I do.	,656		
I feel anxious when I have to spontaneously share information about myself in English classes.	,624		
I am afraid that my English teacher is ready to correct every mistake I make.	,609		
I get upset when I don't understand what the teacher is correcting.	,591		,414
I feel nervous while speaking English with native speakers.	,550		
When I know that my English teacher values his/her relationship with me, I feel quite pleased with speaking activities.		,885	
I feel more confident while speaking English when I share a kind and warm relationship with my teacher in English classes.		,861	
When my teacher praises me, I feel less nervous while speaking English.		,835	
I feel overwhelmed by the number of rules I have to learn to speak English.	,459		,624

As shown on Table 6, the items have more than .30 factor loadings so none of the items should be removed from the analysis (Büyüköztürk, 2014; Çokluk, et al., 2014). 22 items were

retained in the main study. These results show that the adapted instrument has construct validity as it measures what it is supposed to measure.

Table 7

Reliability of FLSAQ

Alpha	Cronbach's	Items	N of
	,933		22

Like construct validity, the questionnaires should have reliability, as well. Reliability refers to “consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another” (Fraenkel, Wallen, & Hyun, 2012, p.154). As Büyüköztürk (2014) suggests, the reliability score should be higher than .70. As the current study has .933 reliability score through Cronbach’s Alpha, it is quite satisfactory, and it can be concluded that the questionnaire is reliable.

In brief, the instrument for the current study are composed of FLSAS by Ozturk and Gurbuz (2014), and STRS by Pianta (2001). In order to modify it for the current research study, some methods are applied as explained above, such as back translation by that field’s teachers. Also, validity and reliability of the questionnaire were checked before conducting it. Finally, Foreign Language Speaking Anxiety Questionnaire had twenty-two items with its high level of validity and reliability scores.

Data Analysis

The Statistic Package for Social Sciences (SPSS) was used to analyze the data quantitatively. Also, the data obtained from the questionnaire were analyzed through Independent-Samples T-Test and One-Way Anove. While SPSS was analyzing the teacher impact on anxiety level of prep learners’ speaking skill, t-test looked for if there was meaningful relation between the learners’ gender and their emotional state or anxiety level. Also, one-way ANOVA was used for analyzing the relationship between anxiety and and learners’ age or

academic majors since these consisted of more than two variables. For example, in the current study, the participants had eight different age ranges, and seven different academic majors or departments. So, t-test and one-way ANOVA helped to find out the relationship of different variables. Also, with the help of different data analysis types, different research questions were answered.

After analyzing the data, quantitative results were used to reveal the findings that would show teacher impact on learners' anxiety level while they were speaking English. Then, suggestions for future researchers and studies will be given in order to contribute to the literature.

Table 8

The Summary of the Chapter

Research Questions	Instruments	Number of the Participants	Quality of the Participants	Data Collection Method	Data Analysis
1. What is the role of the teacher on anxiety level of university preparatory school learners' speaking?	Foreign Language Speaking Anxiety Questionnaire (FLSAQ),	226	Prep Learners (CEFR levels are between A1 and B2)	Quantitative	SPSS
2. To what extent can teachers affect their learners' speaking anxiety?	Foreign Language Speaking Anxiety Questionnaire (FLSAQ),	226	Prep Learners (CEFR levels are between A1 and B2)	Quantitative	SPSS
3. How anxious are Turkish university preparatory school learners while communicating in English?	Foreign Language Speaking Anxiety Questionnaire (FLSAQ)	226	Prep Learners (CEFR levels are between A1 and B2)	Quantitative	SPSS
4. Do the learners differ in terms of their anxiety level	Foreign Language Speaking Anxiety	226	Prep Learners (CEFR levels	Quantitative	SPSS,

depending on their gender?	Questionnaire (FLSAQ), Demographic Information		are between A1 and B2)	t-test
5. Do the learners differ in terms of their anxiety level depending on their age?	Foreign Language Speaking Anxiety Questionnaire (FLSAQ), Demographic Information	226	Prep Learners (CEFR levels are between A1 and B2)	Quantitative SPSS, One-Way Anova
6. Do the learners differ in terms of their anxiety level depending on their majors?	Foreign Language Speaking Anxiety Questionnaire (FLSAQ), Demographic Information	226	Prep Learners (CEFR levels are between A1 and B2)	Quantitative SPSS, One-Way Anova

As Table 8 shows, there are 226 participants, whose CEFR levels range from A1 to B2, and all of them have filled in the questionnaire FLSAQ and have given short answers about their age, gender, and majors. Also, the whole data were collected quantitatively. To be able to answer first two research questions, which are the role of the teacher on anxiety level of university preparatory school learners' speaking, and the extent of teacher impact on their learners' speaking anxiety, SPSS was used to analyze the data. Third question which is "How anxious are Turkish university preparatory school learners while communicating in English?" was analyzed by SPSS, as well. Last three questions that are "Do the learners differ in terms of their anxiety level depending on their gender?", "Do the learners differ in terms of their anxiety level depending on their age?", and "Do the learners differ in terms of their anxiety level depending on their majors?" include the participants with different age groups, gender, and academic majors. For this reason, SPSS, t-test, and one-way ANOVA were used to explore if there was a difference between the level of anxiety and age/ gender/ or major or not.

Chapter 4

Findings, Comments and Discussion

Introduction

This chapter presents both the findings and discussion of the study. Data were collected from 226 participants who are university preparatory school students in the School of Foreign Languages, at a state university. The instrument to collect data was an online questionnaire named Foreign Language Speaking Anxiety Questionnaire. The collected data were analyzed quantitatively by means of SPSS, t-test, and one-way ANOVA.

Data were collected to find out the teacher impact on anxiety level of learners' speaking skill by focusing on prep learners since they have extended English course throughout an academic year. In addition, this study aimed at finding the relationship between teacher and the learners' English-speaking anxiety. While searching for the purposes of the study, the study also investigated other factors that may affect the anxiety level such as different gender, age, or academic majors. In other words, whether there was a difference between female and male students and the anxiety level while they are speaking English, or whether the students from different departments, and from different age ranges have the same feelings in English speaking lessons or not were analyzed. It was aimed to fill in the gap in the literature, and to give some suggestions for both learners and teachers in order for eliminating negative feelings and removing barriers to feeling positive while speaking English. By this way, a better learning atmosphere will be created. For the purposes above, an online foreign language speaking anxiety questionnaire was administered to the learners. The findings, comments, and discussion are presented under each research question part below.

RQ1: What is the role of the teacher on anxiety level of university preparatory school learners' speaking?

To be able to investigate the role of the teacher on prep learners' English-speaking anxiety level, FLSAQ was conducted. Whether a teacher may really have an influence on

preparatory learners English speaking anxiety, or their emotional state in general has been searched. The questionnaire has twenty-two items that measure anxiety level of the learners while speaking English in language classrooms. The items have five-point Likert scales, and the points were labelled as 1= Strongly Disagree; 2= Disagree; 3= Not Sure; 4= Agree; 5= Strongly Agree.

Table 9

Descriptive Statics of Items

	Mean	Std. Deviation	N
1. I am never quite sure of myself when I am speaking in English.	3,03	1,095	226
2. I am afraid of making mistakes in English classes.	3,04	1,257	226
3. I tremble when I know that I am going to be called on in English classes.	2,74	1,343	226
4. I get frightened when I don't understand what the teacher is saying in English.	2,53	1,237	226
5. I start to panic when I have to speak without preparation in English classes.	3,26	1,274	226
6. I get embarrassed to volunteer answers in English classes.	2,65	1,292	226
7. I feel nervous while speaking English with native speakers.	2,94	1,212	226
8. I get upset when I don't understand what the teacher is correcting.	3,00	1,279	226
9. I don't feel confident when I speak English in classes.	2,91	1,178	226
10. I am afraid that my English teacher is ready to correct every mistake I make.	2,52	1,193	226
11. I can feel my heart pounding when I am going to be called on in English classes.	2,92	1,311	226
12. I always feel that the other students speak English better than I do.	2,81	1,274	226
13. I feel very self-conscious about speaking English in front of other students.	2,76	1,270	226
14. I get nervous and confused when I am speaking in English classes.	2,94	1,170	226

15. I get nervous when I don't understand every word my English teacher says.	2,59	1,201	226
16. I feel overwhelmed by the number of rules I have to learn to speak English.	3,17	1,302	226
17. I am afraid that the other students will laugh at me when I speak English.	2,52	1,300	226
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3,19	1,273	226
19. I feel more confident while speaking English when I share a kind and warm relationship with my teacher in English classes.	4,15	1,001	226
20. When I know that my English teacher values his/her relationship with me, I feel quite pleased with speaking activities.	4,19	,915	226
21. When my teacher praises me, I feel less nervous while speaking English.	3,92	,965	226
22. I feel anxious when I have to spontaneously share information about myself in English classes.	2,82	1,213	226

Based on the criteria above, the learners have ranked their anxiety level. Table 9 shows the mean score of each item in the questionnaire. Moreover, with the help of the table above, it can be seen standard deviation of the items and the total number of the participants for each item. As a result, 22 items in the questionnaire have answered by 226 participants. The scores indicate that the learners agree most with item which is "When I know that my English teacher values his/her relationship with me, I feel quite pleased with speaking activities", whereas; they agree least with the items that are "I am afraid that the other students will laugh at me when I speak English", and "I am afraid that my English teacher is ready to correct every mistake I make". Furthermore, the average of the learners is not sure about feeling upset when they do not understand what their teacher is correcting. As it is shown, the learners' anxiety level while speaking English in their classrooms ranges from strongly disagree to strongly agree depending on the situations. While they prefer "strongly disagree" for some of the items, for some others, they prefer "strongly disagree". Also, when they cannot decide on an item, they have the right to choose "not sure", which makes them feel more comfortable about ranking the items. Although most of the items are seen as about feeling more or less anxious, there

are also few items about feeling confident, and pleased depending on the impact of the teachers.

The Interpretation of the Findings Related to the Role of the Teacher on University Preparatory School Learners' Speaking Anxiety Level

As MacIntyre defined, Foreign Language Anxiety is “the worry and negative emotional reaction aroused when learning or using a second language” (1999, p. 27). So most of the learners have been feeling this negative emotional state in language classrooms. Like Horwitz et al., some language researchers had accepted the negative effects of anxiety by seeing it as an obstacle to come through in learning to speak a foreign or second language (1986). Similarly, the current study proves that the learners have been feeling anxious, not confident, embarrassed, frightened, or nervous while speaking English. Among the factors affecting language learning, the emotional state of the learners may prevent input in some situations as it is called as “affective filter” (Krashen & Terrell, 1983). Since it is a serious issue in language classrooms, it should not be ignored neither by the teachers nor by the learners. With these in mind, throughout the foreign language classroom anxiety history, numerous studies have been investigated by researchers (Kleinmann, 1977; Horwitz et al., 1986; Katalin, 2006; Dewaele & MacIntyre, 2014; Jin & Dewaele, 2018) in order to reveal the effects of anxiety in language learning classrooms. In the light of this information, the current study has profoundly focused on teacher factor on FLCA by adding speaking into the topic.

The analyses of the impact of teachers on preparatory learners' speaking have uncovered some patterns. First of all, the learners feel quite pleased with speaking activities when they know that their English teacher values his/her relationship with them, and the learners are more confident while speaking English when they share a kind and warm relationship with their teacher in English classes. The reason for that might be the fact that people feel more comfortable while talking in a friendly environment. With the help of their warm and good relationship with their teacher, the learners may try to create their friendly atmosphere because in a friendly classroom atmosphere, the learners definitely care about

their teachers' opinion about them (Daud, 2019). These findings show that they certainly care about their relationship with their English teacher. Also, since being able to communicate in a foreign language is quite important while learning it, the learners need to feel confident and pleased in order to keep speaking. Similarly, Dewaele and MacIntyre (2014) highlighted that when students have more supportive teachers, they are eager to feel more positively. However, in the opposite situation, when they do not have a good relationship with their teachers and peers, they feel more anxious and nervous in the classrooms. Also, the fact that the learners' academic success increased when they have a good relationship with their peers has been claimed by Wentzel (2017), too.

Secondly, the learners agree least with the items of "I am afraid that the other students will laugh at me when I speak English", and "I am afraid that my English teacher is ready to correct every mistake I make". It shows they do not get affected negatively by being laughed at when they speak English or being corrected for every mistake they make as much as the other items in the questionnaire. The reason behind this may be that they are old enough not to laugh at others when they speak English or mispronounce some words, and since they are trying to learn English, they may know that making mistake is one of the vital components and an inevitable part of language learning process. Horwitz et al. stated three related performance that increase the learners' anxiety level, which are communication apprehension, test anxiety, and fear of negative evaluation (1986), and according to them, communication apprehension may be a result of being shy while communicating with other people which can be observed while speaking in front of a group of people. However, in the current study, the participants' statistics mean for the item "I tremble when I know that I am going to be called on in English classes" is 2.74, for the item "I get embarrassed to volunteer answers in English classes" is 2.65, for "I don't feel confident when I speak English in classes" is 2.91, for "I can feel my heart pounding when I am going to be called in English classes" is 2.92, for "I get nervous and confused when I am speaking in English classes" is 2.94, and for the item "I feel anxious when I have to spontaneously share information about myself in English classes" the mean score is

2.82. These show that most of them either strongly disagree or disagree with the items about speaking in front of the others in English classes.

Thirdly, the items directly related to their teachers have some results for the study. Firstly, Most of the learners are not sure about whether they get upset when they do not understand what the teacher is correcting or not. Also, when they feel that their teacher is ready to correct every mistake, most of them are not afraid. These may be because they know that they can ask again when they do not understand something since it is the correct place for them to improve their English proficiency level. Moreover, in language learning process, the mistakes help us to find out where to focus on, and they are the natural part of learning. When the learners do not understand every word that their English teacher says, most of them do not agree with the idea that they get nervous. As Krashen suggested “humans acquire language in only one way—by understanding messages, or by receiving ‘comprehensible input’ . . . that contains structures at our next ‘stage’—structures that are a bit beyond our current level of competence” (1985, p. 2), the teachers’ English level is higher than the learners in those language classrooms so they may be using a bit higher level of English in order to improve the learners’ language competence. Another idea by the participants is that they get nervous when the English teachers ask questions which they have not prepared in advance, since they may feel insecure about talking all of a sudden and it may cause uncertainty. When they have prepared or they are more organized, they know what to say and when to say which makes them less nervous. Balemir supports the same idea by claiming that not being prepared for the topic before the lesson increases the anxiety level of language learners (2009). In addition, when they share a kind and warm relationship with their teacher in English classes, they know that their English teacher values his/her relationship with them, and when their teacher praises them, they feel less nervous, more confident, and quite pleased. Most of the students either agree or strongly agree with the statements above, which illustrates that their relationship with their teachers, or the attitudes of their teachers have definitely an impact on

their emotional state. Similarly, Cheng (2005) claimed that when the learners had a patient and friendly teacher, they felt less anxious in the classroom.

Overall, the findings for this research question reveal that the learners feel anxious while speaking English depending on different situations and context. While in some context, they are affected negatively for some situations, in other contexts, including this study, they do not feel negative that much. Also, the relationship with their teacher has a role on the learners' anxiety level. As a whole, it can be concluded that when they have a friendly and warm relationship with their teachers, they are less likely to feel anxious. For this reason, the teachers need to be careful about their relationship with the learners and their attitudes towards their learners in language classrooms in order to have a positive classroom atmosphere with less affective filter.

RQ2: To what extent can teachers affect their learners' speaking anxiety?

Since the role of the teacher on prep learners' speaking anxiety has been proved above, the extent of this role has been investigated as well. In order to find out to what extent teachers can affect their learners' English-speaking anxiety, SPSS has been carried out. To make deep research, first, the frequency table of the items which are directly related to teacher in the questionnaire is presented.

Table 10

Frequency Statistics of Items Related to Teacher Factor

I get frightened when I don't understand what the teacher is saying in English.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	53	23,5	23,5	23,5
	Disagree	78	34,5	34,5	58,0
	Not Sure	32	14,2	14,2	72,1
	Agree	49	21,7	21,7	93,8
	Strongly Agree	14	6,2	6,2	100,0
	Total	226	100,0	100,0	

I get upset when I don't

understand what the teacher is
correcting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	14,6	14,6	14,6
	Disagree	60	26,5	26,5	41,2
	Not Sure	32	14,2	14,2	55,3
	Agree	76	33,6	33,6	88,9
	Strongly Agree	25	11,1	11,1	100,0
	Total	226	100,0	100,0	

I am afraid that my English

teacher is ready to correct every
mistake I make.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	21,2	21,2	21,2
	Disagree	81	35,8	35,8	57,1
	Not Sure	43	19,0	19,0	76,1
	Agree	39	17,3	17,3	93,4
	Strongly Agree	15	6,6	6,6	100,0
	Total	226	100,0	100,0	

I get nervous when I don't

understand every word my

English teacher says.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	18,1	18,1	18,1
	Disagree	91	40,3	40,3	58,4
	Not Sure	26	11,5	11,5	69,9
	Agree	55	24,3	24,3	94,2
	Strongly Agree	13	5,8	5,8	100,0
	Total	226	100,0	100,0	

I get nervous when the English

teacher asks questions which I

haven't prepared in advance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	11,9	11,9	11,9
	Disagree	53	23,5	23,5	35,4
	Not Sure	27	11,9	11,9	47,3
	Agree	88	38,9	38,9	86,3
	Strongly Agree	31	13,7	13,7	100,0
	Total	226	100,0	100,0	

I feel more confident while

speaking English when I share a

kind and warm relationship with

my teacher in English classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	3,1	3,1	3,1
	Disagree	12	5,3	5,3	8,4
	Not Sure	20	8,8	8,8	17,3
	Agree	87	38,5	38,5	55,8
	Strongly Agree	100	44,2	44,2	100,0

		Total	226	100,0	100,0
When I know that my English teacher values his/her relationship with me, I feel quite pleased with speaking activities.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2,7	2,7	2,7
	Disagree	8	3,5	3,5	6,2
	Not Sure	17	7,5	7,5	13,7
	Agree	102	45,1	45,1	58,8
	Strongly Agree	93	41,2	41,2	100,0
	Total	226	100,0	100,0	
When my teacher praises me, I feel less nervous while speaking English.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2,7	2,7	2,7
	Disagree	16	7,1	7,1	9,7
	Not Sure	30	13,3	13,3	23,0
	Agree	111	49,1	49,1	72,1
	Strongly Agree	63	27,9	27,9	100,0
	Total	226	100,0	100,0	

Table 10 shows the direct relationship between emotional state of learners and their relationship with their teachers. To what extent teachers can influence their learner's anxiety level while they are speaking English has been understood clearly via these eight items. First, the item that is most frequently preferred as "Strongly Disagree" is "I get frightened when I don't understand what the teacher is saying in English" with 53 participants. The item that is most frequently preferred as "Disagree" is "I get nervous when I don't understand every word my English teacher says", which has 91 participants. The item that is most frequently preferred as "Not Sure" is "I am afraid that my English teacher is ready to correct every mistake I make", which has 43 participants. The item that is most frequently preferred as "Agree" is "When my teacher praises me, I feel less nervous while speaking English", which has 111 participants. This result makes almost half of the participants feel less nervous when they are being praised. Lastly, the item that is most frequently preferred as "Strongly Agree" is "I feel more confident while speaking English when I share a kind and warm relationship with my teacher in English classes", which has 100 participants. Again, almost half of the participants strongly agree on

that they feel quite confident while speaking English if they have a kind and warm relationship with their teacher.

The Interpretation of the Findings Related to the Extent That Teachers Can Affect Their Learners' Speaking Anxiety

Discussion under the light of the findings above is presented below. The analysis of the extent of teacher effect on learners' speaking anxiety has concluded some patterns. First of all, the learners are affected by their teachers in terms of their emotional state in the classroom. For example, 174 participants, which is more than half of them agree or strongly agree that when their teacher praises them, they feel less nervous while speaking English. This shows, when they see a positive attitude from their teachers towards to them, the affective filter is lowered, which is feeling nervous in this context. Also, as it is stated in affective circumplex of Pekrun and Linnenbrink-Garcia (2012), feeling angry and tense are among the negative emotions like anxiety. In addition, the study of MacIntyre and Gardner (1994a, cited in MacIntyre, 1995) showed that anxiety level was directly related to performance deficits in the learning, recall, and vocabulary use So, the number of the learners cannot be ignored in this item in terms of its effect on language learning.

Similarly, eight out of ten participants either agree or strongly agree on the fact that they feel more confident while speaking English when they share a kind and warm relationship with their teacher in English classes. It shows that the learners care about their relationship with the teachers to a large extent. As it is previously stated by MacIntyre et al. (1998), some students are more willing to speak, or start a conversation and the reason behind this is that they have self-confidence, they are motivated, and they have a lack of anxiety, the current study is in the same vein with MacIntyre et al., as well. Dewaele and MacIntyre (2014) supported the item above in their study, as one of the participants showed the importance of teacher effect on emotional state by stating that: "I like my class of English . . . My teacher is really kind and she really help us, and she respects the students", and the other one expressed his/her opinion by saying: "I really like the participation part where the teacher is asking our

opinion. Being able to express our thoughts and making students active rather than passive members is going to aid the learning process". Therefore, sharing a kind and good relationship with the teacher has a great impact on the learners' emotional state. Therefore the teachers need to be aware of their power.

On the other hand, 132 participants disagree or strongly disagree to the item which is "I get nervous when I don't understand every word my English teacher says". It shows that when they do not understand their teachers' conversation or talking, they are not get affected negatively too much. Similarly, 131 participants do not get frightened when they do not understand what the teacher is saying in English. Unlike MacIntyre's examples about the repetitive relationship among anxiety, behavior, and cognition, the cognitive performance of the learners is not affected negatively since they do not feel anxious or frightened in those situations (1995).

In brief, the teachers are highly affected on the level of anxiety of learners while speaking English. Unfortunately, when they cause learning anxiety, they actually cause low academic achievement and low self-confidence for their learners, too (Awan et al., 2010). In order not to affect the learners negatively, they need to lower the affective filter in their classroom and increase the positive feelings. To be able to encourage the learners to speak more willingly and to enhance their motivation level, teachers should deal with anxiety problems in their classrooms.

RQ3: How anxious are Turkish university preparatory school learners while communicating in English?

The fact that teachers have an impact on anxiety level of prep learners' speaking and the role of the teachers can be high sometimes are presented previously. However, whether it is the same for all of the countries' preparatory school learners is still a question mark, although situations and context have significant role on that. The third research question of the current study is leading the study to determine how anxious Turkish preparatory school learners are

while communicating in English. To answer the question, the frequency of the questionnaire results will be uncovered while comparing the results with other countries' learners that were mentioned while reviewing the literature.

Table 11

Frequency Statistics of Items Related to English-Speaking Anxiety

I am never quite sure of myself when I am speaking in English.		Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Strongly Disagree	14	6,2	6,2	6,2	
	Disagree	68	30,1	30,1	36,3	
	Not Sure	64	28,3	28,3	64,6	
	Agree	58	25,7	25,7	90,3	
	Strongly Agree	22	9,7	9,7	100,0	
	Total	226	100,0	100,0		3,03
I start to panic when I have to speak without preparation in English classes.		Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Strongly Disagree	25	25	11,1	11,1	
	Disagree	49	49	21,7	32,7	
	Not Sure	32	32	14,2	46,9	
	Agree	83	83	36,7	83,6	
	Strongly Agree	37	37	16,4	100,0	
	Total	226	226	100,0		3,26
I feel nervous while speaking English with native speakers.		Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Strongly Disagree	32	14,2	14,2	14,2	
	Disagree	58	25,7	25,7	39,8	
	Not Sure	45	19,9	19,9	59,7	
	Agree	73	32,3	32,3	92,0	
	Strongly Agree	18	8,0	8,0	100,0	
	Total	226	100,0	100,0		2,94
I don't feel confident when I speak English in classes.		Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Strongly Disagree	26	11,5	11,5	11,5	
	Disagree	68	30,1	30,1	41,6	
	Not Sure	53	23,5	23,5	65,0	
	Agree	58	25,7	25,7	90,7	
	Strongly Agree	21	9,3	9,3	100,0	
	Total	226	100,0	100,0		2,91

Valid	Strongly Disagree	6	2,7	2,7	2,7	
	Disagree	8	3,5	3,5	6,2	
	Not Sure	17	7,5	7,5	13,7	
	Agree	102	45,1	45,1	58,8	
	Strongly Agree	93	41,2	41,2	100,0	
	Total	226	100,0	100,0		4,19
When my teacher praises me, I feel less nervous while speaking English.						
		Frequency	Percent	Valid Percent	Cumulative Percent	Mean
Valid	Strongly Disagree	6	2,7	2,7	2,7	
	Disagree	16	7,1	7,1	9,7	
	Not Sure	30	13,3	13,3	23,0	
	Agree	111	49,1	49,1	72,1	
	Strongly Agree	63	27,9	27,9	100,0	
	Total	226	100,0	100,0		3,92

As Table 11 shows, the items have directly “speaking English” words in them so while the participants are answering these items, they focused on their anxiety level when they speak English. The item “when I know that my English teacher values his/her relationship with me, I feel quite pleased with speaking activities” has the highest mean score with 4,19, whereas the lowest mean score belongs to the item “I am afraid that the other students will laugh at me when I speak English” with 2,52. Also, their frequency numbers and the percentage of each item are presented above. Their comparison is investigated clearly in the following pages.

The Interpretation of the Findings Related to How Anxious Turkish University Preparatory School Learners Are While Communicating in English

The findings shown in Table 11 has some results. First, the learners do not agree to the items “I am afraid that the other students will laugh at me when I speak English”, “I get nervous and confused when I am speaking in English classes”, “I feel very self-conscious about speaking English in front of other students”, “I don’t feel confident when I speak English in classes”, “I feel nervous while speaking English with native speakers” since the mean scores of them are lower than 3,00. It shows that Turkish learners, who are studying at a state university School of Foreign Languages, do not feel so much negative emotions while speaking

English. They are not afraid of to be laughed at because of their mistakes while speaking English, they do not have a lack of self-confidence when they speak English, or they are not nervous even when they talk to native speakers. These findings show that the affective filter is relatively diminished in the classrooms. However, findings from Pakistan shows the opposite since Pakistani students get quite nervous in English language classrooms as they are exposed to this language just in language classrooms (Awan et al., 2010). According to the FLCAS results (Horwitz et al., 1986), Awan et al. found out that Pakistani students are unable to talk spontaneously, worried about pronunciation, afraid of being misunderstood, etc. (2010). In addition, they suggest lowering the affective filter and creating a more friendly classroom environment since the high level of anxiety creates the lower academic success.

Second, although they do not feel much negativity during English speaking sessions, the participations agreed on some of the items such as “I am never quite sure of myself when I am speaking in English”, and “I start to panic when I have to speak without preparation in English classes” since the mean scores of them are higher than 3,00. These findings show that despite the fact that most of them feel confident when they speak English or they do not get nervous or confused in English classes, they are still not quite sure of themselves while talking and if they are not prepared they may start to panic. The classrooms will be a better place with a lower affective filter rate, if these factors are handled well. The reason is that when the learners have a positive attitude towards the language, they start to talk more as supported by Yashima (2002), who conducted a study in a Japanese EFL (English as a Foreign Language, which is learning English as a foreign language not native or second language) context. In addition, a study from China investigated the roles of the emotional states of teachers and learners on anxiety in foreign language classrooms and they found out that perceived student emotional support was highly influential on FLCA (Jin & Dewaele, 2018). Therefore, the emotional state of the learners should not be ignored in language classrooms.

Lastly, the items such as “When I know that my English teacher values his/her relationship with me, I feel quite pleased with speaking activities”, “I feel more confident while

speaking English when I share a kind and warm relationship with my teacher in English classes”, and “When my teacher praises me, I feel less nervous while speaking English” has high mean scores in terms of agree or strongly agree. It shows that Turkish preparatory school learners strongly care about their relationship with their teachers and teacher factor has a high impact on the anxiety level that they feel when they speak English. Also, the learners need positive reinforcement to feel less anxious or nervous.

In brief, Turkish university preparatory school learners at a state university in Turkey do not feel anxious or nervous mostly although they are still getting nervous when they have to speak without preparation. In addition, they are not sure of themselves when they speak English in classes despite feeling confident. One of the most important findings proves that Turkish preparatory learners feel more confident, more pleased, and less nervous when they have a good relationship with their teachers and when they are praised by their English teachers. The result may change in different countries since the items depend on the context in which it takes place.

RQ4: Do the learners differ in terms of their anxiety level depending on their gender?

The level of anxiety level of prep learners while speaking English has been investigated before. Also, the extent of teacher factor on anxiety level has been analyzed through SPSS. Turkish learners and some other countries' learners have been compared in terms of their emotional states, too. The next research question of the current study is about the difference between female and male learners' anxiety level. To be able to examine if learners differ in terms of their anxiety level depending on their gender, an independent samples t-test was carried out.

Table 12

Gender Differences with regard to FLSAQ Scores

Gender	N	Mean	Std. Deviation	Std. Error Mean
Female	137	3,1755	,76361	,06524

anxiety_score	Male	89	2,7983	,75611	,08015
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Table 12 shows the number of female and male participants. 137 of the participants are female, while 89 of the participants are male. Also, their mean scores are shown in the table. According to the results, the mean score of female participants is 3,17, while the male participants' mean score is 2,79. Standard deviation and standard error mean scores are presented as well. The analysis was carried out by independent samples t-test.

Table 13

Independent Samples t-Test of Genders

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed	,122	,727	3,642	224	,000	,37725	,10356	Lower ,17317	Upper ,58133
Equal variances not assumed			3,650	189,436	,000	,37725	,10334	,17340	,58110

Table 13 presents the result of independent samples t-test of genders, which are female and male. When it is looked at Levene's Test for Equality of Variances, the significance score is ,727 that means equal variances assumed. Independent samples t-test revealed that sig. (2-tailed) <0,05, so there is a difference between female (M=3,17) and male (M=2,79) students, $t(224) = 3,64$, $p=0,00$. Hence it can be argued that female students are closer to agree on the items in the questionnaire than males.

The Interpretation of the Findings Related to whether the Learners Differ in terms of Their Anxiety Level Depending on Their Gender

In our study, an independent t-test was conducted to find out the difference between female and male learners' anxiety level. According to the findings, female learners scored meaningfully higher than males. For this reason, it can be concluded that while female learners are slightly above "Not Sure", they are closer to "Agree" or "Strongly Agree" option in the surveyed participations. Female learners are more anxious than male learners in terms of speaking English.

In the literature, there are some studies dealing with the same question. Some of them found out that the gender of the students had no impact on the anxiety level of the learners neither at the very beginning of the language learning process nor after a long time (Batumlu & Erden, 2007). Batumlu and Erden found out that, the anxiety level of female and male students was similar in language classrooms at a university in Turkey, which is a similar context as the current study. However, the academic achievement of the learners depended on the anxiety level of them (2007). Similarly, Dewaele (2007), Kirubasankar et al. (2021), and Balemir (2009) stated the fact that gender had no impact on foreign language anxiety or on anxiety disorders of the students.

On the other hand, some studies in the literature studied with students to find out if there was a meaningful relationship between gender and anxiety level. As Na (2007) studied with Chinese students, the findings showed that most of the students experienced anxiety in the classroom and male students were more anxious than females in language classrooms. According to other results on the effects of FLCA on learners' achievements, undergraduate male students felt anxiety more than females, so they concluded that female students might have been more self-confident than males (Awan et al., 2010; Na, 2007; Yan & Horwitz, 2008;).

As a result, in the literature there are different findings related to the difference between gender/sex and foreign language anxiety level. In some of them, they claim that there is a meaningful relationship between different genders, in spite of the fact that there is not even a

relationship between anxiety and gender in some others. Although our study shows a meaningful difference between male and female learners' anxiety level, since they are not close to strongly disagree or strongly agree so much, and the numbers are not so equal, it cannot be claimed that female or male learners are strongly good at dealing with anxiety or nervousness. However, there is definitely a relationship between gender and foreign language anxiety level of the learners.

RQ5: Do the learners differ in terms of their anxiety level depending on their age?

After analyzing the difference between gender and anxiety with independent samples t-test, one-way anova is used to analyze if learners differ in terms of their anxiety level depending on their age. One-way anova was used for this analysis since there are more than two variables in age criteria.

Table 14

Test of Homogeneity of Variances

Levene Statistic	anxiety_score		
	df1	df2	Sig.
1,774 ^a	5	218	,119

a. Groups with only one case are ignored in computing the test of homogeneity of variance for anxiety_score

Table 14 shows the test of homogeneity of variances. The explanation about value for Levene Statistic is that there is only one participant at the age of 17, and one participant at the age of 25. Since it is a just a small part of the whole participations, they are not assumed as determinative, so they are excluded while analyzing the data. Also, test of homogeneity of variances demonstrated that the data are normally distributed because p value (Sig.) is higher than 0,05 as shown in Table 14.

Table 15

One-Way ANOVA Results of Age and Anxiety

anxiety_score	Sum of Squares	Df	Mean Square	F	Sig.
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Between Groups	6,839	7	,977	1,633	,127
Within Groups	130,451	218	,598		
Total	137,290	225			

In order to see the relationship between age and anxiety level, one-way anova has been conducted. Table 15 shows the results of the analysis. In the analysis above, as sig. value (,127) is higher than 0.05, a significant difference between age factor and anxiety level does not exist.

Table 16

Descriptive Statistics of Age and FLSAQ

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
17	1	3,3636	.	.	.	.	3,36	3,36
18	75	2,9533	,75237	,08688	2,7802	3,1264	1,00	4,95
19	98	3,0441	,76299	,07707	2,8911	3,1970	1,32	4,64
20	32	2,8651	,90759	,16044	2,5378	3,1923	1,14	4,32
21	8	3,2557	,73772	,26082	2,6389	3,8724	2,05	4,41
22	5	3,8909	,74938	,33513	2,9604	4,8214	2,68	4,73
23	6	3,4848	,31710	,12945	3,1521	3,8176	2,91	3,73
25	1	2,8182	.	.	.	.	2,82	2,82
Total	226	3,0270	,78114	,05196	2,9246	3,1293	1,00	4,95

Although there is no difference between anxiety level and age, the mean scores of each age range are presented in Table 16. The highest mean scores belong to participants who are 22 years old. Although the lowest mean scores seem to belong to 25 ages, since there is only

one participant and it is omitted while analyzing, the lowest scores belong to 20 years old participants.

The Interpretation of the Findings Related to whether the Learners Differ in terms of Their Anxiety Level Depending on Their Age

Findings show that there is not a statistical difference between learners' age and their anxiety level while speaking English. The results may be because of the fact that between 18 and 23 (year 17 and 25 are excluded due to the minority of the participants), there is not much generation gap. Also, the learners whether they are 18 or 23 are in the same class and taking the same courses. Therefore, regardless of their age group, the coursebook they use in the classroom, the activities in the class, homework, exams, etc. are same as well. These may be the reasons why learners do not show a difference in terms of their English-speaking anxiety level and age.

RQ6: Do the learners differ in terms of their anxiety level depending on their majors?

After the analysis of the difference between anxiety level of learners and their age groups with one-way anova, for analyzing English-speaking anxiety level and academic majors of learners, one-way ANOVA is used. For the relationship among different majors has more than two variables, one-way ANOVA was a good way to analyze them.

Table 17

Test of Homogeneity of Variances

<i>anxiety_score</i>			
Levene Statistic	df1	df2	Sig.
,735	6	219	,622

Table 17 shows the test of homogeneity of variances and it presents that the data are normally distributed because p value (Sig.) is higher than 0,05. As Levene Statistic presents,

the samples for one-way anova of the difference between academic major and anxiety level have equal variances.

Table 18

One-Way ANOVA Results of Major and Anxiety

anxiety_score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,283	6	,881	1,461	,193
Within Groups	132,007	219	,603		
Total	137,290	225			

Table 18 shows the results of one-way anova analysis. In the analysis above, as sig. value (.193) is higher than 0.05, there is not a significant difference between preparatory school learners' academic majors and their anxiety level while speaking English.

Table 19

Descriptive Statistics of Major and FLSAQ

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Teaching	45	2,8475	,88846	,13244	2,5806	3,1144	1,00	4,95
Engineering	12	3,0180	,74849	,06668	2,8861	3,1500	1,32	4,73
Medicine	13	2,9510	,69444	,19260	2,5314	3,3707	2,05	4,00
Architecture	21	3,3290	,72698	,15864	2,9981	3,6599	1,77	4,50
Urban and Regional Planning	11	3,1860	,88571	,26705	2,5909	3,7810	1,23	4,41
Industrial Design	8	3,4034	,64577	,22832	2,8635	3,9433	2,36	4,41
Public Finance	2	2,5682	,35355	,25000	-,6084	5,7447	2,32	2,82

Total	22	3,02	,78114	,051	2,9246	3,1293	1,00	4,95
	6	70		96				

Although there is no significant difference between academic majors and foreign language anxiety level, the mean scores are presented in Table 19. The number of the participants in each academic major can be found in Table 19, as well. The learners from Industrial Design major have the highest mean scores (3,40), followed by architecture learners (3,32). The lowest mean scores are the participants from Public Finance major (2,56), followed by teaching (2,84). So, their mean scores change depending on their majors.

The Interpretation of the Findings Related to whether the Learners Differ in terms of Their Anxiety Level Depending on Their Majors

One-way ANOVA results show that there is not a significant difference statistically between prep learners' academic majors and anxiety level when they speak English. These findings may share similar reasons with the difference between age and anxiety. Although their main majors are different, language input that the learners are exposed to is the same since they are at the same school. As a result, since their language learning materials, and other variables do not change in the same school, there is no difference between their anxiety level depending on their majors as well.

Overall Remarks

In summary, this chapter has some important results in terms of filling the gap in the literature as it is stated in previous chapters. First, Turkish learners that study at a state university School of Foreign Languages feel different emotions in the classroom such as anxious, nervous, frightened, self-confident, self-conscious, or upset. Second, there are some variables affecting these emotions such as teacher factor. The teachers have a great influence on their learners' emotional situations. For example, when they have a good relationship with them, their learners feel less anxious or nervous while speaking English, but; when the learners do not feel that their teachers care about the relationship with them, they do not feel confident

much while speaking English. Also, if the learners have to speak spontaneously in the classroom, they may feel nervous or frightened, as well. Next, gender difference of the learners may cause a slight difference in terms of anxiety level. However, age or academic major of the learners do not show a significant difference in terms of foreign language anxiety.

Chapter 5

Conclusion and Suggestions

This chapter starts with a summary of the research, and the aim of the study, data collection and analysis procedures, and results of the study are given. Then, pedagogical implications and limitations of the research study are presented. Lastly, the chapter ends with some suggestions for teachers, learners, and further research studies.

Summary of the Study

Throughout language teaching history, various methods and techniques had been suggested to find out the best way of teaching the language. It cannot be claimed that one of them was the best; instead, they were all helpful in some ways with their advantages and disadvantages. The factors that made them effective or ineffective in language classrooms might have been the context, the needs of the students, the country, the teachers, the emotional state of the learners, etc. As Krashen and Terrell suggested, there were some situations that could prevent language input, which was called as “affective filter” (1983). According to Krashen, affective filter is related to the emotional state of the learners while learning a language. Also, affective filter is affected by some variables like motivation, self-confidence, and anxiety as learners with high level of anxiety created high level of affective filter in the classroom that was a barrier for language learning process. Therefore, affective filter and its effects should not be ignored in language classrooms, since it directly affects learners’ performance. These negative feelings do not just affect the current situation of the learners. Instead, they can create prejudice about the foreign language. Also, four main skills of a language, which are reading, listening, writing, and speaking, may not be affected equally by negative feelings. For example, productive skills of writing and speaking may cause a higher level of anxiety since they are related to the output of the language. So while speaking, the negative feelings can be the barriers to produce the language effectively. Although the factors and variables that have an impact on anxiety level of learners, there has been very little

research on especially teacher factor on anxiety level of learners' speaking skill, which was conducted in Turkey. For this reason, this study was needed, and it aimed to find out the teacher factor on anxiety level of preparatory learners' speaking skill. Also, it aimed to explore to what extent the teachers could affect their learners' English-speaking anxiety, how anxious Turkish preparatory school learners were while communicating in English, and whether learners differed in terms of their anxiety level depending on their gender/ age/ majors.

In line with these purposes, quantitative data were collected from the preparatory students studying at a state university, School of Foreign Languages, Turkey. For data collection, a modified online questionnaire, Foreign Language Speaking Anxiety Questionnaire (FLSAQ) by Öztürk and Gürbüz, who selected 18 items out of 33 items of Foreign Language Classroom Anxiety Scale developed by Horwitz et al., (1986), and 4 items, which were adapted from Student-Teacher Relationship Scale (STRS) by Pianta (2001) in order to measure the anxiety level of learners while speaking English depending on teacher factor. As the proficiency levels of most of the participants were beginner or elementary, it was necessary to administer the questionnaire in Turkish. After translating it, back translation was also made by two English language teachers to find out the best version of the questionnaire. For reliability of the questionnaire Cronbach's Alpha was used, and the score was ,933. KMO value was ,93, which meant that sample size was adequate. Also, Bartlett's test of Sphericity value was found ,2980 so the data was appropriate and meaningful. After that, the questionnaire was conducted with 226 students from the state university. After the data were collected and they were analyzed using SPSS, t-test, and one way ANOVA.

The findings reveal that there is a relationship between teacher and the anxiety level of preparatory learners while speaking English. For example, even they say that they are not anxious or nervous while speaking English in the classroom, they are not afraid that their English teacher is ready to correct every mistake they make, they also say that they get nervous when the English teacher asks questions which they have not prepared in advance, or they do not feel quite sure of themselves while speaking. They definitely care about their

relationship with their teachers as they claim that they feel more confident while speaking English when they share a kind and warm relationship with their teachers, and when they know that their English teacher values his/her relationship with them, they feel quite pleased with speaking activities. Also, results show that when the teachers praise the learners, they feel less nervous while speaking English. Regardless of their age, they need positive reinforcement to lower negative feelings. These findings show that teacher factor has a great impact on their learners' anxiety level while speaking. Also, Turkish preparatory school learners feel anxiety to some extent depending on the situations. In addition, although the difference is not significant, female, and male learners make a difference with feeling anxious or caring about their emotional state. Female learners experience more feelings depending on the situations than male learners. However, there is no relationship between English-speaking anxiety and age or academic majors since they are all in the same school, taking the same course, doing the same activities or tasks, and being exposed to the same language input.

Pedagogical Implications

This study reveals some pedagogical implications for language learning and teaching. Overall, the findings have proven that a state university preparatory school learners somewhat feel anxious. The situations and the context depend on their anxiety level while producing the language. The fact that they feel anxious depending on some situations shows that their relationship with their teacher is quite significant. Thus, the situations should be arranged accordingly in order to lower negative feelings in the classroom. For example, most the learners in the study express that they are not afraid to be laughed at when they speak English. It shows the classrooms are mostly friendly and errors are welcome. In the same vein, language classrooms should have a relaxed and friendly atmosphere. On the other hand, when the learners are not prepared in advance, they feel nervous or anxious and they start to panic while speaking English. Sometimes they have to speak without any preparation but even the topic is unexpected they may have a few minutes to think about the topic and take some notes on it. In this way, they will feel less anxious since they have a chance to get prepared.

Another implication is that the way teachers approach their students might change students' emotional state. The findings show that when the relationship between the learners and the teachers is warm, kind, and good, the learners feel more confident and less anxious while speaking English. Even with the older learners, the teacher-learner relationship is significant, so teachers should be aware of that. Their attitudes towards the learners should not be strict or careless, since it will increase affective filter in the classroom, which will directly affect the learners' performance. Teachers should create a sense of trust and kindness with their learners. Both the learners and teachers should establish a classroom with cooperation rather than competition to encourage and motivate the learners in language classrooms. Also, teachers should motivate their learners with positive reinforcement as the learners are affected positively by their teachers' positive compliments. Teachers should support the output and the efforts of their learners which will help to create a positive classroom atmosphere. The more they get positive reinforcement, the more they will make effort, and at the end academic achievement will follow them. In addition, since female learners care more about emotional state in the current study, the teachers should be careful about their attitudes not only towards female learners but towards male learners also. One of the suggestions to do is that the tasks and activities should be chosen according to both male and female learners' interests so that female learners can feel positive, too.

To sum up, our study has revealed some findings and results. According to the findings from the preparatory school learners, there are some pedagogical implications. In order to lower negative situations and feelings in the classroom, the implications should be taken in the consideration. For better language classrooms, both the teachers and the learners should be aware of them.

Limitations

The present study has a number of limitations. First of all, although the data were collected in a preparatory school, the results cannot be generalized for the whole preparatory

schools since only one state university, School of Foreign Languages is chosen to collect data because of several reasons mentioned previously. Second, since it is a quantitative study, the statements in the questionnaire are limited, so the researcher did not have the chance to ask follow-up questions. Thus, cause and effect relationship cannot be claimed by this study. Also, due to the unfortunate earthquakes in Turkey, the universities had online classes after collecting the data for the current study. Since most of the participants left the city, there was no chance to make an interview to look for the reasons why female learners are affected emotionally more than males. Third, because the number of the participants is limited for some age ranges or majors, the results cannot be generalized for a larger community. In addition, there are numerous factors that affect anxiety level of prep learners' speaking; however, it is not possible to test all of the factors in the current study.

The limitations of the current study have been discussed. The limitations of research design and the setting are implied as well. The reasons why this study only investigated teacher factor on anxiety level of prep learners' speaking are stated above as well. With these in mind, the broader research studies can be conducted with different purposes.

Suggestions For Further Research

Despite numerous studies on anxiety of learners, there is still a gap in the literature about teacher factor on anxiety level and especially in Turkish context. Although they focus on different factors causing anxiety, our study especially focused on teacher factor in a Turkish university preparatory school. In addition, our revealed that teacher has a great impact on their learners' English-speaking anxiety and other emotional states as well. However, as there is not any cause-and-effect relationship in the current study, future studies can be conducted to find out that relationship by answering how or why teachers affect their learners' anxiety level. In addition, as this study revealed the difference between gender and anxiety level, future studies may focus on the reasons of this difference. Also, FLSAQ in the current study can be

used in other schools in Turkey to reach a larger population and to be able to compare different contexts.

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Appendix A. The Foreign Language Speaking Anxiety Questionnaire – English Version

This questionnaire is prepared to collect information about your level of English language speaking anxiety that you experience in classroom atmosphere. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution.

'1': Strongly disagree. '2': Disagree. '3': Not sure. '4': Agree. '5': Strongly agree.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English.	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes.	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
9. I don't feel confident when I speak English in classes.	1	2	3	4	5
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5

16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5
19. I feel more confident while speaking English when I share a kind and warm relationship with my teacher in English classes.	1	2	3	4	5
20. When I know that my English teacher values his/her relationship with me, I feel quite pleased with speaking activities.	1	2	3	4	5
21. When my teacher praises me, I feel less nervous while speaking English.	1	2	3	4	5
22. I feel anxious when I have to spontaneously share information about myself in English classes.	1	2	3	4	5

Appendix B. The Foreign Language Speaking Anxiety Questionnaire – Turkish Version

Bu ölçek sınıf ortamında deneyimlediğiniz İngilizce dili konuşma kaygınızın düzeyi hakkında bilgi toplamak için hazırlanmıştır. Ölçekteki maddelerin doğru ya da yanlış bir cevabı bulunmamaktadır. Katkılarınız için teşekkürler.

Bölüm A) Lütfen aşağıdaki soruları doğru bir şekilde cevaplayınız.

1. Kaç yaşındasınız?

2. Bölümünüz nedir? (Mühendislik, Tıp, İşletme, Maliye vb.)

3. Cinsiyetiniz nedir? (Kadın/Erkek/Söylememeyi tercih ederim)

Bölüm B) Lütfen her bir ifadeyi okuduktan sonra size en yakın seçeneği işaretleyiniz.

'1': Kesinlikle katılmıyorum. '2': Katılmıyorum. '3': Kararsızım.

'4': Katılıyorum. '5': Kesinlikle katılıyorum.

İfadeler	Kesinlikle katılmıyorum	Katılmıyorum	Emin değilim	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce konuşurken hiçbir zaman kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde hata yapmaktan korkuyorum.	1	2	3	4	5
3. İngilizce derslerinde sıranın bana geldiğini bildiğimde gerginlikten titriyorum.	1	2	3	4	5
4. Öğretmenimin İngilizce olarak ne söylediğini anlamadığımda korkuyorum.	1	2	3	4	5
5. İngilizce derslerinde önceden hazırlıksız konuşmak zorunda olduğumda	1	2	3	4	5

paniğe kapılmaya başlıyorum.					
6. İngilizce derslerinde sorulara gönüllü olarak cevap vermem gerektiğinde utanıyorum.	1	2	3	4	5
7. Ana dili İngilizce olan insanlarla konuşurken gergin hissediyorum.	1	2	3	4	5
8. Öğretmenimin hangi hataları düzelttiğini anlamadığımda üzülüyorum.	1	2	3	4	5
9. Derslerde İngilizce konuşurken kendime güvenmiyorum.	1	2	3	4	5
10. İngilizce öğretmenimin, yaptığım her hatayı düzeltmek için beklemesinden korkuyorum.	1	2	3	4	5
11. İngilizce derslerinde sıra bana geldiğinde kalbimin hızlı hızlı attığını duyabiliyorum.	1	2	3	4	5
12. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu hissediyorum.	1	2	3	4	5
13. Diğer öğrencilerin önünde İngilizce konuşmak beni çok utandırıyor.	1	2	3	4	5
14. İngilizce derslerinde konuşurken gergin ve karmakarışık hissediyorum.	1	2	3	4	5
15. İngilizce öğretmenimin söylediği her bir kelimeyi	1	2	3	4	5

anlamadığımda geriliyorum.					
16. İngilizce konuşmak için öğrenmek zorunda olduğum kuralların sayısı beni bunaltıyor.	1	2	3	4	5
17. İngilizce konuşurken diğer öğrencilerin bana gülmesinden endişe ediyorum.	1	2	3	4	5
18. İngilizce öğretmenim, önceden hazırlanmadığım sorular sorduğunda gergin hissediyorum.	1	2	3	4	5
19. İngilizce derslerinde öğretmenimle daha nazik ve samimi bir ilişki kurduğumda, İngilizce konuşurken daha özgüvenli hissediyorum.	1	2	3	4	5
20. İngilizce öğretmenimin benimle olan ilişkisine değer verdiğini bildiğim zaman, konuşma aktivitelerinde oldukça mutlu hissediyorum.	1	2	3	4	5
21. Öğretmenim beni övdüğünde, İngilizce konuşurken daha az gergin hissediyorum.	1	2	3	4	5
22. İngilizce derslerinde kendimle ilgili spontane bir şekilde bilgi vermek zorunda kaldığımda gergin hissediyorum.	1	2	3	4	5

APPENDIX-C: Ethics Committee Exemption Form / Ethics Committee Approval



T.C.
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Rektörlük

Sayı : E-35853172-300-00002357899
Konu : Şaziye DARENDELİ Hk. (Etik Komisyon İzni)

26.08.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 08.08.2022 tarihli ve E-51944218-300-00002325449 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencilerinden Şaziye DARENDELİ'nin Dr. Öğr. Üyesi İsmail Fırat ALTAY danışmanlığında yürüttüğü "Hazırlık Öğrencilerinin Konuşmalarının Kaygı Düzeyindeki Öğretmen Faktörü" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 23 Ağustos 2022 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

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APPENDIX-D: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

10/03/2023

Şaziye Darendeli

APPENDIX-E: Thesis/Dissertation Originality Report

09/04/2023

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Graduate School of Educational Sciences

To The Department of Foreign Language Education English Language Teaching

Thesis Title: Teacher Factor on Anxiety Level of University Preparatory School Learners' Speaking

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Department: Foreign Language Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

(Title, Name Lastname, Signature)

APPENDIX-F: Yayınlanma ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezimin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezimin aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir.⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir.⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir.⁽³⁾

10 /03 /2023

(imza)

Şaziye DARENDELİ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6.1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezinerişime açılmasının ertelenmesine karar verebilir.
 - (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezimin erişime açılması engellenebilir.
 - (3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
- Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.