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A COMPARISON OF TURKISH EFL STUDENTS' SPEAKING ANXIETY IN THE CLASSROOMS OF NATIVE AND NON- NATIVE INSTRUCTORS

MASTER OF ARTS THESIS

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ABSTRACT

In this study, L1 Turkish EFL students' speaking anxiety in native and non- native instructors' classroom will be compared. Speaking is one of the critical skills in the teaching and learning process in second language acquisition and since it is based on the production of language, it is one of the most compelling ones for students. There are some causes which may negatively affect the process and anxiety is one of those factors, specifically in that it demotivates learners in the classroom environment: thus, this research aims to identify to the sources of speaking anxiety of L1 Turkish EFL students. This study was conducted at three universities in Ankara, the data was collected through a questionnaire and adapted from the Foreign Language Classroom Anxiety Scale (hereafter referred to as FLCAS), which was developed by Horwitz et al. (1986). The results show that there is no statistically significant difference between the learners taught by native and non-native instructors on the basis of learner's gender and age. However, the length of learning was found to be effective in the comparison of the anxiety of learners and so, the participants with more years of instructions showed lower anxiety levels when compared to others.

Key words: Speaking anxiety, Turkish EFL students, native instructors, non- native instructors, language skills.

ÖZET

Bu çalışmada, yabancı dil öğrenmekte olan ve ana dili Türkçe olan öğrencilerin konuşma kaygısı ile ana dili Türkçe olan ve olmayan öğretim görevlilerinin derslerindeki konuşma kaygısı araştırılmaktadır. Konuşma, ikinci dil ediniminde öğrenme ve öğretme sürecinin önemli becerilerdendir. Çünkü öğrenciler için en zorlayıcı temel dil üretimlerinden biridir. Öğrenme sürecini olumsuz etkileyen bazı nedenler olabilir. Kaygı, sınıf ortamında öğrencilerin şevkini kıran faktörlerden biridir. Bu araştırmanın amacı yabancı dil öğrenmekte olan Türk öğrencilerin konuşma kaygısının nedenlerini açıklamaktır. Bu çalışma, Ankara da bulunan üç üniversitede yürütülmüştür. Veriler, sormaca yöntemi ile toplanmış olup Horwitz ve diğerlerinin (1986) yılında geliştirdiği yabancı dil sınıfındaki kaygı ölçeğinden uyarlanmıştır. Sonuçlara göre anadili Türkçe olan ve olmayan öğretim görevlileri fark etmeksizin öğrencileri arasında cinsiyet ve yaşa bağlı olarak anlamlı bir fark bulunmamıştır. Ancak, öğrenme sürecinin uzunluğu öğrenenler arasındaki kaygının karşılaştırılmasında etkili olduğu bulunmuştur. Daha uzun yıllardır öğrenenler diğerleri ile karşılaştırıldığında daha düşük kaygıya sahiptirler.

Anahtar Kelimeler: Konuşma kaygısı, İngilizceyi ikinci dil olarak öğrenen Türk öğrenciler, anadili İngilizce olan öğretim görevlileri, anadili İngilizce olmayan öğretim görevlileri, dil becerileri.

ABBREVIATIONS

CFI: Comparative Fit Index

CLT: Communicative Language Teaching

df: Degree of Freedom

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

FLCAS: Foreign Language Classroom Anxiety Scale

GFI: Goodness of Fit Index

L1: First language (Language 1)

L2: Second Language (Language 2)

M: Mean

N: Population Size

NI: Native Instructor

NNI: Non-native Instructor

p: Significance level

RMSEA: Root Mean Square Error of Approximation

sd: Standard Deviation

x^2 : Chi- Square

$\overline{X}$: Arithmetic Mean

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CHAPTER 1

INTRODUCTION

1.1.Background of the study

Anxiety is one of the problems encountered in language classrooms. Horwitz et. al. (1986) define speaking anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning experience" (p. 128). Horwitz, et. al. (1986) describe foreign language anxiety as being conceptually related to three types of anxieties, specific to the foreign language classroom: communication apprehension, fear of negative evaluation and test anxiety. Horwitz et. al. (1986) define communication apprehension as a kind of restlessness or concern associated with communicating with other people, while test anxiety is defined as a kind of performance anxiety related to fear of failure. For its part, the fear of negative evaluation is explained by these researchers and Aydın (2008) as an apprehension of other people's evaluations, avoiding evaluative situations, and expecting to be evaluated negatively by others. Lastly, test anxiety is a fear of evaluation, which is of course an essential part of the learning process. Specifically, taking the dynamics and characteristics of university level students studying a foreign language, they developed the Foreign Language Classroom Anxiety Scale (FLCAS) for measuring the levels of foreign language anxiety experienced by learners. Using the instrument, they measured a negative relationship between the level of foreign language anxiety and the level of achievement in the target language. Aydın (1999) highlights the importance of language anxiety as one of the factors affecting the students' experiences in language learning and leading them to avoid the learning environment. Tallon (2009) proposes that many factors determine the outcome of the learning process, including individual attributes such as cognitive abilities,

personality characteristics, learning styles, meta-cognitive differences, social contexts, and affective aspects.

1.2.Statement of the Research Problem

Highlighting anxiety as one of the most central issues in psychology and publishing, the findings would favor the development of strategies to decrease and eventually prevent speaking anxiety in classroom. As speaking anxiety is a vital problem in the teaching and learning process, there is considerable literature on speaking anxiety in the context of EFL (Aydın, 2008; Balemir 2009; Horwitz et. al., 1986; MacIntyre et. al 1991; Öztürk et. al. 2013; Taş, 2006 etc.) and this study hopes to add to this knowledge base by comparing L1 Turkish EFL students' speaking anxiety in native and non-native instructors' lectures.

1.3.Research Questions

In order to investigate the differences between native instructor and non-native instructor, the questions given below are asked:

1. Are there any statistical differences in the attitude of students towards Native and Non-Native English speaking lecturers on the basis of speaking anxiety?

2. To what extent do independent variables such as gender, age and the length of EFL learning have an influence on the speaking anxiety in the classroom?

1.4.The Purpose of the Study

This research compares native instructors' learners and non-native instructors' learners speaking anxiety. The attitudes of university students were investigated in this research and analyzed using questionnaires.

The questionnaire had two parts: the first section collected variables such as gender, age and the length of EFL learning whereas the second part included the Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz et al. (1986).

The scale was used to measure speaking anxiety from many perspectives, notably motivation (Huang, 2004; Öztürk et. al. 2013; Gonzales, 2010; etc.), success (Scovel, 1978; Taysi, 2015 etc.) gender and age (Aydın, Harputlu, Savran Çelik, Uştuk & Güzel, 2017; Bacon and Finnemann,1992; Öztürk and Gürbüz, 2013). Previously published studies in the context of native and non-native instructors were limited to participants at a state university; in this study, data was collected from the students of three different universities private and state run to determine, if these different contexts affect speaking anxiety.

1.5.The Significance of the Study

As stated above, this study aims to identify the factors affecting speaking anxiety in an EFL classroom. The findings will, on the one hand, promote discussions and the development of strategies for language teachers and, on the other, serve to guide higher education institutions in their inclusion, or exclusion, of native and non-native instructors in their university programs.

1.6.Limitations of the Study

This study had to contend with a number of limitations. The first of these is in regard to the number of the participants and institutions from which data was able to be collected. Specifically, access to native instructors is more difficult than non-native instructors; in fact, according to Crystal (2014), the rate of the non-native teachers to native ones is almost 3 to 1 (Crystal, 2014). This study had to contend with a lower number of native instructors than non-native instructors. Additionally, as stated previously, this study was carried out with students studying English at private and state universities' preparatory schools. Due to practical reasons, the sample was chosen from the ones recorded exclusively in this city and for this reason, the findings of the study may not be an accurate reflection of all Turkish students participating in EFL English throughout the country. Furthermore, this study utilized a *quantitative* method attitude scale to collect data, developed by Horwitz et. al.(1986). Other scales about language anxiety are available (Young, 1990; Huang, 2004; Woodrow, 2006 etc.) and it appears that the use of a *qualitative* method, such as observation or interview, *together* with the quantitative attitude scale, may yield more reliable and valid results.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this study is to establish a comparison of speaking anxiety and attitudes in L1 Turkish EFL students when in the presence of English native instructors versus non-native instructors.

2.2. Theoretical Framework

Communicative competence is perfect way to teach and learn oral skills. Krashen (1982) finds their current level can develop and become more advanced, though their input is also important and refers to their knowledge of the language. Target language messages and language acquisition should be progress, but anxiety causes to fail and so, learners with anxiety prevent themselves from using the language (Krashen, 1982). According to Krashen (1982), motivation is also important to the students for language acquisition. (Horwitz et al, 1986). In the case of second language acquisition, Krashen (1982) found that "Input hypothesis theory" was related to the learning process and students' motivation as well as their knowledge. Learners with anxiety affect their language acquisition process according to this theory. Horwitz (2008) analyzes the data from Krashen's "The Affective Filter" which implies that feelings and emotions about language learning and analyses using the language directly, is the best way of learning the second language. This theory highlights that the direct experiences of the target language is the most important issue for learners. Horwitz (2008), points out that Krashen's theory is that definite linguistic knowledge and controlled processing evolve into automatic.

Gass and Selinker (2008) inspire from Krashen's view aspects such as motivation, attitude, self-confidence, and anxiety. Krashen comes up with the notion that the

"Affective Filter" is up or down, the input will change the situation from passing through or blocking the acquisition device (Gass and Selinker, 2008). Horwitz (2008) states Conversation Theories indicates the importance of speaking in language learning. Participation of conversation is vital part of this theory. There are many ways to participate in speaking activities. According to Horwitz (2008) "conversation includes a process called scaffolding, where a better speaker, such as a native speaker, a teacher, or a more advanced language learner…" (p. 33) related to the attending speaking activities.

2.3. Conceptual Framework

2.3.1.What is Anxiety?

According to Branch's book of Aspects of Anxiety (1965), there are many psychological definitions about anxiety. Branch (1965) states that anxiety is so important that it blocks and affects adults' performance an even lowers their self-esteem. There are several possible explanations for these definitions. Guiora (1983) defines as "a profoundly unsettling psychological proposition." (p. 8); the effect of anxiety in the foreign language learning has mutual situations. So that anxiety reduces effective learning process. Foreign language learning is a life-long process and learning a new language creates a free atmosphere.

Moreover, there are some causes which may block the learning process such as fear in public speaking. Emotions and feelings affect personal psychology. For instance, fear of something or worry may cause anxiety in personal attitude both psychologically and in daily life. One of these feelings which may cause disappointment is fear and anxiety is a feeling directly related to worry and fear. Anxiety is a negative attitude towards being worried. Anxiety and language learning process have a strong relation in each other and bound to foreign language classroom to learning a language.

Most studies have shown that while learning foreign language learners may feel anxious. Moreover, self-image is also an essential point of the language learners to the personality (Horwitz, 2008). Horwitz (2008) states that anxiety is related to listening and speaking skills and some studies believe that learners feel anxious when they are required to read and write in the foreign language classroom. In this context, learners are required to speak in front of their classmates and this situation is uncomfortable and irritable for them (Horwitz, 2008). According to Horwitz et. al (2001), early perspectives on anxiety and second language achievement have both a positive and negative correlation to each other.

2.3.2.What is Language Anxiety?

According to Medgyes (1992), "experience, age, sex, aptitude, charisma, motivation and training are essential parts of in the learning and teaching period (p. 346)." Moreover, it is related to age and experiences are key point of in this process. Within this context, Medgyes (1992) asserts that duration plays an important role of learning and it relates experience of life such as hometown and education process. Moreover, it is related to be native or non-native teacher in learning process. Process can be related to the hometown to grow up and educational background. In this regard, Husna (2019) also states that culture is a vital point of language learning process, "affected the students' unwillingness to speak in the EFL classroom. (p.1)

MacIntyre and Gardner (1994) assert that language anxiety leads to the feeling of restlessness and causes negatively to verbal and oral comprehension. Additionally, language anxiety has negative effects on speaking, listening and learning skills (Humphries, 2011). These skills affected to learning process directly. As a result, students' success may decrease in the classroom. Gardner and MacIntyre (1993), in their studies indicate that anxiety has an impact role in language learning process. According to

MacIntyre and Gardner (1991), language learning is a productive and continuous process in both negative and positive ways. According to Gardner and MacIntyre (1993), anxiety is an important issue in the language learning process. One type of anxiety is called whose classified it is social anxiety such as fear of public speaking. Social anxiety may cause avoidance and may have tremendous effect on positive attitudes.

Scovel (1978) claims learners can't build a free atmosphere with anxiety, as it affects the communication skill through which learners' experiment. Effective communication provides the best foreign language learning acquisition tool and a free environment to avoid anxiety. So that anxiety reduces effective learning process. Foreign language learning is a life-long process and learning a new language creates free atmosphere

It should be mentioned that, on the contrary, Aydın (1999), proposes that anxiety does not directly affect the performance of students in foreign language learning and that in fact, to be anxious is the best way to learn a foreign language.

According to Horwitz (1986), learners with anxiety can come across the difficulties of speaking in the foreign language classroom because speaking anxiety is related to language learning process. This research will be reported here to explain the meaning and identify to the sources of speaking anxiety with regard to the L1 Turkish EFL students.

Kaya (1995) highlights the relationship of foreign language learners' motivation, anxiety, self-confidence and therefore their introvert and extravert characters affects their participation in classroom activities. Accordingly, Kaya (1995) the classroom atmosphere should be self-motivated by learners.

2.3.3.What is Speaking Anxiety?

Horwitz et al. (1986), claim that foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). According to Tercan and Dikilitaş (2015), speaking is a key point of language learning, thus speaking anxiety is an essential part of the language learning and Second Language Acquisition (SLA). All in all, speaking anxiety is related to language learning process. The research reported here attempted to explain its meaning and to identify the sources of speaking anxiety with regard to L1 Turkish EFL students. 'Speaking Anxiety' is one of the problems experienced by EFL learners and it consists in a vital point of the language learning process (Tanrıöver, 2012). According to Tanrıöver (2012), most of psychological issues such as emotions and feelings are affected by anxiety. Speaking anxiety can lead to avoidance and fear of public speech. It depends on personal attitude and motivation from the teacher.

Moreover, speaking anxiety affects their learning process and communication with teachers. It is a psychological problem experienced by all learners, both in front of non-native and native teachers' and the act of students speaking in front of the class, and public speaking in general, is a stressful event for many learners. EFL learners may have a number of reasons to be anxious during the speaking process, though the teachers' attitude may reduce this anxiety, as reported in some studies. In literature on speaking anxiety there are various reasons of anxiety. These are peer criticism Gkonou (2011) remarks,

> If we then hypothesis that speaking anxiety stems from fear of peer criticism, research is warranted to investigate the teacher's role not only as a language educator, but also as a moderator of certain classroom events that could lead to personal feelings of inadequacy as a learner (Gkonou , 2011, p.276).

Koçak (2010) defines that the speaking anxiety relates to the classroom environment. For instance, anxiety affects classroom atmosphere negatively in terms of oral activities. In addition, age is an effective factor of learning process.

Foreign language anxiety appears related to performance evaluation, academic and social context. In their research, according to Horwitz et al. (1986), there are three performance related anxieties: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation. According to Horwitz et.al (1986), communication apprehension is related to shyness and shyness may lead to failure because fear of speaking causes to lack of knowledge and success.

Fear of speaking is a part of an introvert character and may also be related to anxiety. Learners with anxiety avoid oral communication in the classroom, whereas communication skills play and important role in foreign language anxiety. Introvert students avoid speaking in front of the classroom and this leads to learning anxiety. One of the classrooms in the foreign language requires in oral communication, such as a speaking activity in the classroom, and in this context, extrovert students proved more successful than introvert students. Secondly, Horwitz et. al (1986) desribe test anxious students try to avoid failure and in the process, make errors. Thirdly, fear of negative evaluation leads students to avoid situations where they may be evaluated, though this process is an essential part of language learning. It may therefore affect the students' motivation negatively or positively.

MacIntyre (1995), claims that speaking activities increase the level of anxiety because during the act of speaking, the learners of foreign language are required to interact with other people and this relates to their social anxiety. It has been commonly assumed

that in this respect, not only the speaking activities but also other skills such as listening, reading and writing can all bring about anxiety.

2.4. Native and Non-Native Speakers

2.4.1. Native Speaker

Medgyes (1994) claims native and non-native English-speaking teachers, or NTs and NNTs as he calls them, are two different species" (Medgyes, 1994, p. 27). According to Medgyes (1994), this statement describes of four hypotheses:

> 1. NESTs and non-NESTs differ in terms of their language proficiency;
> 2. they differ in terms of their teaching behaviour;
> 3. the discrepancy in language proficiency accounts for most of the diferences found in their teaching behaviour;
> 4. they can be equally good teachers in their own terms. (p.27)

Lee (2005) suggests, six defining features of a native speaker that some authors such as Kubota (2004); Maum (2002) and Medgyes (1992) support and agree with and these are:

> the individual acquired the language in early childhood and maintains the use of the language, the individual has intuitive knowledge of the language, the individual is able to produce fluent, spontaneous discourse, the individual is communicatively competent and able to communicate within different social settings, the individual identifies with or is identified by a language community, and the individual does not have a foreign accent (p. 8).

According to Davies et al. (2004), standard English needs its "members", those who uphold its norms by taking on the responsibility of being its native speakers. Native teachers represent standard languages: it is the standard language they are native speakers of. Native speakers" intuitions about their own language are supposed to result in production of correct, idiomatic utterances, as well as providing the ability to recognize acceptable and unacceptable versions of the language.

According to Davies (1991),

> We define minorities negatively against majorities which themselves we
> may not be able to define. To be a native speaker means not being a non-
> native. Even if I cannot define a native speaker I can define a nonnative
> speaker negatively as someone who is not regarded by him/herself or by
> native speakers as a native speaker. It is in this sense only that the native
> speaker is not a myth, the sense that gives reality to feelings of confidence
> and identity. They are real enough even if on analysis that the native
> speaker is seen to be an emperor without any clothes. (Davies, 1991, p.
> 167)

As can be seen about, there are many definition of Native speaker. In this study, the ones who acquired English as a native language were taken into consideration.

2.4.2. Non-native Speakers

There are many definitions of non-native speaker in literature. However, it is defined is the person who does not speak a language natively. Ezberci (2005) defines it:

> the non-native speaker is a person who learned the language as a second or foreign
> language. Teachers of English, regardless of having learned English as a foreign
> language or as their mother tongue, work in an English as a second language (ESL)
> or an English as a foreign language (EFL) instructional situation. In these
> situations, both the NEST and the NNEST share the task of teaching the English
> language (p.3).

The definition of non-native speaker in literature as in illustrates, Ezberci (2005) points out the NNTs is a person who spoke the language as not a mother tongue, however NNT works in an ESL or EFL as a instructors. Medgyes (2001) defines non-native teacher as these are "for whom English is a second or foreign language; who works is an EFL environment; whose students are monolingual groups of learners; who speaks the same native language as his or her students" (p.433).

2.5. Related Studies

Specifically, Horwitz et. al. (1986) from their clinical experiences with university-level students studying a foreign language, these researchers also developed the Foreign

Language Classroom Anxiety Scale (FLCAS) for measuring the levels of foreign language anxiety experienced by learners. Using that instrument, the researchers measured a negative relationship between the level of foreign language anxiety and the level of achievement in the target language**.**

Foreign language anxiety can be described as language anxiety relevants to the "performance evaluation within an academic and social context" (Horwitz, Horwitz & Cope, 1986; p.127). As Horwitz et al.'s (1986) argue that foreign language anxiety divides into three groups of anxieties. First, it is *communication apprehension,* which refers to avoid speaking in front of public. For instance, learner can be shy person and fear of speaking in front of peers it is relates to psychological symptom of anxiety. Second, *test anxiety;* which explain kind of learning process anxiety from lack of success. Success is a key point of learners; however, anxious learner lives in fear of being failure. Horwitz et. al. (1986) highlight test anxiety relates with negative experience of learners' background. Third, fear of negative evaluation means "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Horwitz, Horwitz & Cope, 1986; p.128).

"Fear of negative evaluation, or social-evaluative anxiety, manifests itself as feelings of apprehension about opinion, expectations of negative evaluations and avoidance of situations in which an individual may be evaluated" (Pierchurska-Kuciel, 2008, as cited in Čiček 2015, p.24). These scores bound to some reasons such as cultural effect and countries.

According to Young (1990), foreign language anxiety effects to the students' learning process in educational achievement deeply. In addition, Young (1990) implies that "The relationship between anxiety and language learning performance cannot be viewed

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without taking into account an assortment of variables, such as "*language setting, anxiety definition, anxiety measure, age of subjects, language skill* and *research design*" (p.540).

Similarly, Gardner (1985) implies motivation and attitude are closely bound to success in language learning and also his argues that his data support Wu's (2010) view that motivation as "the combination of effort, desire to achieve the goal of learning the language, and favorable attitudes toward learning the language" (p.174).

> On the other hand, as mentioned by Krashen (1982) in the Affective Filter Hypothesis, anxiety might have helpful and harmful effects on learning process (Hu & Wang, 2013). Helpful anxiety can make students have responsibility to learn and to get high grades, but harmful anxiety is the one mentioned more frequently because it results in low motivation, poor language performance, unfavourable attitudes etc. (Hu & Wang, 2013, as cited in Gürsoy and Korkmaz 2018,p.50).

Lastly, in literature the role of mother tongue in the studies of anxiety was discussed. Especially, conversations in English lessons are bound to increase the anxiety to learners. Mother tongue is a controversial issue to learning a new language. So, people were linked to their mother tongue as a grammatical patterns or structural systems.

In Turkish context there are many studies carried out on language and speaking anxiety. According to Tercan and Dikilitaş (2015) define how language learning and learners' psychology affect each other. Moreover, learners' motivation and attitude are related to psychological factors for "learning process" (p.17).

Aydın (1999), highlights the importance of language anxiety is one of the factor of effects the students' experiences in language learning and avoid them learning atmosphere.

Aydın et al., (2017) claim that "the fear of failure, teacher correction, negative evaluation and unpreparedness attributed of the studies" are related to anxiety (p.147).

The fear of negative evaluation was explained by these researchers and Aydın (2008) as an apprehension of other people's evaluations, avoiding evaluative situations, and expecting to be evaluated negatively by others.

According to Aydın (1999), fear of failure is one of the anxiety reasons about culture to the critical behavior of teacher learners with anxiety effect their nervous to learning during the lesson (Horwitz, 1986, cited in Aydın, 1999, p.12).

As can be seen in Table 1, in the light of literature's studies of summary chart.

Table 1. A summary of literature in Turkey

Author(s) and Year of Publication	Country of Study	Participants	Type of Research	Major Data Collection and Instrument(s)	Purpose of Study
Aydın (1999)	Turkey	36 intermediate university students, ranging from complete beginners to upper students	Quantitative and Qualitative	36 intermediate university students using FLCAS, to keep diaries, the questionnaire, BALLI, interview with students	identifiying language problems with learners' perspective
Aydin (2008)	Turkey	112 Turkish students with an advanced level of English in ELT	Quantitative	An adapted version of FLCAS	"to identify the sources and levels of fear of negative evaluation in language anxiety among Turkish students"(p.421).
Balemir (2009)	Turkey	at preparatory school of a state	Quantitative and Qualitative	FLSAS by Huang, interview with students	To find EFL learners how to affect their foreign language speaking anxiety
Bozavli and Gulmez (2012)	Turkey	90 university students	Quantitative	FLSAS	"To impact speaking lessons with native and non-native English speaker on FLA"(p.1034)
Tercan and Dikilitaş (2015)	Turkey	at preparatory school of a private university, 159 prep class students	Quantitative	FLSAS by Huang,	"find out different variables such as proficiency level, onset of learning, and gender in speaking anxiety"(p.16)
Han, Tanriöver and Şahan (2016)	Turkey	ELT departments at private and state universities	Quantitative and Qualitative	Adapted from Young, 1990, The Turkish version of the questionnaire was translated by Bozavli and Gulmez (2012), interviews with students and teachers	"The effect of conversation classes given by NESTs and Non-NESTs on students' foreign language speaking anxiety (FLSA)"(p.1)

CHAPTER 3

METHODOLOGY

Methodology section includes variables and model of studies, sample, data collection instrument, pilot study, main data collection instrument, procedure and data analysis. As a pilot study was conducted before the main data collection procedure, data collection instruments were introduced in two sections. Lastly, data analysis was given in detail.

3.1. Variables of Study

The Foreign Language Classroom Anxiety Scale; which was developed by Horwitz, Horwitz and Cope (1986) was adopted in this study. Questionnaire is presented in two sections. The first section consists of demographic information such as*; gender, mother tongue, age, department, length of learning, the hours of instruction received* and *types of university.* Among these gender, age and the length of learning are the variables of this study.

3.2. Model of Study

The model of study of this thesis study depends on a quantitative method. Quantitative method has some advantages, "One of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study" (Holton & Burnett, 1997, p.71, cited in Bartlett et al. 2001).

According to Creswell (2014), "Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical

procedures…" (p. 295). Quantitative research has two separable branches. Creswell (2014), defines firstly, "An experimental design in quantitative research tests the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome" (p.291). Secondly, non-experimental design has four categories which are survey, correlational, case study and observational.

In this thesis study used survey design method, "a survey design provides a plan for a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2014, p. 296).

3.3. Sample

Sampling can be divided into two main classes, which are probability samples and non-probability samples. Non-probability sampling is sub-grouped in several divisions: convenience, snowball, quota and theoretical sample. In this thesis study sampling technique is non- probability samples branch of convenience method with cross-sectional study.

According to Phua (2004), convenience sampling is also called accidental sampling which is a type of nonprobability sampling and nonprobability denotes that the participant's probability of being selected is unknown and unequal. In other words, "non-probability sampling does not involve known non zero probabilities of selection. Rather, subjective methods are used to decide which elements should be included in the sample" (Battaglia, 2008, p.149). Like other sampling methods, convenience sampling has advantages and disadvantages. What makes convenience sampling attractive for the researcher is that participants are easily accessed.

Altunışık et al. (2012, p.141), assert that each person in the population is not equal for study to take part in opportunity sampling techniques are non-probability sample

technique is appropriated. So, non-probability sampling technique was used. Numerous techniques are used to analyses of the most common of which are appropriate non-probability sampling techniques in convenience sampling method. Moreover, variables were collected non-probability sampling techniques to branch of the convenience sampling method used in the cross-sectional study.

Convenience sampling method is the accidental sampling or opportunity sampling. In this sampling, access- easy and extended population have crucial points. In the convenience sampling method important point is "volunteering". Based on voluntariness is necessary for the research ethics. Alvi (2016), highlights that disadvantages of this method, some errors to systematically. Access, time and cost have a big problem for reach to population. On the other hand, this method has some advantages such as effortless and cost than the other methods.

The sampling procedure adopted in this thesis non-probability sampling more specifically convenience sampling. For Latham (2007) reports, the best method is non-probability sampling techniques of analyses group of people. According to Babbie (1990), the advantages of non-probability sampling are low cost and easy access. This sampling has various types of techniques one of which is convenience sampling.

In this study, sampling includes three major universities in Ankara. The sampling is composed of 3100 students in two private and a state universities in Ankara. The distributions of native instructors to universities vary in this study. There are 13 native instructors at state university, 4 native instructors at private university (1) and 3 native instructors at private university(2).

This study cost, access and time can be problematic for the researcher. The table 2 shows in this thesis study of the types of universities and number of students. Sampling size calculated 95% confidence level in number of 342.

3.3.1. Participants

3.4.1.1. Personal Demographic Information Questionnaire

In this section the answers of personal demographic information questionnaire elicited from participant will be presented on the basis of; gender, mother tongue, age, department, the length of learning, the hours of instruction received and types of university. However, in this study variables are gender, age and the length of learning. In order to collect data, the questionnaires were distributed to 480 participants in total. Table 2 given below shows the numbers of the participants in terms of universities.

Table 2. *The types of universities and number of students*

Types of universities	Number of students
State University	200
Private University – 1	150
Private University – 2	130
Total	480

It is seen that nearly equal numbers of questionnaires were distributed to the universities. However, when it comes to the ones that can be used in statistical analysis, it is seen that only 469 of the questionnaires could be taken into consideration. Due to incomplete questionnaires and the students refusing to take part in the study, the number could not be increased.

Table 3. *Participants' Gender*

Gender	Frequency	Percent %
Male	247	52,7
Female	222	47,3
Total	469	100,0

As shown in Table 3, the majority of participants (N=247, 52,7 %) were male while 222 (47,3 %) of them were female. The total numbers of the participants are 469 (100%). The Table 4 provides the frequency and percentage of mother tongue.

Table 4. *The Participants' Mother Tongue*

Mother Tongue	Frequency	Percent %
Arabic	2	,4
Turkish	467	99,6
Total	469	100,0

As can be seen in Table 4, there are two mother tongues in this study: Turkish and Arabic. 467 (99,6 %) of the participants, in this study, reported to be the native speakers of Turkish, while only two of them (0.4 %) are the native speakers of Arabic. In Table 5 the age groups of the participants are presented.

Table 5. *Participants' Age*

Age	Frequency	Percent %
under 18	2	,4
18-19	285	60,8
20-21	130	27,7
22-24	38	8,1
above 25	14	3,0
Total	469	100,0

In this study the ages of the participants are divided into five groups which are under 18; 18 to 19; 20 to 21; 22 to 24 and above 25. As can be seen from the Table 5, the number of the participants who are under 18 is 2 (0,4 %). On the other hand, there are 285 participants 60,8 % between the ages of 18 and 19. This group constitutes the majority in the current study. Secondly, there are 130 participants (27,7%) who reported to be 20 and 21 years old. Thirdly, 38 (8,1%) participants between the ages of 22 and 24 and 14 (3,0%) participants above 25 years old participated in this study.

In the current study, the participants' departments were also investigated. According to the results given in Table 6 in (see Appendix I), there are 48 different departments which the participants study at the most crowded groups are Public Finance, Law, Business Administration, Electrical and Electronics Engineering and Psychology. It is seen that 29 (6,2 %) of the participants from the department of Public Finance, 26 (5,5 %) of them are from Law, 25 (5,3 %) of them from Business Administration, 23 (4,9 %) of them from the departments of Electrical and Electronics Engineering and Psychology.

The next demographic question posed to the participants is about the length of learning English. The years of learning was separated into four groups. These are 1 to 3 years, 4 to 5 years, 6 to 7 years and more than 7 years. Table 7 shows the number and the percentage of the students in terms of length of English learning.

Table 7. *Length of Learning*

Length of Learning	Frequency	Percent %
1-3 yrs	52	11,1
4-5 yrs	37	7,9
6-7 yrs	187	39,9
more than 7 yrs	193	41,2
Total	469	100,0

According to the results given in Table 7, 193 participants (41,2%) reported that they spent more than 7 years learning English. On the other hand, 187 (39,9%) of the participants stated that they studied English 6 or 7 years, which the third and fourth group which 52 (11,1%) and 37 (7,9%) participants studied English 1-3 years and 4-5 years, respectively.

Another question related to the study of English is the hours of instruction they received. The Table 8 provides the number and percentages of the participants.

Table 8. *The hours of instruction received*

The hours of instruction	Frequency	Percent %
1-10 hrs	5	1,1
11-20 hrs	15	3,2
21-30 hrs	440	93,8
more than 30 hrs	9	1,9
Total	469	100,0

According to the Table 8, most of the participants who are 440 in number (93,8 %) reported that they received 21-30 hours of instruction in a week. On the other hand, 15 participants (3,2 %) reported that the hours of English instruction are 11-20 hours, while the third group including 9 participants (1,9 %) reported to have more than 30 hours of instruction in a week.

As stated before, this study was conducted on the participants attending university. As there are the types of universities in Turkey, the participants were asked to declare it. Table 9 shows the numbers and percentages of students attending private and state universities.

Table 9. *Types of university*

Types of university	Frequency	Percent %
state	200	42,6
private	269	57,4
Total	469	100,0

As can be seen clearly from the table, 249 (57,4 %) of the participants reported to be studying at a private university. It is seen that the rest of the participants (n=200, 42,6%) were studying at a state university.

3.4. Data Collection Instrument

The data collection adopted in this research is FLCAS questionnaire developed by Horwitz, Horwitz & Cope (1986). Before using the questionnaire, permission was sought to adapt and then implement it (see Appendix A). This study will be conducted in Ankara province in Turkey. Data is collected through L1 Turkish EFL students with a questionnaire.

Some of the test items available in Horwitz et al. (1986) scale were omitted and the validity and reliability analyses were performed for the adopted version. According to the results of validity analysis, test items 8th (I am usually at ease during tests in my language class), 14th item (I would not be nervous speaking the foreign language with native speakers) and 32th item (I would probably feel comfortable around native speakers of the foreign language) were omitted from the scale and the number of test items decreased to 30 from 33.

The questionnaire is composed of two parts. In the first part 7 questions posed in order to collect demographic data from the participants. These questions were mainly

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about gender, mother tongue, age, department, length of learning, the hours of instruction and the type of the university.

Having followed to complete the first part, the participants were asked to move the second part which includes FLCAS. In this part there are 30 test items to be rated using the five- point Likert scale ranging from "strongly disagree" to "strongly agree". The participants were asked to rate non-native and native instructors in separate columns.

Lastly, it is important to assert that the questionnaire was translated into Turkish. Reliability and validity analyses were performed for the Turkish version.

3.4.1. The Data Collection Tool For The Pilot Study

As mentioned before, a pilot study was conducted on a small group in order to test the data collection instruments and related potential problem areas in the research.

Turkish version of the FLCAS was applied on 70 participants to check out whether they could understand questionnaire items clearly and quickly; follow the format and layout easily. To this end, the reliability and the validity analyses were performed.

The validity of the scale was tested using AMOS 22 confirmatory analysis. The results of the analysis are given in Table 10.

Table 10. *Foreign Language Anxiety Concordance Scores of the Scales*

	X^2	df	X^2/df	GFI	CFI	RMSEA
Native Teacher	764,172	405	1,887	0,58	0,48	0,113
Non-native Teacher	728,587	405	1,799	0,60	0,48	0,108
Good Concordance Scores[*]			**≤3**	**≥0,90**	**≥0,97**	**≤0,05**
Acceptable Concordance Scores[*]			**≤4-5**	**0,89-0,85**	**≥0,95**	**0,06-0,08**

As the sampling of the pilot study is limited to 70 participants, the results may seem unsatisfactory. However, it is clear that the increase in the number of the participants would increase the validity of the scale. In order to test the reliability of the scale used in pilot study, the Cronbach alpha was measured using SPSS 22. The Cronbach alpha was found to be 0,91 for the scale. When the scales for native and non-native instructors were taken into consideration, it was found to be 0,85 for the scale for native instructors while, it was 0,81 for non-native instructors. The results show that the scale is statistically highly reliable.

3.4.2. The Data Collection Tool For The Main Study

As mentioned above the scale used in this research is the one adapted from Horwitz et al. (1986). Before conducting the pilot study, three test items were omitted from the scale as a result of validity analysis. The version in the pilot study was used in the main data collection procedure without any changes.

Participants were asked to rate the test items given in a five point Likert scale, ranging from one to five "1 = Tamamen Katılıyorum (Strongly disagree), 2 = Katılmıyorum (Disagree), 3 = Kararsızım (Neither agree nor disagree), 4 = Katılıyorum (Agree), 5 = Tamamen Katılıyorum (Strongly agree)".

3.4.2.1. The Results of Validity Analysis

In order to find out whether the scale is valid or not, a single factored confirmatory factor analysis was performed. The results for non-native instructor scale are given in Table 11.

Table 11. *Non-native Instructor in the Concordance Scores of Scale*

	X^2	df	X^2/df	GFI	CFI	RMSEA
pre-Modification	1680,790	405	4,150	0,77	0,87	0,082
post- Modification	**1289,417**	**324**	**3,980**	**0,85**	**0,96**	**0,080**
Good Concordance Scores[*]			≤3	≥0,90	≥0,97	≤0,05
Acceptable Concordance Scores[*]			≤4-5	0,89-0,85	≥0,95	0,06-0,08

After three items were omitted from the scale, post-modification values are found for Chi-Square, degree of freedom, Goodness of Fit Index, Comparative Fit Index and Root Mean Square Error of Approximation. Post- Modification Chi-Square score was found to be (x^2=1289, 417), degree of freedom score was found to be (df=324), Goodness of Fit Index score was found to be (GFI=0,85), Comparative Fit Index score was found to be (CFI=0,96) and Root Mean Square Error Of Approximation score was found to be (RMSEA= 0,080). Validity analysis was also performed for Native instructor Scale. The results are given in Table 12.

Table 12. *Native Instructor in the Concordance Scores of Scale*

	X^2	df	X^2/df	GFI	CFI	RMSEA
pre-Modification	1834,442	405	4,529	0,76	0,82	0,087
post-Modification	**1453,243**	**324**	**4,485**	**0,86**	**0,95**	**0,080**
Good Concordance Scores[*]			≤3	≥0,90	≥0,97	≤0,05
Acceptable Concordance Scores[*]			≤4-5	0,89-0,85	≥0,95	0,06-0,08

Post- Modification Chi-Square score was found to be (x^2=1453,243), degree of freedom score was found to be (df=324), Goodness of Fit Index score was found to be (GFI=0,86), Comparative Fit Index score was found to be (CFI=0,95) and Root Mean Square Error Of Approximation score was found to be (RMSEA= 0,080).

Confirmatory factor analysis is used for 30 items and they were not within the limits of the accepted scores. Necessary modifications developed by the AMOS program, concerning the concordance scores of the scale models, were applied to AMOS of the scales. In the modifications both NI and NNI scale's items of 8 *I am usually at ease during tests in my language class*, items of 16 *I often feel like going to my language class*, items of 26 *When I am on my way to language class, I feel very sure and relaxed*. Statements are omitted the scales.

3.4.2.2. The Results of Reliability Analysis

Cronbach alpha indexes are calculated with the SPSS Statistics 22 program for Foreign Language Anxiety Scale reliability. Alpha indexes are shown in Table (see Appendix B). According to Appendix B Table, Factor loads are shown in item *1 I never feel quite sure of myself when I am speaking in my foreign language class* were found to be 0.59 (NNI) and 0,57(NI); item 2 *I don't worry about making mistakes in language class* were found to be 0,57(NNI) and 0,66 (NI); as for item 3 *I feel anxious although I know the correct answer in language class*, alpha indexes were 0,50 (NNI) and 0,59 (NI), item 4 *I hesitate to ask questions to the teacher when I don't understand subjects in language class* were found 0,39 (NNI) and 0,48 (NI); item 5 *It wouldn't bother me at all to take more foreign language classes* were found 0,12 (NNI) and 0,11 (NI); item 6 *During language class, I find myself thinking about things that have nothing to do with the course* were found 0,38 (NNI) and 0,40 (NI); item 7 *I keep thinking that the other students are better at*

languages than I am were found 0,41 (NNI) and 0,48 (NI); item 8 *I start to panic when I have to speak without preparation in language class* were found 0,48 (NNI) and 0,50 (NI); item 9 *I worry about the consequences of failing my foreign language class* were found 0,50 (NNI) and 0,53 (NI); item 10 *I don't understand why some people get so upset over foreign language classes* were found 0,10 (NNI) and 0,13 (NI); item 11 *In language class, I can get so nervous I forget things I know* were found 0,45 (NNI) and 0,52 (NI); item *12 It embarrasses me to volunteer answers in my language class* were found 0,21 (NNI) and 0,24 (NI); item 13 *I get upset when I don't understand what the teacher is correcting* were found 0,37 (NNI) and 0,43 (NI); item 14 *I often feel like not going to my language class* were found 0,15 (NNI) and 0,26 (NI); item 15 *I am afraid that my language teacher is ready to correct every mistake I make* were found 0,44 (NNI) and 0,37 (NI); item 16 *I can feel my heart pounding when I'm going to be called on in language class* were found 0,48 (NNI) and 0,52 (NI); item 17 *The more I study for a language test, the more confused I get* were found 0,24 (NNI) and 0,38 (NI); item 18 *I don't feel pressure to prepare very well for language class* were found 0,12 (NNI) and 0,19 (NI); item 19 *I always feel that the other students speak the foreign language better than I do* were found 0,47 (NNI) and 0,58 (NI); item *20 I feel very self-conscious about speaking the foreign language in front of other students* were found 0,58 (NNI) and 0,59 (NI); item 21 *Language class moves so quickly I worry about getting left behind* were found 0,47 (NNI) and 0,49 (NI); item 22 *I feel more tense and nervous in my language class than in my other classes* were found 0,47 (NNI) and 0,49 (NI), item 23 *I get nervous and confused when I am speaking in my language class* were found 0,57 (NNI) and 0,56 (NI); item 24 *I get nervous when I don't understand every word the language teacher says* were found 0,45 (NNI) and 0,52 (NI); item 25 *I feel overwhelmed by the number of rules you have to learn to speak a foreign language* were found 0,45 (NNI) and 0,51 (NI); item 26 *I am afraid that the other students will laugh at*

me when I speak the foreign language were found 0,50 (NNI) and 0,58 (NI) and item 27 *I get nervous when the language teacher asks questions which I haven't prepared in advance* were found 0,47 (NNI) and 0,59 (NI). Cronbach Alpha coefficient is the current method than the others for measurement of reliability. Alpha coefficient is among 0 to 1 scores and considered to be an acceptable. One of the scores can be at least 0.7(Durmuş, Yurtkuru and Çinko, 2013: 89).

As can be seen Appendix B Table, NNI 0,84 analyzed in Cronbach-Alpha coefficient; but in the native instructor scores can be seen 0,88. As in the findings have shown that this scale has high reliability.

3.5. Procedure

Data was collected during the second term (spring term) of 2017. The researcher contacted the coordinators of each preparatory foreign language department of universities for permission. After getting permission, the researcher handed out the questionnaires via e-mail and face-to-face to coordinators and assistance of director of the preparatory departments.

Firstly, instructors distributed the questionnaires to the students during class hours. The students were asked to read the instructors in detail before answering the questions. Then they were asked to sign the consent form to show that they were volunteered to participate in the study. Having filled out the demographic information questionnaire, the students started to rate the items in the scale.

Time allotted to the students was approximately 15 minutes. Data collection procedure lasted 4 months from February to April.

3.6. Data Analysis

The purpose of this study was to investigate of Turkish EFL students' speaking anxiety in the classroom of Native and Non- Native instructors in the light of several different variables. The confirmatory factor analysis was performed for regarding the validity and reliability of the scales with in the Cronbach alpha coefficient analyses in the research. To perform the data analysis, Statistical Package for the Social Sciences (SPSS) was used in this study. Confirmatory factor analysis, descriptive statistics, t-test analysis, ANOVA and Tukey analyses were carried out.

Confirmatory factor analysis is used for 30 items and they were not within the limits of the accepted scores. Necessary modifications developed by the AMOS program, concerning the concordance scores of the scale models, were applied to AMOS of the scales.

T-test analysis; native and non-native instructors' students' foreign language speaking anxiety was analyzed among gender, types of university and departments with t-test analyses to be differentiated or not.

Native and non-native instructors' students' foreign language speaking anxiety was analyzed among age and length of learning with ANOVA to be differentiated or not.

Tukey analyses show that the differences of groups in terms of comparison two groups.

CHAPTER 4

FINDINGS AND EVALUATION

In this part the findings of the study would be given in detail. Findings of this study, personal demographic information questionnaire of the participants, descriptive statistics, t-test and ANOVA test findings were given. Descriptive Statistics, the item analysis of scale, t-test analyses result and ANOVA analyses were explained in this part.

4.1. RESULTS OF SCALE

4.1.1. Descriptive Statistics

Foreign Language Anxiety scores of descriptive statistics were shown in Table (see Appendix C). Appendix C Table presented items in scale.

4.1.2. The Item Analysis of Scale

In this part item analysis of the scale adopted from Horwitz, Horwitz and Cope (1986). As it was mentioned in the data collection instrument part, some of the questions were omitted. The original FLCAS scale consisted of 33 questions in total (see Appendix G). The adopted version consists of 30 questions in total. Omitted items are item 8, *I am usually at ease during tests in my language class.* Item 14, *I would not be nervous speaking the foreign language with native speakers* and item 32, *I would probably feel comfortable around native speakers of the foreign language.*

4.1.2.1. Scale Item 1

The item 1 in the scale is *I never feel quite sure of myself when I am speaking in my foreign language class.* This item investigates the participants feel lack of self-confidence and avoid speaking language in the classroom. The results of item 1 are given in Table 13.

Table 13. *Item 1 in Scale*

Item 1	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I never feel quite sure of myself when I am speaking in my foreign language class	2,27	2,09	1,31	1,25

The mean scores of the NNIs ($\bar{X}$ = 2,27) and NIs ($\bar{X}$ = 2,09) were found to be different. It is seen that the attitudes towards NNIs were more positive than NIs.

4.1.2.2. Scale Item 2

The item 2 in the scale is *I don't worry about making mistakes in language class.* It means that participants are not to avoid making a mistake. The item 2 is given in Table 14.

Table 14. *Item 2 in Scale*

Item 2	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I don't worry about making mistakes in language class.	2,43	2,34	1,23	1,15

Item 2, mean scores of the NNI ($\bar{X}$ = 2,43) and NI ($\bar{X}$ = 2,34) were found to be different; NNI= 2,43 >NI=2,34. This item results were NNIs more positive than NIs.

4.1.2.3.Scale Item 3

The item 3 in the scale is *I feel anxious although I know the correct answer in language class.* This item explores the how the participant feels when s/he knows the correct answer during the class. As shown in Table 15 the analysis of item 3 of the scale.

Table 15. *Item 3 in Scale*

Item 3	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I feel anxious although I know the correct answer in language class	2,32	2,37	1,22	1,25

The mean scores of the NNIs ($\bar{X}$ = 2,32) and NIs ($\bar{X}$ = 2,37) were found to be different; NIs scores 2,37 were more positive than the NNIs 2,32.

4.1.2.4.Scale Item 4

The item 4 in the scale is *I hesitate to ask questions to the teacher when I don't understand subjects in language class.* This item tries to find out whether participants feel hesitation when they need further explanation in class. As can be seen from the table 16 is given item 4.

Table 16. *Item 4 in Scale*

Item 4	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I hesitate to ask questions to the teacher when I don't understand subjects in language class	2,22	2,28	1,20	1,25

The mean scores of the NNI ($\bar{X}$ = 2,22) and NI ($\bar{X}$ = 2,28) were found to be different. NIs score 2,28 were acceptable and more positive than the NNIs 2,22.

4.1.2.5. Scale Item 5

The item 5 in the scale is *It wouldn't bother me at all to take more foreign language classes.* This item explores whether they feel eager to take more foreign language classes. The analysis of item 5 is given in Table 17.

Table 17. *Item 5 in Scale*

Item 5	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
It wouldn't bother me at all to take more foreign language classes.	2,60	2,76	1,20	1,22

As shown in Table 17 the mean scores of the NNIs ($\bar{X}$ = 2,60) and NIs ($\bar{X}$ =2,76) were found to be different. NIs score 2,76 were acceptable and more positive than the NNIs 2,60.

4.1.2.6. Scale Item 6

The item 6 in the scale is *During language class, I find myself thinking about things that have nothing to do with the course.* In other words, the participants were asked whether they spend time thinking about something else during class. The analysis of item 6 of the scale is given Table 18.

Table 18. *Item 6 in Scale*

Item 6	$\overline{X}$		Sd	
	NNI	**NI**	**NNI**	**NI**
During language class, I find myself thinking about things that have nothing to do with the course.	2,55	2,60	1,20	1,26

As shown in Table 17, the mean scores of the NNIs ($\overline{X}$ = 2,55) and NIs($\overline{X}$ = 2,60) were found to be different. NIs score 2,60 were acceptable and more positive than the NNIs 2,55.

4.1.2.7.Scale Item 7

The item 7 in the scale is *I keep thinking that the other students are better at languages than I am.* This item investigates whether the participants feels himself/ herself inferior than the others academically. Item 7 is given in Table 19.

Table 19. *Item 7 in Scale*

Item 7	$\overline{X}$		Sd	
	NNI	**NI**	**NNI**	**NI**
I keep thinking that the other students are better at languages than I am.	2,67	2,76	1,23	1,30

From the table 18, the mean scores of the NNIs ($\overline{X}$ = 2,67) and NI ($\overline{X}$ = 2,76) were found to be different. NIs 2,76 were acceptable and more positive than NNIs 2,67.

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4.1.2.8.Scale Item 8

The item 8 in the scale is *I start to panic when I have to speak without preparation in language class.* This item explores whether they feel anxious about speaking without any preparation. The analysis of item 8 is given in Table 20.

Table 20. *Item 8 in Scale*

Item 8	$\overline{X}$		Sd	
	NNI	NI	NNI	NI
I start to panic when I have to speak without preparation in language class.	2,64	2,79	1,29	1,36

As shown in Table 20*,* the mean scores of the NNIs ($\overline{X}$ = 2,64) and NIs ($\overline{X}$ = 2,79) were found to be different. NIs score 2,79 were acceptable and more positive than NNIs 2,64.

4.1.2.9.Scale Item 9

The item 9 in the scale is *I worry about the consequences of failing my foreign language class.* This item investigates fear of failing in the lesson. The analysis of item 9 of the scale is shown in Table 21.

Table 21. *Item 9 in Scale*

Item 9	$\overline{X}$		Sd	
	NNI	NI	NNI	NI
I worry about the consequences of failing my foreign language class.	2,67	2,84	1,27	1,32

The mean scores of the NNIs ($\bar{X}$ =2,67) and NIs ($\bar{X}$ =2,84) were found to be different. NIs score 2,84 were acceptable and more positive than NNIs 2,67.

4.1.2.10. Scale Item 10

The item 10 in the scale is *I don't understand why some people get so upset over foreign language classes.* This item explores the participant's perception about failing in foreign language classes. The analysis of item 10 of the scale is presented in Table 22.

Table 22. *Item 10 in Scale*

Item 10	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I don't understand why some people get so upset over foreign language classes.	2,59	2,78	1,23	1,25

As shown is Table 21, the mean scores of the NNIs ($\bar{X}$ =2,59) and NIs ($\bar{X}$ =2,78) were found to be different. NIs score 2,78 were acceptable and more positive than NNIs 2,59.

4.1.2.11.Scale Item 11

The item 11 in the scale is *In language class, I can get so nervous I forget things I know.* This item measures whether they feel anxious when they forget things. Table 23 is shown the analysis of item 11.

Table 23. *Item 11 in Scale*

Item 11	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
In language class, I can get so nervous I forget things I know.	2,74	2,86	1,29	1,31

The mean scores of the NNIs ($\bar{X}$ =2,74) and NIs ($\bar{X}$ =2,86) were found to be different. NIs score 2,86 were acceptable and more positive than NNIs 2,74.

4.1.2.12.Scale Item 12

The item 12 in the scale is *It embarrasses me to volunteer answers in my language class.* This item explores participants can be shy and avoid attending class activities. The analysis of item 12 is given in Table 24.

Table 24. *Item 12 in Scale*

Item 12	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
It embarrasses me to volunteer answers in my language class.	3,23	3,34	1,47	1,43

As can be seen from the table 24, the mean scores of the NNIs ($\bar{X}$ =3,23) and NIs ($\bar{X}$ =3,34) were found to be different. NIs score 3,34 were acceptable and more positive than the NNIs 3,23.

4.1.2.13.Scale Item 13

The item 13 in the scale is *I get upset when I don't understand what the teacher is correcting.* In other words, this item investigates how the participants feel when the teacher is correcting. The analysis of item 13 is shown in Table 25.

Table 25. *Item 13 in Scale*

Item 13	$\bar{X}$		Sd	
	NNI	**NI**	**NNI**	**NI**
I get upset when I don't understand what the teacher is correcting.	2,39	2,49	1,29	1,30

The mean scores of the NNIs ($\bar{X}$ =2,39) and ($\bar{X}$ =2,49) were found to be different. NIs score 2,49 were acceptable and more positive than NNIs 2,39.

4.2.1.14.Scale Item 14

The item 14 in the scale is *I often feel like not going to my language class.* According to item 14, students do not want to attend the course. Table 26 is shown the analysis of item 14.

Table 26. *Item 14 in Scale*

Item 14	$\bar{X}$		Sd	
	NNI	**NI**	**NNI**	**NI**
I often feel like not going to my language class.	2,55	2,62	1,26	1,36

The mean scores of the NNIs ($\bar{X}$ =2,55) and NIs ($\bar{X}$ =2,62) were found to be different. NIs score 2,62 were acceptable and more positive than NNIs 2,55.

4.2.1.15. Scale Item 15

The scale item 15 is *I am afraid that my language teacher is ready to correct every mistake I make.* This item studies how participants feel about teacher's readiness to make correction. The analysis of item 15 is presented in Table 27.

Table 27. *Item 15 in Scale*

Item 15	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I am afraid that my language teacher is ready to correct every mistake I make.	1,98	2,04	1,20	1,22

The mean scores of the NNIs ($\bar{X}$ = 1,98) and NIs ($\bar{X}$ =2,04) were found to be different. NIs score 2,04 were acceptable and more positive than NNIs 1,98.

4.2.1.16. Scale Item 16

The item in the scale 16 is *I can feel my heart pounding when I'm going to be called on in language class.* In the other aspect of item 16, shyness is a problem of learning a language. The analysis of item 16 is shown in Table 28.

Table 28. *Item 16 in Scale*

Item 16	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I can feel my heart pounding when I'm going to be called on in language class.	2,50	2,51	1,18	1,17

The mean scores of the NNIs ($\bar{X}$ =2,50) and NIs ($\bar{X}$ =2,51) were found to be different. NIs score 2,51 were acceptable and more positive than NNIs 2,50.

4.2.1.17.Scale Item 17

Item 17 is *The more I study for a language test, the more confused I get.* This item explores how the participants feel when they study for a language exam. The analysis of item 17 is shown in Table 29.

Table 29. *Item 17 in Scale*

Item 17	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
The more I study for a language test, the more confused I get.	2,30	2,30	1,20	1,13

As shown is Table 29, the mean scores of the participants towards the NNIs ($\bar{X}$ =2,30) and NI ($\bar{X}$ =2,30) were found to be similar. In other words, there is not a significant difference between two groups.

4.2.1.18.Scale Item 18

The item 18 is *I don't feel pressure to prepare very well for language class.* This item investigates whether the participants feel pressure to prepare well for his/her language class. It can be seen from the analysis of item 18 in Table 30.

Table 30. *Item 18 in Scale*

Item 18	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I don't feel pressure to prepare very well for language class.	3,04	3,11	1,38	1,36

The mean scores of the NNIs ($\bar{X}$ =3,04) and NIs ($\bar{X}$ =3,11) were found to be different. NIs score 3,11 were acceptable and more positive than the Non-native instructor 3,04.

4.2.1.19.Scale Item 19

Item 19 is *I always feel that the other students speak the foreign language better than I do.* In other words, this item explores whether the participant feels that others perform better in speaking. The analysis of item 19 is shown in Table 31.

Table 31. *Item 19 in Scale*

Item 19	$\bar{X}$		Sd	
	NNI	**NI**	**NNI**	**NI**
I always feel that the other students speak the foreign language better than I do.	2,66	2,83	1,20	1,22

The mean scores of the NNIs ($\bar{X}$ = 2,66) NI ($\bar{X}$ =2,83) were found to be different. NIs score 2,83 were acceptable and more positive than the NNIs 2,66.

4.2.1.20.Scale Item 20

The item 20 is *I feel very self-conscious about speaking the foreign language in front of other students.* This item explores whether they feel anxious while speaking in public. Table 32 is presented the analysis of item 20.

Table 32. *Item 20 in Scale*

Item 20	$\bar{X}$		Sd	
	NNI	**NI**	**NNI**	**NI**
I feel very self-conscious about speaking the foreign language in front of other students.	2,53	2,61	1,20	1,25

The mean scores of the NNIs ($\bar{X}$ =2,53) and NIs ($\bar{X}$ = 2,61) were found to be different. NIs score 2,61 were acceptable and more positive than the NNIs 2,53.

4.2.1.21. Scale Item 21

The item 21 is *Language class moves so quickly I worry about getting left behind.* This item explores lesson hours and subjects pass quickly than as usual according to the participant. Table 33 is shown item 21.

Table 33. *Item 21 in Scale*

Item 21	$\overline{X}$		Sd	
	NNI	NI	NNI	NI
Language class moves so quickly I worry about getting left behind.	2,69	2,75	1,26	1,27

The mean scores of the NNIs ($\overline{X}$ = 2,69) and NIs ($\overline{X}$ = 2,75) were found to be different. NIs score 2,75 were acceptable and more positive than the NNIs 2,69.

4.2.1.22.Scale Item 22

Item 22 is *I get nervous and confused when I am speaking in my language class*. This item explores fear of speaking in lesson hours. Table 34 is presented the analysis of item 22.

Table 34. *Item 22 in Scale*

Item 22	$\overline{X}$		Sd	
	NNI	NI	NNI	NI
I get nervous and confused when I am speaking in my language class.	2,48	2,53	1,26	1,25

The mean scores of the NNIs ($\overline{X}$ =2,48) and NIs ($\overline{X}$ =2,53) were found to be different. NIs score 2,53 were acceptable and more positive than the NNIs 2,48.

4.2.1.23.Scale Item 23

Item 23 is *When I'm on my way to language class, I feel very sure and relaxed*. In other words, this item explores whether the participant feels confident and relaxed in the language class. From the Table 35 above we can see that the analysis of item 23 is shown.

Table 35. *Item 23 in Scale*

Item 23	$\overline{X}$		Sd	
	NNI	NI	NNI	NI
When I'm on my way to language class, I feel very sure and relaxed.	2,45	2,60	1,20	1,25

The mean scores of the NNIs (m=2,45) and NIs ($\overline{X}$ =2,60) were found to be different. NIs score 2,60 were acceptable and more positive than the NNIs 2,45.

4.2.1.24.Scale Item 24

Item 24 is *I get nervous when I don't understand every word the language teacher says.* This item explores whether the participants when they do not understand some words or phrases. As can be seen from the Table 36 is shown the analysis of item 24.

Table 36. *Item 24 in Scale*

Item 24	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I get nervous when I don't understand every word the language teacher says.	2,54	2,69	1,20	1,27

The mean scores of the NNIs ($\bar{X}$ =2,54) and NIs ($\bar{X}$ =2,69) were found to be different. NIs score 2,69 were acceptable and more positive than the NNIs 2,54.

4.2.1.25.Scale Item 25

Item 25 is *I feel overwhelmed by the number of rules you have to learn to speak a foreign language*. This item explores whether they feel anxious when they have to learn many rules about the language itself. The analysis of item 25 is presented in Table 37.

Table 37. *Item 25 in Scale*

Item 25	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2,77	2,83	1,31	1,29

The mean scores of the NNIs ($\bar{X}$ =2,77) and NIs ($\bar{X}$ =2,83) were found to be different. NIs score 2,83 were acceptable and more positive than the NNIs 2,77.

4.2.1.26.Scale Item 26

Item 26 is *I am afraid that the other students will laugh at me when I speak the foreign language.* This item explores whether the participants avoid from speaking out of their concern they would be laughed at. Table 38 is shown the analysis of item 26.

Table 38. *Item 26 in Scale*

Item 26	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I am afraid that the other students will laugh at me when I speak the foreign language.	2,48	2,50	1,31	1,30

The mean scores of the NNIs ($\bar{X}$ =2,48) and ($\bar{X}$ = 2,50) were found to be different. NIs score 2,50 were acceptable and more positive than the Non-native instructor 2,48.

4.2.1.27.Scale Item 27

Item 27 is *I get nervous when the language teacher asks questions which I haven't prepared in advance.* In other words, this item investigates whether the participant feel anxious when they have to respond to the teacher. As shown in Table 39, the analysis of item 27 is provided.

Table 39. *Item 27 in Scale*

Item 27	$\bar{X}$		Sd	
	NNI	NI	NNI	NI
I get nervous when the language teacher asks questions which I haven't prepared in advance.	2,71	2,71	1,38	1,38

The mean scores of the NNIs ($\bar{X}$ =2,71) and NIs ($\bar{X}$ =2,71) were found to be similar. Native instructor and Non-native instructor scores are the same.

In Total variables are NNI ($\bar{X}$ =2,56) and NI ($\bar{X}$ =2,63) were found to be different. Native instructor scores 2,63 were acceptable and more positive than the Non-native instructor's score of 2,56.

4.2. T- Test Analyses Results

The data revealed to gender distribution among participants in the analyzed t test. Analysis results for NNI Table 40 and NI Table 41 are shown.

Table 40. *T test for NNI*

Gender	N	M	sd	df	t	p
Female	222	2,51	0,55			
				467	-1,546	0,123
Male	247	2,59	0,56			

As in the results, NNI among female and male participants to foreign language anxiety gender differences male is more positive than female. (N= 247 male > N= 222 female, $t_{(467)}$=-1,546; p>0,05). It is seen that it was the number 1 hypothesis rejected.(see Appendix K) Table 41 presents T test for Native instructors' scores about gender.

Table 41. *T test for NI*

Gender	N	M	sd	df	t	p
Female	222	2,63	0,63			
				467	0,054	0,957
Male	247	2,63	0,61			

As can be seen in Table 41, the numbers of females are 222 and male numbers are 247. A significant difference was not found. Mean scores are the same ($\overline{X}$ = 2,63) as shown ($t_{(467)=}$0,054; p>0,05). This definition highlights that the number 2 hypothesis is not supported. Table 42 presents T test for Non-native instructor about types of university.

Table 42. *T test for NNI*

University	N	M	sd	df	t	p
State	200	2,59	0,51			
				467	1,197	0,232
Private	269	2,53	0,58			

Table 42 presents the data for Non-Native Instructor for state and private universities, whereas participants' from state university number 200 and from private university numbers 269. State university mean scores ($\overline{X}$ = 2,59) and private mean scores ($\overline{X}$ = 2,53). State university standard deviation score is 0,51 and private university standard deviation score is 0,58. According to *p* variable is 0,232 more positive than 0,05. As

shown in ($t_{(467)}$=1,197; p>0,05). This definition includes the number 3 hypothesis must be rejected. As can be seen that in Table 43 T-test for Native instructors.

Table 43. T test for NI

University	N	M	sd	df	t	p
State	200	2,54	0,52			
				467	-2,751	0,006
Private	269	2,69	0,67			

Table 43 presents the data showing that Native instructors for state and private universities participants' scores state university numbers 200 and private university numbers 269. State university mean scores ($\overline{X}$ = 2,54) and private mean scores ($\overline{X}$ = 2,69). State university standard deviation score is 0,52 and private university standard deviation score is 0,67. As shown in is($t_{(467)}$=-2,751; p<0,05.) P = 0,006 < 0,05 hypothesis is accepted. According to the t-test results, private university students were more anxious than the state university students. It is seen that the number 4 hypothesis is accepted. Table 44 shows that the t- test for Non-native instructors' participants departments.

Table 44. *T test for Non- Native Instructor*

University	N	M	sd	df	t	p
Engineering	138	2,50	0,53			
				467	1,456	0,146
Others	331	2,58	0,56			

Table 44 is shown the data Non-native instructors for state and private universities participants' scores numbers are engineering 138 and other numbers are 331. Engineering

mean scores ($\overline{X}$ = 2,50) and others mean scores ($\overline{X}$ =2,58). Engineering standard deviation score is 0,53 and others standard deviation score is 0,56. According to p score is 0,146 more positive than 0,05. As shown in is ($t_{(467)}$=1,456; p>0,05). This definition allows the number 5 hypothesis to be rejected. Table 45 provides t test for Native instructors' participants departments.

Table 45. *T test for Native Instructor*

University	N	M	sd	df	t	p
Engineering	138	2,57	0,58			
				467	1,290	0,198
Others	331	2,65	0,63			

Table 45 is presented the data Non-native instructors for state and private universities participants' scores department of Engineering and other departments. It means that the numbers of Engineering participants were 138 and other departments' participants numbers were 331. Engineering department arithmetic mean scores were ($\overline{X}$ = 2,57) and others arithmetic mean scores were ($\overline{X}$ =2,65). Engineering standard deviation score was 0,58 and others standard deviation score was 0,63. According to p score is 0,198 was not significant differences 0,05. As shown, it is ($t_{(467)}$=1,290; p>0,05). It is seen that the number 6 hypothesis is not supported.

4.3. ANOVA Analyses

In this part of the thesis ANOVA Analysis of Variance was widely used to supply explanations of the versions and calculations of this technique, with the purpose of investigating statistical differences among multiple samples and scores.

Starting from this point of view, this study was based upon NNI and NI's students' foreign language classroom anxiety differences in learning English through age groups to the ANOVA test. To correct analysis results compound to age groups' number of the small number of participants to other groups.

The participants younger than 19 years old are included in the group of -19. Similarly, the ages older than 22, are included in the group of + 22. Analysis results NNI for Table 46 and Table 47; NI for Table 48 and table 49 are shown.

Table 46. *ANOVA Statistics for NNI*

Age	N	M	sd
-19	287	2,53	0,55
20-21 yrs	130	2,56	0,56
+ 22	52	2,67	0,53

Table 46 shows the participants age groups. The first group is under 19 years old N=287 ($\bar{X} = 2,53$) , the second group is 20 to 21 years old N=130 ($\bar{X} = 2,56$) and the last group is above 22 years old N= 52 ($\bar{X} = 2,67$). According to the scores of the age groups those under the age of 19 are more positive than the other groups. However, mean variables regarding those above the age of 22 ($\bar{X} = 2,67$) are more positive than the others.

Table 47 shows that Non-native instructors ANOVA test results among the intergroup and the intragroup.

Table 47. *NNI ANOVA Test Result*

Sources of variance	sum of squares	df	$\bar{X}$	F	p
Intergroup	0,868	2	0,434	1,400	0,248
Intragroup	144,353	466	0,310		
Total	**145,221**	**468**			

The table below illustrates that the; intergroup is ($\bar{X}$ = 0,434), the intragroup is ($\bar{X}$ =0,310) and the total is (df= 468), whereas these scores show that ($F_{(2.466)}$=1,400; p>0,05). Overall, these results indicate that there is not a significant difference. (P = 0,248 > 0,05). Table 48 shows Native instructor analysis of ANOVA statistics among the age groups. This definition indicates that hypothesis 7 is not supported.

Table 48. *NI Analyses of ANOVA Statistics*

Age	N	$\bar{X}$	sd
-19	287	2,61	0,63
20-21	130	2,66	0,62
+22	52	2,61	0,54

Table 48 presents the summary statistics for ANOVA under the ages 19 N= 287 ($\bar{X}$ = 2,61) and 20 to 21 ages N= 130 ($\bar{X}$ = 2,66) and above the 22 ages N= 52 ($\bar{X}$ = 2,61). According to hypothesis is to attitude of 20 to 21 years old are more negative than others. Table 49 presents Native instructor ANOVA test results.

Table 49. *NI ANOVA Test Results*

sources of variance	sum of squares	df	$\bar{X}$	F	p
Intergroup	0,188	2	0,094	0,243	0,784
Intragroup	179,727	466	0,386		
Total	**179,915**	**468**			

The table below illustrates that the; intergroup is ($\bar{X}$ = 0,094) and the intragroup is ($\bar{X}$ = 0,386), while the total is (df=468). These scores present that ($F_{(2.466)}$=0,243; p>0,05). Overall, these results indicate that the hypothesis is rejected. (P = 0,784 > 0,05). Table 50 shows that Non-native instructors' ANOVA test completed statistics. This explanation indicates that hypothesis 8 is not supported.

Table 50. *NNI ANOVA Test Completed Statistics*

Length of learning	N	M	Sd
1-3 yrs	52	2,85	0,66
4-5 yrs	37	2,65	0,58
6-7 yrs	187	2,48	0,51
more than 7	193	2,53	0,53

As seen in Table 50, of the participants length of learning English 1 to 3 years (N=52), 4 to 5 years (N=37), 6 to 7 years (N=187), more than 7 years (N=193). The majority of the questionnaire participants are more than 7 years and average variance is (2,53). Table 51 presents Non-native instructor ANOVA test results.

Table 51. *NNI ANOVA Test Results*

sources of variance	sum of squares	df	$\bar{X}$	F	p
Intergroup	6,080	3	2,027	6,772	0,000
Intragroup	139,141	465	0,299		
Total	145,221	468			

Table 51 shows that; the intergroup is ($\bar{X}$ = 2,027) and the intragroup is ($\bar{X}$ = 0,299) whereas the total is (df=468). These scores present that (p= 0,000). Overall, these results indicate that the length of learning is a statistically important factor in this study. (P = 0,000 > 0,05). Table 52 shows that NNI for Multiple Comparisons Tukey Test Results.

Table 52. *NNI for Multiple Comparisons Tukey Test Results*

length of learning	1-3 Yrs	4-5 Yrs	6-7 Yrs	+7
1-3 Yrs			*	*
4-5 Yrs				
6-7 Yrs	*			
+7	*			

The findings of ANOVA show that the anxiety levels of the participants towards NNIs change according to their length of learning. ($F_{(3,465)}$=6,772; p<0,05). In other words, the length of learning is effective in the anxiety of participants in this study.

It can be seen from the data in Table 50 the length of learning data scores Arithmetic mean score is 2,85 as in ($\bar{X}$ =2,85; Sd =0,66) and 6 to 7 years scores shows ($\bar{X}$ =2,48; sd =0,51) and above 7 years scores show ($\bar{X}$ =2,53; Sd =0,53). Table 53 presents Native instructor for ANOVA Statistics. It confirms that hypothesis 9 is supported.

How to differences groups of between multiple comparisons Tukey test results length of learning 1-3 years are (m= 2,85; sd= 0,66) length of learning 6-7 years (m=2,48; sd=0,51) to more than 7 years (m=2,53; sd= 0,53) level of anxiety between significant difference are shown.

Table 53. *NI For ANOVA Statistics*

length of education	N	$\bar{X}$	sd
1-3 Yrs	52	2,88	0,72
4-5 Yrs	37	2,62	0,70
6-7 Yrs	187	2,57	0,57
+7	193	2,62	0,60

Table 53 indicates that 1 to 3 years scores numbers of 52 in N= 52 ($\bar{X}$ = 2,88), 4 to 5 years score numbers of 37 in , N= 37 ($\bar{X}$ = 2,62), 6 to 7 years score numbers of 187 N= 187 ($\bar{X}$ = 2,57) and above 7 years N= 193 ($\bar{X}$ = 2,62). It is seen that the length of the student is statistically effective in the context of native instructors.

Table 54. *NI ANOVA Statistics Results*

sources of variance	sum up squares	df	$\bar{X}$	F	p
Intergroup	3,953	3	1,318	3,482	0,016
Intragroup	175,962	465	0,378		
Total	179,915	468			

According to Table 54, the findings of the intergroup and the intragroup scores were found to be $\overline{X}$ = 1,318 and $\overline{X}$ = 0,378 respectively.

Total is (df=468). These variables present that (p= 0,016). Overall, these results indicate that hypothesis is negative than others. As shown in (P = 0,016 > 0,05) and $(F_{(3,465)}=3,482; p<0,05)$. Table 55 provides Native instructor in Tukey test.

Table 55. *NI for Multiple Comparisons Tukey test Results*

length of learning	1-3 Yrs	4-5 Yrs	6-7 Yrs	+7
1-3 Yrs			*	*
4-5 Yrs				
6-7 Yrs	*			
+7	*			

Table 55 shows that NI Tukey test scores and provides that 1 to 3 years scores ($\overline{X}$ = 2,88 sd= 0,72), 6 to 7 years scores ($\overline{X}$ = 2,57 sd= 0,57) and above 7 years score ($\overline{X}$ = 2,62 sd = 0,60). This table's scores show that significant difference anxiety of the years in the NI Tukey test of length of learning between different years of learning process. This definition highlights that hypothesis 10 is supported.

The results show that when the participants' length of learning increases, their speaking anxiety decreases no matter whose (NI or NNI) students they are.

The results of the study's hypothesis can be seen in (see Appendix K).

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. DISCUSSION

5.1.1. Discussion of Findings regarding the for Research Questions

The broad context of the discussion part was divided into two parts; firstly, whereas the differences in the attitude of students towards Native and Non-native English lecturers may be the results of speaking anxiety. Secondly, whereas variables such as gender, age and the length of learning are discussed. A discussion of the results provided at the end. As mentioned at the onset, two research questions were asked in this study as discussed below.

> *1. Are there any statistical differences in the attitude of students towards Native and Non-Native English speaking lecturers on the basis of speaking anxiety?*

The results show that there is no statistical difference in the attitudes of students towards Native and Non-Native English speaking lecturers on the basis of speaking anxiety. However, when the types of universities and the variables are taken into consideration, it is seen that there are some differences between two groups. To exemplify, according to the results, students, studying at private universities, have higher anxiety levels than the ones in state universities. Similarly, one of the variables which is explained below, cause difference between two groups.

2. To what extent do the independent variables such as gender, age, the length of EFL learning have an influence on the speaking anxiety in the classroom?

It was found that the variables such as gender and age do not yield any statistical difference between NI and NNIs. On the other hand, the length of EFL learning was found to be an important factor in the attitudes of the participants towards NI and NNIs.

5.1.2.1. Gender

The evidence presented thus far has supported the idea that gender is one of the variables affecting speaking anxiety in the EFL classroom. There is evidence supporting and falsifying gender as a factor affecting the speaking anxiety in an EFL classroom.

Most studies show that there have been significant differences in learning abilities of females and males. In that sense, according to Nyikos (1990), females "generally do better than males on achievement, verbal ability, proficiency, and vocabulary memorization"(p.274). Additionally, Piechurska-Kuciel (2008) highlights that they tend to have more positive attitudes and higher motivation for learning foreign languages than males. Apart from that, several authors claim that women learn foreign languages differently than men. Within this context, it is important to emphasize that, currently, the differences in gender roles are viewed more as a product of socialization than a determinant of nature. Öztürk and Gürbüz (2013) point out "all the female students reported that speaking English is an anxiety provoking factor whereas half of the male students thought that speaking English causes anxiety on them" (p.662). According to Öztürk and Gürbüz (2013), it can be said that "female students got more anxious than male

students while speaking English in classroom atmosphere"(p. 662) and this result is similar to the work that Aydın (2008) carries out in the Turkish context and who defined that female students were more anxious than their male participants, as well as highlighting a significant correlation between Foreign Language Anxiety and gender. Çağatay (2015) highlights according to Dörnyei (2005)

> speak or the anxiety level on the part of the females might derive from the cultural background of Turkish society, meaning that they cannot express themselves confidently in a social context compared to males or females might have more facilitating anxiety (p.654).

Similarly, Gkonou (2013) founds that fear of receiving negative feedback from their teacher and peers a type of socio-psychological behaviour, was also a strong factor of anxiety among learners. It can be related to socio-cultural differences (Wan, 2012; Çapan et al.; 2012).

Overall, these support the view that there are no differences among the other variables. In this thesis study results show that there are no differences between female and male participants and that it could be the influence of social standards, socio-economics opportunities and education background. Educational background and socio –economic opportunities of learners might be affecting their attitudes towards language learning processes. Similarly, Öztürk (2016) states that gender and educational background of the instructor do not have any significant difference between female and male participants in terms of classroom atmosphere, students' manners and knowledge of target culture.

Some studies highlighted that there are no significant differences in level of language anxiety by gender. According to Wan (2012), gender effect is not observable in the research of speaking skills. Wan (2012), finds no significant gender difference in speaking anxiety in the classroom as did some other studies (Aida, 1994; Onwuegbuzie, et al., 1999; Rodríguez & Abreu 2003; Matsuda & Gobel 2004). Aida (1994) highlights no

significant gender difference in anxiety in Japanese (EFL) learners in USA. Similarly, Onwuegbuzie et al.(1999), also did not find a significant relationship between anxiety and gender. Moreover, Wan (2012) expresses,

> Elkhafaifi (2005) obtains two branches of results with relation to anxiety and gender: (a) a gender difference was found in the levels of general anxiety, with females being more anxious than males; (b) no gender difference was found in listening anxiety. It is, however, difficult to explain these results without considering the effects of other variables on anxiety in EFL learning (p.55).

In this study it has been found that gender of the participant is not influential in their speaking anxiety.

5.1.2.2.Age

Age is one of the variables in this study. According to some studies there are significant differences among age groups, therefore, in this study age groups of participants were investigated with regard to speaking anxiety in the classroom.

In literature there are studies which show that age is an important factor. Age groups of participants showed that there are some reasons of communication apprehension, fear of negative evaluation and test anxiety. According to Elkhafaifi (2005, p.6, cited in Sadiq, 2017, p.6) "there is a significant difference in terms of age variable findings students in the third year of their study had significantly lower levels of foreign language anxiety than those in the first and second year of their study." Results indicated that age as a variable had significant value in terms of communication apprehension. Aydın et al., (2017) claim that there are some reasons of communication apprehension, fear of negative evaluation and test anxiety. Age has been identified as the other source of speaking anxiety in the classroom.

Krashen (1985) proposes that young learners have lower level of affective filter and thus their anxiety level might be lower as well. Similarly, Aydın et al. (2006) reveal in

their study that younger learners can feel less confident and be more anxious than older students. A similar result was observed in Hismanoglu's (2013) study at a university context. "He states that younger students had a stronger inclination to worrying about failing their foreign language classes, had a stronger inclination to getting nervous when the language teacher asked questions" (p.934). Karabıyık and Özkan (2017) indicate "Age was another demographic variable relevant to this research in terms of the effect it casts on the FLCAs scores of the study population" (p.675).

In this study, there is no significant difference in level of language anxiety on the basis of age. Age groups investigated in this study were under 18, 18 to 19, 20 to 21, 22 to 24 and above 25. Many scholars hold the view that there is no difference among age groups.

According to Tosun (2018), there is no significant correlation between students' age and their FLCA levels. In addition, it is important to discuss Tosun (2018), "In other words, the age groups of the classroom attending the same course are sharing the same anxiety level in terms of classroom anxiety" (p.235).

Similarly, Taysi (2015), claims that there is no significant difference on the basis of age groups in speaking anxiety. According to Taysi (2015), the lack of vocabulary problems for anxiety are some evidence to speaking anxiety. In this study, show that there is no meaningful difference by age groups.

5.1.2.3.The Length of Learning

This section includes the length of learning in the speaking anxiety is one of the variables in EFL classrooms. According to Latif (2015), the years of learning English increases, it will be experiences of language learning process. Latif (2015) study shows that when the participants' length of learning increases, their language anxiety decreases. So, the number of years are crucial factor in language anxiety.

In addition, a later study Tercan and Dikilitaş (2015) showed that length of learning are essential part of reduce anxiety in terms of past experiences, most participants learn the overcome the difficulties with anxiety later ages. This result related the other studies conducted with Turkish learners. Similarly, Çakar (2009) and Köse (2005) indicate that participants' background of length of learning affected their lives.

According to Gonzales (2010), motivational factors, longer study, cultural integration and language community are influenced by length of exposure. Gradman and Hanania (1991) highlight language background and sociocultural variables affected learners achieve and background factors of the learners related to teachers who are the native speakers of English oral exposure in the classroom. As mentioned before, in this study results show that the length of learning is a meaningful difference in terms of speaking anxiety among native and non-native instructors.

This study was conducted at state and foundation universities in Ankara, Turkey. Most of the students at these universities have a background of English language therefore, it may be dealing with socio-cultural opportunities. According to Magno (2010) highlights "it requires four to nine years to develop academic language skills and about two years to communicative skills using the target language" (p.47).

Cepik and Sarandı (2012, p.2, cited in García Mayo (2003) shows that for Spanish language learners learning English as a foreign language the length of exposure to English is influential on "their performance." Saito and Hanzawa (2015) state that pronunciation effect to the length of instruction. Athanapoulos et al. (2015) state long exposure and short exposure have a meaningful difference in speaking anxiety. In addition to Athanapoulos et al.'s (2015), "results compared to the native English speakers, the learners of German were more prone to base their similarity judgements on endpoint saliency, rather than continuity, primarily as a function of increasing EFL proficiency and year of university study" (p.138).

According to Bialystok (1981), general exposure to language affected the learners directly and there is a big difference to achieve among levels of learners. It can be stated that there is a meaningful difference among length of learning. Some studies claim that length of learning is not a significant difference the section below describes there is in fact no difference in the length of learning. According to Rezazadeh and Travokoli (2009), length of years is not a significant difference among the participants. It is not an important point to the learning process and experiences of education.

In this thesis study, there is a significant difference among the length of learning. Lengths of learning scores were categorized into groups of years in the questionnaire. The length of exposure presented in *1 to 3 years*, *4 to 5 years, 6 to 7 years* and *more than 7 years.* There is significant difference in the length of learning.

 As mentioned before, in this study results show that the length of learning makes a meaningful difference in terms of speaking anxiety among native and non-native instructors.

Overall, one of the more significant findings to emerge from this study is that the length of learning. The findings reported here shed new light on speaking anxiety in terms of length of learning. The present study lays the groundwork for future research into analyses length of learning among types of stress in the classroom.

5.2. CONCLUSION

In this current study, L1 Turkish EFL students' speaking anxiety in native and non-native instructors' lectures were compared. The aim of the present research was to examine speaking anxiety. It was designed to determine the effects of speaking anxiety through L1 Turkish EFL students in terms of in NI and NNIs lectures.

This study was conducted in Ankara province in Turkey. Data was collected through L1 Turkish EFL students using a questionnaire. The questionnaire was adapted from the FLCAS, which was developed by Horwitz et al. (1986). This scale is adapted from the original FLCAS scale seeking the permission from Elaine Kolker Horwitz at the University of Texas at Austin.

The data was collected from L1 Turkish EFL students using questionnaires. The FLCAS included 5-point Likert part and the demographic information part included multiple choice and open-ended part. The adapted version of FLCAS part is composed of 30 questions and the other part included 7 questions (see Appendices E and F). The number of participants in the study is 469 (222 females and 247 males). Before administering the FLCAS reliability and validity analyses were done. Apart from these, confirmatory factor analysis, descriptive statistics, t-test analysis, ANOVA and Tukey analyses were conducted.

According to the results, only one of the variables was found to be statistically significant. It was seen that the length of learning was influential in the speaking anxiety of students in the classroom of native instructors. As the year of English language instruction increase, the anxiety of the learners decreases.

Although this study focuses on NI and NNIs lectures speaking anxiety in the classroom, the findings may well have a bearing on the importance of reducing speaking anxiety in terms of length of learning.

5.3. IMPLICATIONS OF THE STUDY

Based on the findings of the current study, there are some implications to be taken into consideration. To exemplify, the instructors can use certain anxiety reliving strategies in their classrooms.

According to He (2017) the sense of humor is essential strategy of reducing stress and anxiety in learning process, and added to the personal characteristic feature is an another important part of "being humorous was found to be a very effective strategy coping with students' foreign language speaking anxiety according to the findings (p.168)." As a result, the students would be encouraged to speak in classroom.

As mentioned before, the generalizability of the finding of the current study is subject to certain limitations. Further research might explore speaking anxiety on a larger sample. Additionally, the use of qualitative methods would also help to fully understand the implications of speaking anxiety in the context of native and non-native instructors.

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APPENDIX A

The permission for the use of the questionnaire

Re: Scale

HK   Horwitz, Elaine K <horwitz@austin.utexas.edu>   ↩ Yanıtla | ∨
10.12.2016 (Cmt), 05:45
Siz ∨

11.12.2016 09:55 tarihinde yanıt verdiniz.

I appreciate your interest in my work.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, 2nd edition, Pearson, 2013.

Best wishes,

Elaine K. Horwitz

> On Dec 9, 2016, at 11:51 AM, CEREN YENTÜRK <ceren.991@hotmail.com> wrote:
>
> Dear Mrs Horwitz,
> Your scale is gorgeous and appropriate for my thesis. If you take permission to use your scale, I will be really appreciated. I promise that using your scale to obey the rules about APA standards.
>
> Kind regards
>
>
> Ceren Y

APPENDIX B

Table . *Foreign Language Anxiety Variables Scale Factor Loads and Cronbach Alpha Indexes*

Items	Factor Loads		Cronbach Alpha	
	NNI	**NI**	**NNI**	**NI**
I never feel quite sure of myself when I am speaking in my foreign language class.	0,59	0,57		
I don't worry about making mistakes in language class.	0,57	0,66		
I tremble when I know that I'm going to be called on in language class.	0,50	0,59		
It frightens me when I don't understand what the teacher is saying in the foreign language.	0,39	0,48		
It wouldn't bother me at all to take more foreign language classes.	0,12	0,11		
During language class, I find myself thinking about things that have nothing to do with the course.	0,38	0,40		
I keep thinking that the other students are better at languages than I am.	0,41	0,48	0,84	0,88
I start to panic when I have to speak without preparation in language class.	0,48	0,50		
I worry about the consequences of failing my foreign language class.	0,50	0,53		
I don't understand why some people get so upset over foreign language classes.	0,10	0,13		
In language class, I can get so nervous I forget things I know.	0,45	0,52		
It embarrasses me to volunteer answers in my language class.	0,21	0,24		
I get upset when I don't understand what the teacher is correcting.	0,37	0,43		
I often feel like not going to my language class.	0,15	0,26		

Items	Factor Loads		Cronbach Alpha	
	NNI	**NI**	**NNI**	**NI**
I am afraid that my language teacher is ready to correct every mistake I make.	0,44	0,37		
I can feel my heart pounding when I'm going to be called on in language class.	0,48	0,52		
The more I study for a language test, the more con-fused I get.	0,24	0,38		
I don't feel pressure to prepare very well for language class.	0,12	0,19		
I always feel that the other students speak the foreign language better than I do.	0,47	0,58		
I feel very self-conscious about speaking the foreign language in front of other students.	0,58	0,59		
Language class moves so quickly I worry about getting left behind.	0,47	0,49		
I feel more tense and nervous in my language class than in my other classes.	0,47	0,49		
I get nervous and confused when I am speaking in my language class.	0,57	0,56		
I get nervous when I don't understand every word the language teacher says.	0,45	0,52		
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	0,45	0,51		
I am afraid that the other students will laugh at me when I speak the foreign language.	0,50	0,58		
I get nervous when the language teacher asks questions which I haven't prepared in advance.	0,47	0,59		

APPENDIX C

Table . *Foreign Language Anxiety Scores Mean and Standard Deviation*

Items	M		Sd	
	NNI	**NI**	**NNI**	**NI**
I never feel quite sure of myself when I am speaking in my foreign language class.	2,27	2,09	1,31	1,25
I don't worry about making mistakes in language class.	2,43	2,34	1,23	1,15
I tremble when I know that I'm going to be called on in language class.	2,32	2,37	1,22	1,25
It frightens me when I don't understand what the teacher is saying in the foreign language.	2,22	2,28	1,20	1,25
It wouldn't bother me at all to take more foreign language classes.	2,60	2,76	1,20	1,22
During language class, I find myself thinking about things that have nothing to do with the course.	2,55	2,60	1,20	1,26
I keep thinking that the other students are better at languages than I am.	2,67	2,76	1,23	1,30
I start to panic when I have to speak without preparation in language class.	2,64	2,79	1,29	1,36
I worry about the consequences of failing my foreign language class.	2,67	2,84	1,27	1,32
I don't understand why some people get so upset over foreign language classes.	2,59	2,78	1,23	1,25
In language class, I can get so nervous I forget things I know.	2,74	2,86	1,29	1,31
It embarrasses me to volunteer answers in my language class.	3,23	3,34	1,47	1,43
I get upset when I don't understand what the teacher is correcting.	2,39	2,49	1,29	1,30
I often feel like not going to my language class.	2,55	2,62	1,26	1,36
I am afraid that my language teacher is ready to correct every mistake I make.	1,98	2,04	1,20	1,22

Items	M		Sd	
	NNI	NI	NNI	NI
I can feel my heart pounding when I'm going to be called on in language class.	2,50	2,51	1,18	1,17
The more I study for a language test, the more con-fused I get.	2,30	2,30	1,20	1,13
I don't feel pressure to prepare very well for language class.	3,04	3,11	1,38	1,36
I always feel that the other students speak the foreign language better than I do.	2,66	2,83	1,20	1,22
I feel very self-conscious about speaking the foreign language in front of other students.	2,53	2,61	1,20	1,25
Language class moves so quickly I worry about getting left behind.	2,69	2,75	1,26	1,27
I get nervous and confused when I am speaking in my language class.	2,48	2,53	1,26	1,25
When I'm on my way to language class, I feel very sure and relaxed.	2,45	2,60	1,20	1,25
I get nervous when I don't understand every word the language teacher says.	2,54	2,69	1,20	1,27
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2,77	2,83	1,31	1,29
I am afraid that the other students will laugh at me when I speak the foreign language.	2,48	2,50	1,31	1,30
I get nervous when the language teacher asks questions which I haven't prepared in advance.	2,71	2,71	1,38	1,38
TOTAL	**2,56**	**2,63**	**0,55**	**0,62**

APPENDIX D

GÖNÜLLÜ KATILIM FORMU

Çalışmanın amacı, yabancı dil öğrenmekte olan Türk öğrencilerin, Türk eğitmenler ile yabancı uyruklu eğitmenlerin derslerindeki konuşma kaygısının karşılaştırılması. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Soruları cevaplarken, sorulardan veya herhangi başka bir nedenden dolayı rahatsızlık duyarsanız anketi yarıda bırakabilirsiniz. Anket sonunda, çalışma ile ilgili sorularınız cevaplanacaktır. Çalışma hakkında daha fazla bilgi almak isterseniz, İngiliz Dili Öğretimi Yükseklisans Bölümü öğrencisi Ceren YENTÜRK (ceren.991@hotmail.com) ile iletişime geçebilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda bırakıp çıkabileceğimi biliyorum.

İmza

Tarih: _ _ /_ _ /_ _ _

APPENDIX E

DEMOGRAFİK BİLGİ FORMU

1- Cinsiyeti   Kadın   ☐   Erkek   ☐

2- Anadiliniz   [   ]

3- Yaş Aralığı   18'den Küçük   ☐
                      18-19   ☐
                      20-21   ☐
                      22-24   ☐
                      25 ve Üstü   ☐

4- Bölümü   [   ]

5- Kaç yıldır İngilizce öğreniyorsun   1-3 Yıl   ☐
                                            4-5 Yıl   ☐
                                            6-7 Yıl   ☐
                                            7'den Fazla ☐

6- Haftada kaç saat İngilizce dersi alıyorsun   1-10 Saat   ☐
                                                     11-20 Saat   ☐
                                                     21-30 Saat   ☐
                                                     30'dan Fazla   ☐

7- Üniversite   Devlet   ☐
                     Vakıf   ☐

Aşağıdaki ölçekte Yabancı ve Türk öğretmenlerin, İngilizce dersleriyle ilgili birtakım ifadeler yer almaktadır. Bu ifadeleri "Yabancı öğretmen" ve "Türk öğretmen" için **ayrı ayrı** işaretlemeniz gerekmektedir. Lütfen derecelendirmeyi aşağıdaki ölçütlere göre yapınız.

1=Tamamen Katılmıyorum, 2=Katılmıyorum, 3=Kararsızım, 4= Katılıyorum, 5=Tamamen Katılıyorum

		YABANCI ÖĞRETMEN					TÜRK ÖĞRETMEN				
		TAMAMEN KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILIYORUM	TAMAMEN KATILIYORUM	TAMAMEN KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILIYORUM	TAMAMEN KATILIYORUM
		1	2	3	4	5	1	2	3	4	5
1	İngilizce dersinde konuşurken kendimden emin olamam.										
2	İngilizce dersinde hata yapmaktan korkmam										
3	İngilizce dersinde cevabını bildiğim soruları cevaplarken kaygılanırım.										
4	İngilizce dersinde anlamadığım konuları öğretmene söylemekten çekinirim.										
5	İngilizce dersinde alıştırma yaparken asla sıkılmam.										
6	İngilizce dersi sırasında kendimi dersten uzaklaşmış hissederim.										
7	İngilizce dersinde konuşurken arkadaşlarımın benden daha iyi olduğunu düşünürüm.										
8	İngilizce dersinde sözlü aktivitelerde zorlanmam.										
9	İngilizce dersinde hazırlıksız olduğumda paniklerim.										
10	İngilizce dersinde başarısız olmaktan endişelenirim.										
11	İngilizce dersinde öğrencilerin neden mutsuz olduğunu anlamam.										
12	İngilizce dersinde bildiğim konuyu unuttuğumda kaygılanırım.										
13	İngilizce dersinde gönüllü olarak bildiğim soruları cevaplarken kendimi mutlu hissederim.										
14	İngilizce dersinde hatalarım öğretmenim tarafından düzeltildiğinde kaygılanırım.										
15	İngilizce dersinde genellikle kendimi dersteymiş gibi hissetmem.										
16	İngilizce dersinde sözlü aktiviteler sırasında kendimi iyi hissederim.										

		YABANCI ÖĞRETMEN					TÜRK ÖĞRETMEN				
		TAMAMEN KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILIYORUM	TAMAMEN KATILIYORUM	TAMAMEN KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILIYORUM	TAMAMEN KATILIYORUM
		1	2	3	4	5	1	2	3	4	5
17	İngilizce dersinde konuşurken hatalarımın düzeltilmesinden nefret ederim.										
18	İngilizce dersinde adım söylendiğinde çok heyecanlanırım.										
19	İngilizce dersinde hazırlıklı olduğumda kafam daha çok karışır.										
20	İngilizce dersine iyi hazırlandığımda kendimi stresli hissetmem.										
21	İngilizce dersinde arkadaşlarımın benden daha iyi konuştuklarını düşünürüm.										
22	İngilizce dersinde sınıf arkadaşlarımın önünde konuşmak kendimi kötü hissettirir.										
23	İngilizce dersi hızlı geçtiğinde kendimi konulardan eksik kalmış gibi hissederim.										
24	Diğer derslere göre İngilizce dersinde kendimi endişeli ve sinirli hissederim.										
25	İngilizce dersinde konuşurken kendimi endişeli ve karmaşık hissederim.										
26	İngilizce dersinde kendimi rahat ve emin hissederim.										
27	İngilizce dersinde konuşmaları anlamadığımda kendimi sinirli hissederim.										
28	İngilizce öğrenmek için çok fazla kural olduğunu düşünürüm.										
29	İngilizce dersinde konuşurken bana gülünmesinden endişe duyarım.										
30	İngilizce dersinde hazırlıksız olduğumda öğretmenin soru sorması beni tedirgin eder.										

APPENDIX G

THE ORIGINAL FLCAS SCALE (Horwitz et al. 1986)

The Foreign Language Classroom Anxiety Scale (original) FLCAS

1. I never feel quite sure of myself when I am speaking in my foreign language class.

       Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

                       nor disagree

2. I don't worry about making mistakes in language class.

       Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

                       nor disagree

3. I tremble when I know that I'm going to be called on in language class.

       Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

                       nor disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

       Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

                       nor disagree

5. It wouldn't bother me at all to take more foreign language classes.

       Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

                       nor disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

       Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

                       nor disagree

7. I keep thinking that the other students are better at languages than I am.

       Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

                       nor disagree

8. I am usually at ease during tests in my language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagre   nor
disagree

9. I start to panic when I have to speak without preparation in language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

10. I worry about the consequences of failing my foreign language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

12. In language class, I can get so nervous I forget things I know.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

13. It embarrasses me to volunteer answers in my language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

15. I get upset when I don't understand what the teacher is correcting.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

17. I often feel like not going to my language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

18. I feel confident when I speak in foreign language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

21. The more I study for a language test, the more con- fused I get.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

22. I don't feel pressure to prepare very well for language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

25. Language class moves so quickly I worry about getting left behind.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

27. I get nervous and confused when I am speaking in my language class.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

29. I get nervous when I don't understand every word the language teacher says.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

32. I would probably feel comfortable around native speakers of the foreign language.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree   Agree   Neither agree   Disagree   Strongly disagree

nor disagree

APPENDIX H

Table. Scale of Foreign language learning anxiety variables analyses items

Items
I never feel quite sure of myself when I am speaking in my foreign language class
I don't worry about making mistakes in language class
I feel anxious although I know the correct answer in language class
I hesitate to ask questions to the teacher when I don't understand subjects in language class
It wouldn't bother me at all to take more foreign language classes
During language class, I find myself thinking about things that have nothing to do with the course
I keep thinking that the other students are better at languages than I am
I am usually at ease during speaking activities in my language class
I start to panic when I have to speak without preparation in language class
I worry about the consequences of failing my foreign language class
I don't understand why some people get so upset over foreign language classes
In language class, I can get so nervous I forget things I know
It embarrasses me to volunteer answers in my language class
I get upset when I don't understand what the teacher is correcting.
I often feel like not going to my language class
I feel confident when I speak in foreign language class
I am afraid that my language teacher is ready to correct every mistake I make
I can feel my heart pounding when I'm going to be called on in language class
The more I study for a language test, the more confused I get
I don't feel pressure to prepare very well for language class
I always feel that the other students speak the foreign language better than I do
I feel very self-conscious about speaking the foreign language in front of other students

Analyses Results of Frequencies of Departments

		Frequency	Percent
Valid	Airframe and Power plant Maintenance	6	1,3
	Architecture	13	2,8
	Automotive Engineering	6	1,3
	Aviation Management	5	1,1
	Avionics	6	1,3
	Banking and Finance	18	3,8
	Business Administration	25	5,3
	Chemical Engineering and Applied Chemistry	4	0,9
	Civil Engineering	21	4,5
	Computer Engineering	16	3,4
	Economics	18	3,8
	Electrical and Electronics Engineering	23	4,9
	Energy Systems Engineering	3	0,6
	English Language and Literature	4	0,9
	Faculty of Medicine	15	3,2
	Graphic Design	2	0,4
	History	16	3,4
	Industrial Engineering	14	3
	Information and Records Management	2	0,4
	Information Systems Engineering	1	0,2
	Interior Architecture and Environmental Design	2	0,4
	International Relations	15	3,2
	International Trade	10	2,2
	International Trade and Business	10	2,1
	International Trade and Logistics	3	0,6
	Justice	4	0,9
	Law	26	5,5
	Management Information Systems	6	1,3
	Manufacturing Engineering	4	0,9
	Mathematics	6	1,3
	Mechanical Engineering	17	3,6
	Mechatronics	1	0,2
	Mechatronics Engineering	11	2,3
	Metallurgical and Material Engineering	10	2,1
	Nursing	1	0,2
	Nutrition and Dietetics	2	0,4
	Philosophy	11	2,3

Pilotage	5	1,1
Political Science and International Relations	12	2,6
Politics and Public Administration	7	1,5
Psychology	23	4,9
Public Finance	29	6,2
Public Relations and Advertisement	8	1,7
Sociology	9	1,9
Software Engineering	6	1,3
The Fashion and Interpreting Studies	1	0,2
Tourism and Hotel Management	6	1,3
Translation and Interpreting Studies	6	1,3
Total	469	100

APPENDIX J

P Value Tables

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
NI	Female	222	2,6278	,63054	,04232
	Male	247	2,6247	,61170	,03892
NNI	Female	222	2,5133	,55272	,03710
	Male	247	2,5929	,55935	,03559

Independent Samples Test

			Levene's Test for Equality of Variances		t-test for Equality of Means		
			F	Sig.	t	df	Sig. (2-tailed)
YH	Equal variances assumed		,146	,702	,054	467	,957
	Equal variances not assumed				,054	458,368	,957
TH	Equal variances assumed		,683	,409	-1,546	467	,123
	Equal variances not assumed				-1,547	462,816	,122

Independent Samples Test

| | | | t-test for Equality of Means | | | |
| | | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
					Lower	Upper
NI	Equal variances assumed		,00311	,05740	-,10969	,11591
	Equal variances not assumed		,00311	,05750	-,10988	,11610
NNI	Equal variances assumed		-,07955	,05144	-,18063	,02154
	Equal variances not assumed		-,07955	,05141	-,18057	,02148

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
NI	1,00	287	2,6144	,63173	,03729	2,5410	2,6878
	2,00	130	2,6584	,62522	,05484	2,5499	2,7669
	3,00	52	2,6104	,54524	,07561	2,4586	2,7622
	Total	469	2,6262	,62003	,02863	2,5699	2,6824
NNI	1,00	287	2,5308	,55731	,03290	2,4660	2,5955
	2,00	130	2,5632	,56458	,04952	2,4653	2,6612
	3,00	52	2,6702	,53144	,07370	2,5223	2,8182
	Total	469	2,5552	,55705	,02572	2,5047	2,6058

Descriptives

		Minimum	Maximum
NI	1,00	1,26	4,41
	2,00	1,59	4,33
	3,00	1,59	4,41
	Total	1,26	4,41
NNI	1,00	1,44	4,41
	2,00	1,41	4,04
	3,00	1,67	4,41
	Total	1,41	4,41

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
NI	Between Groups	,188	2	,094	,243	,784
	Within Groups	179,727	466	,386		
	Total	179,915	468			
NNI	Between Groups	,868	2	,434	1,400	,248
	Within Groups	144,353	466	,310		
	Total	145,221	468			

Multiple Comparisons

Dependent Variable		(I) yeni_yaş	(J) yeni_yaş	Mean Difference (I-J)	Std. Error	Sig.
NI	Tukey HSD	1,00	2,00	-,04400	,06566	,781
			3,00	,00400	,09360	,999
		2,00	1,00	,04400	,06566	,781
			3,00	,04801	,10190	,885
		3,00	1,00	-,00400	,09360	,999
			2,00	-,04801	,10190	,885
	Scheffe	1,00	2,00	-,04400	,06566	,799
			3,00	,00400	,09360	,999
		2,00	1,00	,04400	,06566	,799
			3,00	,04801	,10190	,895
		3,00	1,00	-,00400	,09360	,999
			2,00	-,04801	,10190	,895
	Tamhane	1,00	2,00	-,04400	,06631	,881
			3,00	,00400	,08431	1,000
		2,00	1,00	,04400	,06631	,881
			3,00	,04801	,09340	,940
		3,00	1,00	-,00400	,08431	1,000
			2,00	-,04801	,09340	,940
NNI	Tukey HSD	1,00	2,00	-,03247	,05884	,846
			3,00	-,13945	,08388	,221
		2,00	1,00	,03247	,05884	,846
			3,00	-,10698	,09132	,471
		3,00	1,00	,13945	,08388	,221
			2,00	,10698	,09132	,471
	Scheffe	1,00	2,00	-,03247	,05884	,859
			3,00	-,13945	,08388	,252
		2,00	1,00	,03247	,05884	,859
			3,00	-,10698	,09132	,504
		3,00	1,00	,13945	,08388	,252
			2,00	,10698	,09132	,504
	Tamhane	1,00	2,00	-,03247	,05945	,929
			3,00	-,13945	,08071	,242
		2,00	1,00	,03247	,05945	,929
			3,00	-,10698	,08879	,545
		3,00	1,00	,13945	,08071	,242
			2,00	,10698	,08879	,545

Dependent Variable		(I) yeni_yaş	(J) yeni_yaş	95% Confidence Interval	
				Lower Bound	Upper Bound
NI	Tukey HSD	1,00	2,00	-,1984	,1104
			3,00	-,2161	,2241
		2,00	1,00	-,1104	,1984
			3,00	-,1916	,2876
		3,00	1,00	-,2241	,2161
			2,00	-,2876	,1916
	Scheffe	1,00	2,00	-,2052	,1172
			3,00	-,2258	,2338
		2,00	1,00	-,1172	,2052
			3,00	-,2022	,2982
		3,00	1,00	-,2338	,2258
			2,00	-,2982	,2022
	Tamhane	1,00	2,00	-,2034	,1154
			3,00	-,2017	,2097
		2,00	1,00	-,1154	,2034
			3,00	-,1786	,2746
		3,00	1,00	-,2097	,2017
			2,00	-,2746	,1786
NNI	Tukey HSD	1,00	2,00	-,1708	,1059
			3,00	-,3367	,0578
		2,00	1,00	-,1059	,1708
			3,00	-,3217	,1077
		3,00	1,00	-,0578	,3367
			2,00	-,1077	,3217
	Scheffe	1,00	2,00	-,1770	,1120
			3,00	-,3454	,0665
		2,00	1,00	-,1120	,1770
			3,00	-,3312	,1173
		3,00	1,00	-,0665	,3454
			2,00	-,1173	,3312
	Tamhane	1,00	2,00	-,1754	,1104
			3,00	-,3367	,0578
		2,00	1,00	-,1104	,1754
			3,00	-,3226	,1087
		3,00	1,00	-,0578	,3367
			2,00	-,1087	,3226

APPENDIX K

Hypothesis results of the study

Hypothesis		**Result**
H_1	Non-native instructor's students' foreign language learning anxiety perceptions become different by gender.	Not supported
H_2	Native instructor's students' foreign language learning anxiety perceptions become different by gender.	Not supported
H_3	Non-native instructor's students' foreign language learning anxiety perceptions become different by the types of university.	Not supported
H_4	Native instructor's students' foreign language learning anxiety perceptions become different by the types of university.	Supported
H_5	Non-native instructor's students' foreign language learning anxiety perceptions become different by departments.	Not supported
H_6	Native instructor's students' foreign language learning anxiety perceptions become different by departments.	Not supported
H_7	Non-native instructor's students' foreign language learning anxiety perceptions become different by age groups	Not supported
H_8	Native instructor's students' foreign language learning anxiety perceptions become different by age groups.	Not supported
H_9	Non-native instructor's students' foreign language learning anxiety perceptions become different by the length of EFL learning.	Supported
H_{10}	Native instructor's students' foreign language learning anxiety perceptions become different by the length of EFL learning.	Supported

A COMPARISON OF TURKISH EFL STUDENTS' SPEAKING ANXIETY IN THE CLASSROOMS OF NATIVE AND NON-NATIVE INSTRUCTORS