

**REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**AN INVESTIGATION OF CAUSES OF TURKISH EFL STUDENTS' RETICENCE
IN FOREIGN LANGUAGE CLASSROOM**

**THESIS BY
Yahya GEYLANİ**

**SUPERVISOR
Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ**

MASTER OF ARTS

MERSİN / MAY, 2016

REPUCLIC OF TURKEY
ÇAĞ UNIVERSITY
DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of “AN INVESTIGATION OF CAUSES OF TURKISH EFL STUDENTS’ RETICENCE IN FOREIGN LANGUAGE CLASSROOM” which was prepared by our student **YAHYA GEYLANİ** with number **20138042** is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Education**.



Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Univ. Inside - Supervisor- Head of Examining Committee

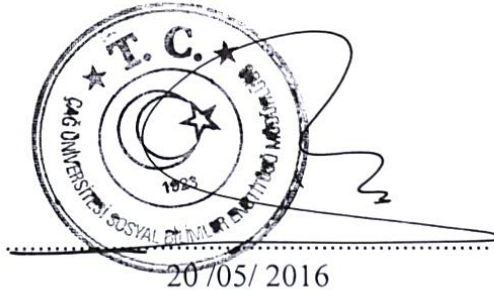


Assist. Prof. Dr. Hülya YUMRU
Univ. Inside - Member of Examining Committee



Assoc. Prof. Dr. Jülide İNÖZÜ
Univ. Outside - Member of Examining Committee
(Çukurova University)

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.



Assist. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

ACKNOWLEDGEMENTS

Of all who have contributed in this study, first and foremost, I would like to express my deepest appreciation to my thesis supervisor Assoc. Prof. Dr. Şehnaz ŞAHİNKARAŞ for her invaluable assistance during the process of completion of this study. With her assistance, this arduous process turned into an enjoyable and educatory process. Without her academic guidance and endless support, I would never be able to complete this research. I learnt a lot from her constructive feedback during this study. In addition to her assistance in this study, I learnt a lot from her during her lectures. She is a mine of information in the field of ELT. I also would like to thank her for instilling a sense of urgency in me. Having the chance of working with her is above ordinary.

I would like to express my gratitude to my lecturers Assist. Prof. Dr. Hülya YUMRU and Assoc. Prof. Dr. Jülide İNÖZÜ not only for being in jury but also for their contributions in my ELT journey. I learnt a lot from them about the true nature of teaching and learning a foreign language.

I would like to express my gratitude to my lecturer Assist. Prof. Dr. Kim Raymond HUMISTON for teaching me the ins and outs of being an effective speaker and presenter.

I owe special thanks to my colleague Soner KAYA for his encouragement during writing my MA study down, help and assistance with both back translation of the questionnaire and collecting data from the participants.

I would like to express my gratitude to my colleague Ahmet KESMEZ for sharing his experiences with me.

I would like to express my gratitude to my classmates from Çağ University ELT MA programme.

I would like to express my warmest thanks to my students majoring English Language and Literature at Bingöl University, who participated in this study.

Lastly, I am grateful to family, especially my mother, for their support and love during the all process of this study.

This thesis has been completed with the help of people mentioned and not mentioned above. Lastly, I would like to thank all of them.

20.05.2016

Yahya GEYLANI



DEDICATION



“All that I am or ever to be, I owe to my angel mother.” Abraham Lincoln

To my mother,

Münevver Geylani

For her endless support and love...

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN KONUŞMA DERSLERİNDEKİ KONUŞMA AKTİVİTELERİNDE SESSİZ KALMALARININ SEBEPLERİ ÜZERİNE BİR ARAŞTIRMA

Yahya GEYLANİ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Doç. Dr. Şehnaz ŞAHİNKARAKAŞ

Mayıs 2016, 103 Sayfa

Son yıllarda yabancı dil eğitiminde, dilbilgisi temelli eğitimden dili iletişim amaçlı kullanmaya yönelik bir eğitime doğru bir değişim gerçekleşmektedir. Bu bağlamda bir dili konuşabilmek ve o dili iletişim ihtiyaçlarını giderebilmek için kullanabilmek büyük önem kazanmıştır. Ancak, Türkiye’de yabancı dil öğrencileri konuşma derslerindeki konuşma aktivitelerine katılmamayı ve susmayı tercih etmektedirler. Çünkü en çok yabancı dili konuşmada zorluklar yaşarlar ve konuşma becerisini geliştirilmesi en zor beceri olarak görürler.

Bu çalışmanın amacı İngiliz Dili ve Edebiyatı bölümü öğrencilerinin konuşma derslerindeki konuşma aktivitelerinde sessiz kalmalarının sebeplerini araştırmaktır. Ayrıca cinsiyet, sınıf, yurtdışı tecrübesi, anadil, İngilizce kitap okuma ve film izleme sıklıkları ve İngilizce konuşan ebeveyn faktörlerinin bu suskunluğuna etki edip etmediği de araştırılmıştır. Bu çalışmaya Bingöl Üniversitesi İngiliz Dili ve Edebiyatı bölümünün tüm sınıflarından olmak üzere toplam 257 öğrenci katılmıştır. Bu çalışmada iki bölümden oluşan bir anket veri toplama aracı olarak kullanılmış ve anketten elde edilen veriler SPSS 20 paket programında analiz edilmiştir. Sonra elde edilen veriler faktör analizi ile gruplandırılmış, sadeleştirilmiştir ve 8 ayrı kategoride değerlendirilmiştir. Her kategorinin betimsel analizleri yapılmış; ortalama, standart sapma, maksimum ve minimum değerleri hesaplanmıştır. Son olarak, gruplar arasındaki farkların tespiti için ANOVA ve T-testi uygulanmıştır.

Bu araştırmanın sonuçlarına göre, pratik ve hazırlık eksikliği, başarısızlık ve olumsuz değerlendirilme korkusu, sınıf arkadaşlarının önünde konuşma korkusu, genel dil yetersizliği, özgüven eksikliği, hata yapma korkusu, sınıfın fiziksel koşulları ve öğretmen faktörü öğrencilerin sessiz kalmalarının önde gelen sebeplerindendir. Ayrıca, bu çalışmanın sonuçları suskunluk ile cinsiyet, sınıf, yurtdışı tecrübesi, anadil ve İngilizce kitap okuma ve film izleme sıklıkları arasında ilişki olduğunu göstermektedir.

Anahtar Kelimeler: Sessizlik, Konuşma Aktivitelerinde Sessizlik, Sınıfta Konuşma

Problemleri

ABSTRACT

AN INVESTIGATION OF CAUSES OF TURKISH EFL STUDENTS' RETICENCE IN FOREIGN LANGUAGE CLASSROOM

Yahya GEYLANI

Master of Arts, Department of English Language Education

Supervisor: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

May 2016, 103 Pages

The focus of language teaching has shifted from teaching grammatical structures to teaching the language for communicative purposes over the recent years. In this context, being capable of speaking in a foreign language and being able to use it to meet communicational needs has gained great importance. However, in Turkish EFL context majority of foreign language learners do not participate in speaking activities and prefer to remain reticent. Because they have difficulties in speaking and think that speaking is the most difficult skill to improve.

This study aims to investigate what causes language learners' reticence during oral activities in speaking courses, who major ELL. The study also aims to investigate whether participants' gender, grade, first language, reading and watching in English, having overseas experience and having English speaking parents are factors in their reticence.

The participants were 257 students who are majoring ELL at Bingöl University. Their grades vary from first grade to fourth grade. A questionnaire consisting two parts was used to collect data. The data were analysed with the Statistical Package for Social Sciences 20 (SPSS 20). Eight Subscales were generated with factor analysis to sum up the data. Then, for each subscale a descriptive analysis containing mean, standard deviation, minimum and maximum values were computed. Lastly, to identify the differences among the groups ANOVA and T-test were administrated.

The findings of the study showed that lack of practice and preparation, fear of failure and negative evaluation, fear of speaking in presence of others, lack of overall language proficiency, lack of confidence, fear of making mistakes, physical classroom environment and teacher related factors that cause reticence, respectively. Additionally, it is found that participants' gender, grade, first language, reading and watching in English and having overseas experience are important factors in reticence.

Key Words: Reticence, Reticence in Oral activities, Speaking Problems in Classroom

ABBREVIATIONS

EFL	: English as a Foreign Language
FLL	: Foreign Language Learning
WTC	: Willingness to Communicate
ESL	: English as a Second Language
ELL	: Foreign Language and Literature
ELT	: English Language Teaching
FL	: Foreign Language
L1	: First Language
L2	: Second Language
EFA	: Exploratory Factor Analysis
ANOVA	: Analysis of Variance
SPSS	: Statistical Package for Social Sciences
SD	: Standard Deviation

LIST OF TABLES

Table 1. Descriptive Analysis of Fear of Making Mistakes	29
Table 2. Descriptive Analysis of Lack of Language Proficiency	31
Table 3. Descriptive Analysis of Fear of Speaking in Presence of Others	32
Table 4. Descriptive Analysis of Fear of Failure and Negative Evaluation.....	33
Table 5. Descriptive Analysis of Teacher Related Factors	34
Table 6. Descriptive Analysis of Lack of Confidence and Interest.....	36
Table 7. Descriptive Analysis of Lack of Practice and Preparation	37
Table 8. Descriptive Analysis of Physical Classroom Environment	38
Table 9. Gender Factor in Students' Reticence	40
Table 10. Descriptive Analysis of Grade Factor in Students' Reticence.....	41
Table 11. Analysis of Variance (ANOVA) Between Grades and Reticence	41
Table 12. Descriptive Analysis of L1 Factor in Students' Reticence	43
Table 13. ANOVA Test for L1 Factor in Students' Reticence	43
Table 14. Reading in English as a Factor in Students' Reticence	44
Table 15. ANOVA Test for Reading English Books	44
Table 16. Watching English Movies as a Factor in Students' Reticence.....	46
Table 17. ANOVA Test for Watching English Movies	46
Table 18. Having Overseas Experience as a Factor in Students' Reticence.....	47
Table 19. ANOVA Test for Having Overseas Experience.....	47
Table 20. English Speaking Parents as a Factor in Students' Reticence	48
Table 21. Independent Sample Test for English Speaking Parents	48

TABLE OF CONTENTS

COVER.....	I
APPROVAL PAGE.....	II
ACKNOWLEDGEMENTS	III
DEDICATION.....	V
ÖZET	VI
ABSTRACT.....	VIII
ABBREVIATIONS.....	X
LIST OF TABLES.....	XI
TABLE OF CONTENTS.....	XII

CHAPTER 1

1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study.....	4
1.4. Research Questions	4
1.5. Significance of the study.....	5

CHAPTER 2

2. LITERATURE REVIEW.....	6
2.1. Introduction.....	6
2.2. Speaking in a Foreign Language.....	6
2.3. Factors that Hinder Learners from speaking in a FL.....	7

2.3.1. Personality.....	8
2.3.2. Foreign Language Anxiety.....	10
2.3.3. Motivation.....	12
2.3.4. Willingness to Communicate.....	14
2.3.5. Attitude toward FL.....	16
2.2.6. Lack of Language Proficiency.....	17
2.3.7. Summary.....	19
2.4. Studies on Reticence.....	19
2.4.1. Relevant Studies Conducted Abroad.....	20
2.4.2. Relevant Studies Conducted in Turkey.....	22
2.5. Summary.....	23

CHAPTER 3

3. METHODOLOGY.....	24
3.1. Research Design.....	24
3.2. Research Design.....	24
3.3. Participants	24
3.4. Data Collection Instruments.....	25
3.5. Data Collection Procedure.....	25
3.6. Factor Analysis.....	26
3.7. Data Analysis.....	26

CHAPTER 4

4. DATA ANALYSIS AND FINDINGS.....	28
4.1. Introduction.....	28

4.2. Causes of Reticence in EFL during Speaking Courses.....	28
4.2.1. Fear of Making Mistakes.....	28
4.2.2. Lack of Language Proficiency.....	30
4.2.3. Fear of Speaking in Presence of Others.....	32
4.2.4. Fear of Failure and Negative Evaluation.....	33
4.2.5. Teacher Related Factors.....	34
4.2.6. Lack of Confidence and Interest.....	35
4.2.7. Lack of Practice and Preparation.....	37
4.2.8. Physical Classroom Environment.....	38
4.3. Gender and Reticence in EFL.....	39
4.4. Grade and Reticence in EFL.....	40
4.5. L1 and Reticence in EFL.....	42
4.6. Frequency of Reading in English and Reticence in EFL.....	43
4.7. Frequency of Watching English Movies and Reticence in EFL.....	45
4.8. Having Overseas Experience and Reticence in EFL.....	45
4.9. Having English Speaking Parents and Reticence in EFL.....	47

CHAPTER 5

5. COCLUSION AND DISCUSSION.....	50
5.1. Introduction.....	50
5.2. Summary of the Study.....	50
5.3. Findings and Discussion.....	51
5.4. Implications and Suggestions to Overcome Reticence in Speaking Classes.....	56
5.5. Suggestions for Further Research.....	58
5.6. Limitations.....	59

6. REFERENCES.....	60
7. APPENDICES.....	76
7.1. Appendix A: Questionnaire in English.....	76
7.2. Appendix B: Questionnaire in Turkish.....	80
7.3. Appendix C: Factor Analysis.....	84
7.4. Appendix D: Emerged Subscales.....	86
7.5. Appendix E: Permission for Questionnaire.....	88



CHAPTER 1

1. INTRODUCTION

The present study focuses on causes of English as a foreign language (EFL) learners' reticence during speaking courses in foreign language learning classrooms. In this chapter background of the study, statement of the problem, purpose of the study and research questions will be presented.

1.1. Background of the Study

To become a proficient user/speaker of a foreign language, one must be competent in the main four language skills which are speaking, writing, reading and listening. Of all, speaking is the only way to convey one's message orally and therefore it is the most vital skill in terms of communication. In modern world speaking ability in a language is accepted as equivalence of knowing that language.

The focus of language teaching has shifted from teaching grammatical structures or providing the learners with isolated word knowledge to teaching the language for communicative purposes. In that case oral competence of foreign language learners has gained great importance. Besides, speaking having multifaceted nature is a more complicated and difficult skill to improve than the other skills. In Turkish context of learning EFL, teachers always ask the question why the majority of students are unable to speak English fluently, accurately and confidently, and why they keep silent during language learning process. The issue remains problematic both for language teachers and learners.

Harmer (2004) states that "in the context of English as a second or a foreign language, oral participation or engagement is essentially important in the classroom" (p.345). That is why the problem should be solved in order to achieve the aims of language learning or/and teaching for communication. If foreign language learners are not able to use the target language for their

communicative needs; in other words if they cannot produce the language when they need it means that we as language educators are failing in accomplishing our aims. We have to provide our students with the capability of using the target language in real life and to meet their communicative needs. Hence, it is really crucial to discover what causes EFL students' reticence in language learning process and to solve these problems in order to ease speech production for language learners.

1.2. Statement of the Problem

People have come into more contact than ever with each other as a result of globalisation. In that case people need a common language to meet their international needs. Presently English is the global language or "lingua franca" (Seidlhofer, 2001) and it is used for various purposes throughout the world. In modern world; in other words the global village, purpose of language teaching and learning has shifted from grammatical competence to communicative competence as a result of communicative needs. In this case, of all the language domains, speaking has gained great importance.

According to Harmer (2004) "around the world, English is taught in a bewildering variety of situations" (p.22). He further adds that it first appears in the primary curriculum as a second or foreign language in numerous countries, but lots of universities in those countries and others continue to find that their newcomers are inadequately competent in oral language production. Similarly, Macintyre (2007a) states that some language learners will not become a speaker of that language, even after a study of many years, mainly because of being passive and keeping silent during language learning process. The case is same in Turkey; students start learning English as a foreign language in early life, but majority of them are still unable to use it to meet their communicational needs even at college levels.

Regarding the language as a school subject has been a longstanding and wrong approach in the majority of the schools and colleges in Turkey. Students are taught the language as a subject rather than a language for communication. In such an approach communicative competences of the students are being underestimated. As a consequence, language learners learn the language but they are not able to use it for their communicative needs; they know the structure of the target language, they have enough vocabulary knowledge but they ironically cannot speak in the target language to deliver their messages when they need or when they are called upon in and outside of the classroom.

As a result of students' reticence and passivity in oral classes effective learning cannot take place in terms of communicative skills. In order to improve oral competence and to speed up learning, language learners have to actively get involved in speaking activities and interact with peers and teachers in foreign language classrooms. Especially interaction in the target language is quite rewarding in terms of language improvement (Ellis, 2003).

Basically, most of undergraduate students who study at English Language and Literature (ELL) department at Bingöl University, founded in 2007 and located in eastern part of Turkey, take English courses for approximately 8 to 10 years before being replaced to the college. But still, even at tertiary level the majority of them are reticent during oral classes like the majority of EFL students in Turkey (Ocak, Kuru & Çalışan, 2010; Savaşçı, 2014). Generally, they are unwilling to communicate in the classroom and they tend to remain reticent or when they are called on speaking they have difficulties in speech production; first they write their messages down then they produce language, generally with poor intonation and punctuation. As a result they are generally incomprehensible when they are speaking in the target language. This problem slows down both language learning and teaching process; then, causes insufficient use of the target language.

1.3. Purpose of the Study

The present study mainly aims to investigate what causes language learners' reticence in English speaking courses and identify the difficulties which EFL students face during language learning process. The study also aims to investigate relations among students' gender, grade, first language, reading and watching in English, having overseas experience and having English speaking parents and their level of reticence in FL classroom. Tani (2005) argues that there are several factors causing low level of participation or nonparticipation in activities in language classrooms such as language learners' traditional and cultural background, learning environment, language skills and experience, and individual variations.

1.4. Research Questions

Considering the aims stated above, following research questions are guiding this study:

1. What are the causes of reticence of students studying ELL in a Turkish university during oral activities?
2. Is gender a factor in students' reticence during oral activities?
3. Is students' grade a factor in their reticence during oral activities?
4. Is students' first language a factor in their reticence during oral activities?
5. Is out-of-classroom reading in English a factor in students' reticence during oral activities?
6. Is watching movies in English a factor in students' reticence during oral activities?
7. Is having overseas experience a factor in students' reticence during oral activities?
8. Is having English-speaking parents a factor in students' reticence during oral activities?

1.5 Significance of the Study

Being able to speak accurately and fluently in a foreign language is of the essence in overall foreign language proficiency. Majority of the participants of the present study is planning to be English teachers in their future lives, in that case they are going to use the target language (English) to communicate with the language learners at least in the classroom. As mentioned before, the problem is that they learn the language but they cannot use it for communication and interaction or hesitate to use it. In this respect, the present study puts a premium on speaking ability by investigating the causes of reticence in speaking classes. Moreover the study is unique as it was the first study conducted in eastern part of the country in a newly-founded state university.

The findings of the present study will be beneficial for foreign language educators who have reticent students in especially speaking courses. It will provide insight into understanding speaking problems that hinder EFL learners to speak, interact and participate oral activities. The findings will also be helpful to overcome these problems and create a proper learning environment for learners to improve their speaking ability.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, literature relevant to the causes of reticence of EFL learners will be reviewed under three main subheadings: speaking in a foreign language, hindering factors in speaking and lastly related studies conducted both in Turkey and abroad.

2.2. Speaking in a Foreign Language

Burns and Joyce (1997) define speaking as “an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking” (p.63).

According to Bygate (1987) “speech is not spoken writing” (p.11). In other words, speaking does not mean a bookish language, when a language learner learns the language mainly from books or other written resources they sound bookish when they speak. Speaking as a language skill is misunderstood by a majority of foreign language learners. They might think speaking as a surface skill regardless its underlying components:

Speaking involves the mastery of the different language subsystems to the point that they can be employed automatically in spontaneous communication, simultaneous focus on comprehension and production, which is difficult to achieve because of limited attentional resources, as well as the impact of a wide range of social factors that often determine successful attainment of communicative goals (Pawlak, Waniek-Klimczak & Majer, 2011, p. xvi).

Similarly Gardner (1979) states that language learning process is not only a process of learning new knowledge, words, or structures, it is a process of learning about a new culture, too. To be able to speak fluently and properly in a foreign language a language learner should

have mastery in different language-related domains like target culture, way of thinking or social life. Additionally, due to factors affecting oral ability in a foreign language, learners think speech production is the most difficult skill to acquire and then to develop (Yaman & Özcan, 2015). Harmer makes the case clearer:

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English -especially where it is a second language- will have to be able to speak in a range of different genres and situation, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too (2004, p.343).

For a foreign language learner speaking might be the most difficult skill to improve or to master in. Nunan (2003) states that “many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing” (p.48). These features of speaking distinguish it from other skills and make it the most difficult skill to improve in a foreign language.

2.3. Factors that Hinder Learners from Speaking in a Foreign Language

There are several factors that might slow foreign language learning process down or cause failure in development of overall language learning and notably in oral competence. Factors closely connected speaking skill like personality, foreign language anxiety, low level of motivation, unwillingness to communicate and negative attitudes toward foreign language learning negatively contribute to language learning process and development of communicative

ability (Lightbown & Spada, 2006; Dörnyei, 2010; Ortega, 2013; Brown, 2014). In addition to the mentioned factors, lack of language proficiency has a considerable negative effect on language learners' oral ability (Tsui, 1996; Lui & Jackson, 2009).

2.3.1. Personality

Some language learner are extrovert, talkative, social, perfectionist and willing to take risk in a group conversation; while others, contrarily, are introvert, quiescent, asocial, not perfectionist and tend to stay reticent in a conversation group. These certain personality traits are closely related with foreign language learning especially speaking skill.

Of all affective factors on speaking ability, individual diversity in learning and speaking a foreign language has been focus of many researchers over the last few decades. To the best of our knowledge, only some specific traits of personality which have direct relations with speaking skill like extraversion-introversion and openness to experience have been studied (see Guo & Wang, 2013; Abali, 2006; Kaya, 1995).

Some studies conducted to investigate the link between certain personality traits and speaking ability in a foreign language found both negative and positive correlations between personality and foreign language learning process and particularly speaking ability. However, some other studies came up with results that are sometimes inconsistent with previous ones.

In a study, Dewaele and Furnham (2000) found that introvert language learners have more social stress that has the powerful effect on the speech production process and it might be the main reason of decline of fluency in the formal situation; they are unable to maintain speech production under this sort of stress. This means their fluency slows down, their hesitation rates increase, as a result they are opt for to make more errors and they are failing to produce foreign language utterances of great length. Moreover extraverts, being well-equipped to battle with

social stress, are able to maintain their conscious language processing. In other words some language learners are more gifted than the others in terms of communicative skill.

Paakki (2013) conducted a study with Finnish and Japanese adult learners of English to discover their problems in speaking, found that personality seemed to have some effects on their oral performances. As some participants of the study were talkative in their first language they found easy to speak in English whereas the other participants needed to think more and were quite cautious at the time of speaking English as a result of having a quiet personality. These findings were analogous with the result of a study conducted by Çetinkaya (2005) with Turkish college students: the researcher found that extraverted students have higher linguistic self-confidence, are more comfortable when speaking and have higher communicative competence than the introverted ones.

Similarly Verhoeven and Vermeer (2002) examined the connections between some certain personality traits and language learning using Five-Factor Model of Personality, also known as Big Five Model, with the sample of 69 sixth grade immigrant-to-Netherlands students. They found that “openness to experience” is the most strongly connected personality trait with communicative competence.

However any simple direct link between being extroverted/introverted and L2 oral proficiency were not found in a study carried by Yurong and Nan (2008). They conducted a study to investigate four different affective factors on oral English fluency in Chinese EFL context. They used a questionnaire, an e-mail interview and an English speaking test to gather data from 30 university students.

To sum up, the exact and explainable link between personality and FL learning - especially speaking in a FL- remains unclear as a result of inconsistent results of related studies. But, the common ground is that personality has either positive or negative effects on learning a foreign language, more specifically on speech production.

2.3.2. Foreign Language Anxiety

The term anxiety, in its simplest meaning, is a worry or fear about something (see Oxford Advanced Learners Dictionary 8th Edition). Anxiety is defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz, & Cope, 1986, p.125).

Anxiety in the scope of FL learning and teaching is sometimes labelled as “communication apprehension”. Foreign language anxiety is defined as “a person’s fear or anxiety about communication on a person’s communication behaviour” (Mc Croskey, 1977). Foreign language anxiety has been one of the most examined yet remained as a phenomenon factor in scope of foreign language learning (Macintyre & Gardner, 1994a).

According to Horwitz et al. (1986) some people think they have psychological obstacles in learning a foreign language, albeit these people are highly motivated for learning a foreign language and successful learners in different areas. In most cases related foreign language learning these people have anxiety that hinders them to accomplish their target language goals. Highly anxious language learners find foreign language learning extremely stressful in formal classroom settings.

Macintyre (1995) asserts that “language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students” (p. 96). He advocates that anxious students do not learn as speedily as relaxed ones because anxious students get concentrated on both task and their reaction to the task. Thus this anxiety results in poor performance. Similarly anxious students tend to have more difficulties in performing second language knowledge that they have; they have theoretical knowledge but they are unable to demonstrate; they simply freeze up at the time of production or in a related test because of their high level of anxiety

(Macintyre & Gardner, 1994b). According to their study communicative exercises are much more anxiety-provoking than is the learning exercise.

Liu, Zang, and Zhongshe (2011) conducted a study with 24 Chinese English for specific purpose (ESP) students studying poetry. They used interview, survey and video-recorded observation to collect data and they asked students to complete a modified version of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). At the end, the findings of the study revealed that language learners had readiness to communicate with others for different purposes. Regarding anxiety, two thirds of the students were anxious when they were producing the target language in presence of others, contrarily, more than half of the students were not anxious at the time of classroom discussion. They concluded the research that foreign language anxiety might not be a hindrance for a large part of these students.

In an empirical study Tsiplakides and Keramida (2009) discovered that foreign language anxiety stemmed from students' thoughts that they are not good language learner/user when they compare themselves with their peers. They also found that apart from foreign/second language anxiety, some students are highly anxious when they participate or asked to contribute to oral activities in the classroom because of negative assessments of their classmates.

Young (1992) made an interview with, Jennybelle Rardin, Tracy Terrell, Alice Omaggio Hadley and Stephen Krashen who are all language learning/teaching experts and asked the question; "Do language learners experience an equal amount of anxiety in all four skill?" Then all the answers were speaking. They had a consensus: of all language skills, speaking produces highest level of anxiety for language learners.

Regarding foreign language learning anxiety among advanced level students, Marzec-Stawiarska (2015) carried a study out to investigate anxiety among MA students specializing in English language teaching. The study revealed that while very few of participants did not feel anxiety, the majority of participants were highly stressful and uneasy during speech

production. One more striking point the study revealed is that nearly all the students experienced anxiety when they interacted with a native speaker.

In Turkey, Çağatay (2015) conducted an empirical study, with 147 Turkish student who were all preparatory class students majoring English language teaching (ELT) at a state university, to examine the students' foreign language speaking anxiety (FLSA). The researcher used a questionnaire adapted from Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) to collect data. Upon analysing the data the researcher found that the students experienced an average level of foreign language anxiety. Moreover the study found that female students seemed to be extremely anxious than males during speaking in the target language. Additionally, in this study similar results were found with Stawiarska (2015); foreign language learners have higher anxiety level when they communicate with native speakers of the target language rather than with classmates.

2.3.3. Motivation

The power of motivation is miraculous. Highly motivated learners are the most successful ones in virtually any task; they have a power to succeed any given complex task. Motivation is one of the key aspects to success. Due to multifaceted nature of motivation, defining it in one sentence is hard and limits the notion (Dörnyei, 1998).

In general, motivation means having a desire/inspiration to do anything. Researchers seem to be all of one mind about that motivation is responsible for determining human behaviour by energising it and giving it guidance (Dörnyei, 1998). Again Dörnyei (2010) states that in case of lack of motivation even learners with extraordinary abilities cannot achieve long-term objectives.

According to Gardner (2010) motivated learners have some outstanding characteristics; they have goals and desire to attain these goals; they are goal-directed, they appreciate arduous

tasks necessary for them to achieve their goals; they do not give up, they are persistent and determined to achieve their goals and they have motives for their attitudes.

Regarding foreign language learning, motivation “is usually referred to the desire to start L2 learning and the effort employed to sustain it” (Ortega, 2013, p. 167). Brown (2014) states that “motivation is a star player in the cast of characters assigned to L2 learning scenarios around the world” (p.158). Additionally, Yule (2006) states that motivation is one of the most vital factors that constitutes portrait of an accomplished language learner. In terms of motivation for speech production, Macintyre, Baker, Clément, and Donovan (2003) stated that learners who are eager to initiate communication are also the learners who have the highest level of motivation. Due to its huge impact on foreign language learning process, motivation has been universally approved by language experts, teachers and researchers (Dörnyei, 1998). Additionally, motivation in second language consists of three constituents; “the desire to learn the language, attitudes toward leaning the language and effort extended to learn the language” (Gardner, 2010, p.9).

Contrary to general belief, motivation in foreign language learning is not a steady personality characteristic. There are dynamics in motivation regarding foreign language learning; that is to say motivation of a learner might change over time and language learners’ problems regarding motivation could be solved, accordingly. (Ellis, 1994; Waninge, Dörnyei, & Bot, 2014).

Yashima, Zenuk-Nishide, and Shimizu (2004) conducted a motivational study with Japanese foreign language learners. Upon conducting that empirical study, the researchers concluded that high level of motivation of the learners yielded in high level of self-confidence and communicative competence.

As for motivational state of Turkish EFL learners the situation is a bit different. More of the language learners are motivated to learn a foreign language just as for being successful

in their formal exams, fulfilment of requirements to get a diploma or following the required formal procedure as a result of exam-oriented language learning/teaching approach in Turkey. In such a case some motivated foreign language learners have language knowledge but incompetent in speech production. Çetinkaya (2005) found that students of FL believe that they have to learn English for having a better job and life but they do not make enough effort to use the language in their daily lives.

2.3.4. Willingness to Communicate (WTC) in a FL

Willingness to communicate (WTC) is another key factor that positively contributes learning a foreign language when the learner has a sufficient level of it. WTC sketchily represents the mental readiness to use the L2 when the language learner has opportunity (Macintyre, 2007a).

Relevant research in the field demonstrates that there is a great number of factors either directly or indirectly influence foreign language learners' WTC; motivation, communicative competence and communication apprehension, collaboratively (Öz, Demirezen, & Pourfeiz, 2015). Similarly, Şener (2014) conducting a study with a sample of university level English language learners, found that self-confidence, positive attitude, and motivation have positive impacts on their WTC in English. Additionally, in a study with 800 secondary school students within Saudi Arabia, Alqahtani (2015) concluded that there is a quite strong link between different personality traits and WTC.

MacIntyre, Clément, Dörnyei, and Noels (1998) suggest a suited goal of L2 learning is to increase WTC. Similarly, Macintyre and Doucette (2010) state that being able to speak fluently in a second/foreign language is closely related with being willing to communicate.

The levels of WTC of language learners' are disparate. While some students tend to avoid communication in a foreign language even though they have high linguistic ability, the

others with poor linguistic competence pursue opportunity to engage in that language (MacIntyre, Clément, Dörnyei, & Noels, 1998). This is a clear explanation of the difference between willing and unwilling FL learners.

Due to having incredible effects on speech production, WTC has gained great attention over the years in the field of FL learning. Hashimoto (2002) and Liu and Jackson (2009) conducted empirical studies on investigation of WTC and reticence in language classroom and found that students who have higher level of willingness to communicate use their target language more often than the less willing ones in the classroom; the others who have lower or no degree of WTC tend to avoid from interacting with others and remain silent.

As for investigating the relation between oral language proficiency and WTC, Valadi, Rezaee, and Baharvand (2015) conducted a study with 70 intermediate language learners, a WTC questionnaire, semi-structured interview, an oral proficiency exam successively used as data collection instruments. The result of this empirical study revealed that the higher level of WTC the learners have, the more proficient speakers of FL they are. Analogously, Zade and Hashemi (2014) conducted a study with 45 MA students of English language to investigate the relation among self-esteem, WTC and oral language production. As data collection tools, the researchers used self-esteem and WTC questionnaires and then participants were called upon to give a lecture and their performances were evaluated respectively. Eventually the study concluded that level of WTC and oral performances of students were positively correlated. As for self-esteem, the study found that high level of WTC, when accompanied with high level of self-esteem, might provide the learner with a high degree of fluency and accuracy of the target language at the time of speech production.

To sum up, WTC is a critical factor on language learning success because WTC is an indicator of success in language learning and teaching. The learners gaining the advantages of

interacting with others are more proficient speaker of a foreign language than the ones who remain silent when having opportunity to interact in the target language. (Macintyre, 2007b).

2.3.5. Attitude toward FL

Attitude is a psychology-related term and defined as “positive or negative evaluations that persons have toward other people, things, ideas and activities” (Power, Nuzzi, Narvaez, Lapsley, & Hunt 2008, p.30). In scope of language learning, attitude has been closely correlated with motivation and psychology of the language learners; attitude is an essential predictor of motivation and it also closely related with integrativeness with L2 community (Gardner, 1985). Attitudes language learner have toward the representatives of the target culture, if positive, might help learners to be successful in the FL (Brown, 2014). On the other hand, negative attitudes of language learners ,generally these negative attitudes stem from language learners’ direct exposure to the target culture or community via TV channels, media or written sources which are not reliable enough or do not represent the reality of the target culture at all, may hinder them from successful language learning (Brown, 2014). Similarly Lightbown and Spada (2006) and Öz, Demirezen, and Pourfeiz (2015) advocate that if the learners have sympathy -which is associated with an eagerness and motivation to maintain learning- for the speakers of target language, they will be more willing to interact with them.

The capability of the students to become proficient in a FL is not only determined by mental or linguistic competence, but also determined by students’ attitudes toward that language (Gardner & Lambert, 1972). As seen, attitude especially positive one has an important role in FLL.

In Turkish EFL framework, Gökçe (2008) carried a comparative study out to investigate the attitudes and motivational strength of students studying in different high schools. As for data collection instrument a questionnaire used to gather data from 459 students. The study

revealed that developing positive attitudes toward FLL is positively correlated with motivation; the students who developed positive attitudes toward learning English have several drives such as enthusiasm in FLL and high awareness of the target language.

Numerous studies conducted on the relationship among attitudes, motivation and FL found that language learners who have more positive attitudes are more successful, quick learner and more willing to learn (Gardner, 1985; Alshaar, 1997; İnal, Evin, & Saracoğlu, 2000; Ushida, 2005; Şahin, 2005; Kormos & Csizér, 2008).

In a nut shell, it is crystal clear that language learners profit from positive attitudes and get harm from negative attitudes adversely in the advancement of foreign language learning (Oxford, 2001).

2.3.6. Lack of Language Proficiency

There is a great variety of definitions of foreign language proficiency in related literature. Larson and Jones (1984) simply explain proficiency as the ability to communicate using correct grammar. Burkart (1998) states that language proficiency includes knowledge of how to use and respond to language appropriately, in regard to settings, topics, functions, and role of relationships between interlocutors. In order to accomplish a conversational goal, the knowledge of language and the skill to use it should be equipped by the learner/user simultaneously (Bygate, 1987) and speaking in a FL involves manifestation of phonological system and of grammatical system of the language (Widdowson, 1978). Additionally, Nunan (1999) states that linguistic competence, sufficient knowledge of vocabulary and knowledge of syntax are essential components in mastering speaking in another language. Similarly, Tsou (2005) notes that writing, reading, listening and speaking are the four skills that make up overall language proficiency and Esin (2012) states that to be able to communicate effectively in a FL,

a language learner should be well-qualified with linguistic knowledge, knowledge of syntactic structure of the language, vocabulary knowledge and the ability of articulation of the sounds.

Liu and Jackson (2009), to examine the link between language learners' reticence and their language proficiency levels, conducted a study with 547 participants with different level of proficiency. The researchers used a 124-item questionnaire, a survey, reflective journals, interviews and videotaped observations to gather data. The findings of the study showed that participants who have higher level of proficiency are the most willing ones to communicate and interact orally, while less proficient participants are not willing to communicate and tend to remain reticent. In another study, Tsui (1996) conducted a study with 38 ESL teachers working in secondary schools. Reticence revealed as an outstanding speaking problem, which is grounded on low language proficiency of language learners by most of the teachers.

Numerous studies have been carried out to examine the causes of reticence in FL classrooms. The related studies have revealed that lack of language proficiency is a quite discouraging and hindering factor in language learner's oral performances in FL classrooms. As a negatively affecting factor, lack of language proficiency is repeatedly shown responsible for oral problems which result in poor language performance in FL communication (Breiner-Sanders, Lowe, Miles, & Swender, 2000; Liu, 2005; Jamshidnejad, 2010; Bozorgian, 2012; Sakale & Seffar, 2012; Souriyavongsa, Rany, Abidin, & Mei, 2013; Wang & Chen, 2013; Badkoubeh, 2013; Chalak & Baktash, 2015).

However, very few studies concluded that lack of language proficiency has insignificant effect on language learners' reticence or has no influence at all. Soo and Goh (2013) found that high proficient language learners experience high level of reticence in FL classrooms. In other words reticence is a prevalent problem regardless of level of language proficiency. Similarly, Wen and Clement (2003) found that language learners who are good at grammar and have sufficient vocabulary often fail in maintaining communication.

To sum up, language proficiency and reticence are interrelated to each other. Namely, lack of language proficiency is a negatively contributing factor in language learners' reticence in FL classrooms; the more proficient a language learner the less reticent he is.

2.3.7. Summary

Speaking in a FL has a great number of intervening factors due to having a multifaceted nature. Personality (individual variations), foreign language anxiety, motivation, WTC, lack of language proficiency and learners' attitude towards FL leaning, language community and culture are some of the outstanding factors that have direct influence on oral performance of a language learner.

If foreign language learners are tense, comfortless and demotivated, they have difficulties in learning anything (Yule, 2006). Macintyre (2007) states that related research indicates that when motivation increases language anxiety decreases and this leads to high and favourable performance in foreign language learning. Similarly Hashimoto (2002) advocates that increasing linguistic competence helps to minimize the level of language anxiety, and in the sequel the level of willingness to communicate gets higher, eventually more language use increases in the classroom.

2.4. Studies on Reticence

Reticence as a common speaking problem that maintains its existence especially in foreign language classrooms has attracted lots of researchers' interest over the years. A great deal of studies related foreign language learners' reticence have been conducted both in Turkey and abroad. The studies conducted abroad outnumber the studies conducted in Turkey.

2.4.1. Relevant Studies Conducted Abroad

In 2005, Liu (2005a) conducted two parallel studies to investigate what causes foreign language learners' reticence in Chinese EFL context. In one study, with 3 teachers and 100 hundred university freshmen with different levels of language proficiency, the researcher used questionnaire, weekly journal and class-observation tools to collect data. The findings of the study revealed that factors that have negative effects on students' reticence are; low level of language proficiency, lack of knowledge of the task, teaching style, low self-confidence, being scared of making mistakes and incomprehensible input. One more point the study found is that level of proficiency is positively correlated with class participation. In the other study with 27 freshmen, the researcher used Language Class Sociability Scale (LCS) by Ely (1986), a questionnaire, teacher and classroom observations and reflective journals as data collection tools. The findings of the study were consistent with the other study of the researcher, but additionally found that Chinese culture, personality, educational experiences, lack of practice, fear of losing face, difference between native language and the target language, low linguistic proficiency are some of the reticence-provoking factors in foreign language classroom.

Donald (2010), to examine reticence from perspective of both learners and teachers in Taiwan, conducted a study with a group of non-English majoring advanced students who were taking a conversation class at a university in Taiwan and a focus group consisted of two advanced students from Educational and Applied Linguistics departments at University of Newcastle upon Tyne. In this study, filmed data, a focus group and stimulated recall interviews were used to gather information. The researcher found that type of error correction- especially harsh ones-, extended wait time for students' responses, teacher and inappropriate teaching style, inappropriate type of activities and incomprehensible input foster students' reticence in the classroom.

In Saudi Arabia, Hamouda (2013) conducted a study to explore causes of students' reluctance to involve in language learning activities in English language classroom. The participants were 159 non-English majoring preparatory class students who were taking English listening and speaking courses at a key university of the country. The researcher used a questionnaire consisted of 66 items to collect data. The findings of the study showed that low linguistic competence, fear of speaking in front of classmates, shyness, teacher's negative assessment and feedback, lack of self-confidence, lack of preparation and fear of making mistake and losing face at the time of speech production were all negatively correlated with students' silence in foreign language classroom.

Soo and Goh (2013) conducted a study in Malaysia to investigate the extent to which English language learners experience reticence in L2 classrooms. The participants of the study were 78 students having advanced level of English and immersed in English for at least 12 years. As for data collection tool, shortened version of Reticence Scale-12 or RS-12 (Keaten, Kelly, & Finch, 1997) was used. The study found out that even advanced language learners experience reticence in language classroom due to foreign language anxiety and poor delivery skills.

Consistent results were found in the previous studies on language learners' reticence in L2 classrooms. Commonly, these studies revealed that foreign language anxiety, low level of proficiency of target language, some personality traits, lack of knowledge of the task, low level of self-confidence, fear of losing face, type of activity and teacher's style and evaluation are the most prominent factors that have hindering effects on language learners' speech production and bring about learners' reticence in language classrooms (Flowerdew, Miller, & Li, 2000; Liu & Jackson, 2009; Li & Liu, 2011; Chang, 2011; Riasati, 2012; Abebe & Deneke, 2015; Baktash & Chalak, 2015).

2.4.2. Relevant Studies Conducted in Turkey

In Turkish EFL setting, Savaşçı (2014) conducted a study with 22 advanced-level language learners studying at an English-medium university to explore the reasons of students' unwillingness to use the target language in speaking classes. Data were collected via questionnaire and semi-structured interviews in the study. The findings of the study showed that different factors such as foreign language anxiety, fear of being humiliated, lack of self-confidence, teacher style, and culture resulted in students' decision to remain silent in speaking courses despite years of study in the target language. One more striking point the study found is that participants feel more comfortable and willing to speak to native speaker of the target language than non-natives.

Ocak, Kuru, and Özçalışan (2010) conducted an attitude-related study with 172 English preparatory class students, using an attitude scale as a data collection tool. The study found that as a result of being scared of making mistake, avoiding from teacher's criticism and feeling the environment as artificial they tend to speak their mother tongue instead of target language in foreign language classroom.

In order to examine language learners' attitudes towards risk taking behaviour (referred to be closely related with participating in speaking activities and class interaction) and silence in EFL classroom, an empirical study conducted by Zarfsaz and Takkaç (2014) with 313 students who were majoring ELT, at Atatürk University, in Turkey. Participants were from different grades and had different proficiency levels. A risk-taking questionnaire and an interview were used to gather data respectively. The findings of the study showed that while for low risk takers anxiety, class activities and ambiguity tolerance; for high risk takers class activities, ambiguity tolerance and class size were the most hindering factors for Turkish EFL learners, respectively. Additionally the study found that teacher attitude and style, self-esteem and low motivation are also disheartening factors for the language learners.

In a comparative study Asmalı, Bilki, and Duban (2015) investigated WTC and its key components in Turkish and Romanian EFL contexts. A hundred thirty university students, 65 from each country and equal in gender, participated in the study and all the participant were studying ELL. A WTC scale, Personal Report of Communication Apprehension (PRCA) and Self-Perceived Communication Competence (SPCC) were the data collection instruments of the study. The study revealed some remarkable conclusions; Romanian EFL students are more willing to communicate and competent when compared with Turkish participants. This significant difference was associated with introvert personality, starting age of language learning and incompetency of the target language of Turkish learners and Romanians' mobility freedom and their parents' English knowledge.

2.5. Summary

This chapter had a presentation of an overall description of speaking skill in a foreign language, some hindering factor in speaking and lastly relevant studies on foreign language learners' reticence.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

The present study aimed to discover what causes EFL learner reticence during oral activities in speaking classes at Bingöl University, ELL department. This chapter presents details about implementation of the study in order of, research design, participants, data collection instrument, data collection procedure, and factor and data analyses.

3.2. Research Design

The present study is a quantitative study in nature as a survey-based method was used to get data from the participants. In a quantitative research, a preformed instrument is generally used in order to get statistical data from the sample of the study; here the aim is to generalise data collected from a sample to a specific population (Croswell, 2009). That is why a survey-based method was needed to be used in this study to investigate what causes EFL learners' reticence in speaking courses during oral activities. Additionally, Dörnyei (2003) contends that data collected through questionnaires or surveys are particularly convenient for quantitative nature and statistical analysis. Therefore, quantitative approach was adopted in the present study.

3.3. Participants

The participants of the present study are all FL students who are majoring ELL at Bingöl University, in Turkey. Two hundred fifty-seven students participated in the study: 172 of them are female and 85 are male, which makes gender rate unequal. Their grades vary from first grade to fourth grade: 56 participants are first graders, 88 of them are second graders, 52 from third grade and 61 from fourth grade, respectively. They come from various regions of the

country and they have different family and social backgrounds. Their ages are between 18 and 30. Participants vary in terms of their native languages: 157 participants speak Turkish as their first language, 94 of them have Kurdish or Zaza language as a first language and native Arabic-speaking participants are 6 in numbers, successively.

3.4. Data Collection Instrument

As for instrumentation of the study, a questionnaire consisting two parts was used to collect the necessary data; first part was for demographic information of participants some parts of which were coded into frequencies by the researcher and second part was a 58-item Likert-type questionnaire. As stated by Dörnyei (2003, p.3) “asking questions is one of the natural ways of gathering information” and as it makes easy to collect, analyse and interpret data gathered from a large sample; thus, the mentioned questionnaire was preferred to be used. The second part of the questionnaire was adapted from Hamouda (2013) and the necessary permission was received from the researcher (see Appendix E). The questionnaire was used in some earlier studies (Tahar, 2005; Liu, 2005b; Sayadi, 2007, as cited in Hamouda, 2013). In order to prevent any misinterpretation and gathering genuine data, the researcher translated the questionnaire into participants native or second language (Turkish); then, a back translation was done by two EFL instructors (see Appendix B). The instrument was designed on a 5-point Likert scale (1= Strongly Agree, 2=Agree, 3=Neither Agree nor Disagree, 4= Disagree, 5=Strongly Disagree).

3.5. Data Collection Procedure

The data were collected during 2015/2016 academic year at Bingöl University, in Turkey. The data collection instrument distributed to 265 students during regular class hours to collect quantitative data, but 257 of them was used in this study as 8 of them were partly left

blank or responded carelessly. The researcher gave necessary instructions both in Turkish and English languages and were present in order to give any necessary help during the application of the instrument but no misunderstanding was reported by the participants. To get true responses, the participants were informed about the aim and importance of the study and about the confidentiality as well. Time was not limited for filling the questionnaire in order not to put pressure on participants for the sake of getting candid responses and it took nearly 30 minutes.

3.6. Factor Analysis

As the questionnaire is a 58- item instrument, an Exploratory Factor Analysis (EFA) is needed to be performed to focus on some key factors instead of too many. The main purpose of factor analysis is to sum up data and to make the understanding and interpretation of correlations and patterns easy (Yong & Pearce, 2013). With this purpose, the 58-item in the questionnaire were subjected EFA to determine the sub-categories of the scale. As a result of this implementation, 8 meaningful subscales with 55 items were generated (see Appendix D):

1. Fear of Making Mistakes (7 items), 2. Lack of Language Proficiency (15 items),
3. Fear of Speaking in Presence of Others (7 items), 4. Fear of Failure and Negative Evaluation (7 items), 5. Teacher Related Factors (6 items), 6. Lack of Confidence and Interest (5 items), 7. Lack of Practice and Preparation (4 items) and 8. Physical Classroom Environment (4 items).

However, the rotated component matrix (see Appendix C) showed that Item 15, 55 and 56 had not correlation with any other items; hence, they were subtracted from the questionnaire.

3.7. Data Analysis

The quantitative data which gathered through the questionnaire were analysed with the Statistical Package for Social Sciences 20 (SPSS 20). First, to generate subscales an EFA was

implemented. Second, for each subscale generated with EFA a descriptive analysis containing mean, standard deviation, minimum and maximum values were computed. Third, to identify relations among students' gender and their level of reticence a T-test including mean, standard deviation, t and p values was employed. Fourth, descriptive analyses and Analysis of Variance Test (ANOVA) were implemented to identify relations among students' grade, native language, reading and watching in English, having overseas experience and their level of reticence. Lastly, to identify whether having English speaking parents is a factor in students' reticence an Independent Samples T-test was administrated.



CHAPTER 4

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

In this chapter, firstly data obtained through the questionnaire is going to be examined in the light of factor analysis. Then, the results are going to be described in consideration of the research questions under the subscales derived from factor analysis.

As previously mentioned, upon completing factor analysis, the overall scale ($r = .96$) with 58-item was put into eight subscales: fear of making mistakes ($r=.90$), lack of language proficiency ($r=.90$), fear of speaking in presence of others ($r=.87$), fear of failure & negative evaluation ($r=.78$), teacher related factors ($r=.77$), lack of confidence and interest ($r=.67$), lack of practice and preparation ($r=.48$) and physical classroom environment ($r=.42$). Data analysis of the present study are categorised under the emerging subscales mentioned above.

4.2. Causes of Reticence in EFL during Speaking Courses

In this part, causes of reticence, the primary aim of the study, are going to be analysed under subtitles of fear of making mistakes, lack of language proficiency, fear of speaking in presence of others, fear of failure and negative evaluation, teacher related factors, lack of confidence and interest, lack of practice and preparation, and physical classroom environment, respectively.

4.2.1. Fear of Making Mistakes

In Table 1, there are seven items that are related to fear of making mistakes while speaking a FL. Findings of the study showed that fear of making mistakes is not an important factor in participants' reticence in speaking classes, but seems to be a minor problem. As seen in Table 1, participants' responses to items in this category are around the mid-point ($m=3.16$).

This makes it possible to believe that fear of making mistakes is not a very serious problem among students, but should not be ignored as well.

Table 1. Descriptive Analysis of Fear of Making Mistakes

No	Item	M	SD	Min.	Max.
5.	I am too afraid to volunteer answers to the teacher's question because my classmates would laugh at me if my answer was wrong.	2.99	1.42	1	5
6.	It is unpleasant speaking English in class because my mistakes make me feel incompetent.	3.08	1.33	1	5
7.	I am afraid of being seen as foolish if I make too many mistakes when I speak in class.	3.59	1.22	1	5
8.	I am afraid of making mistakes in front of my classmates.	2.87	1.31	1	5
9.	I am afraid others will laugh at me if I make some mistakes.	3.28	1.32	1	5
13.	To avoid any embarrassing situation, I prefer to remain silent rather than to orally participate in the classroom.	3.07	1.32	1	5
50.	I lose face if I say the wrong things.	3.25	1.31	1	5
TOTAL		3.16	1.03	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

When items are analysed separately, it can be seen that Item 7, Item 9, and Item 50 are the highest ($m=3.59, 3.28, 3.25$ respectively), which shows that being seen foolish, being laughed at, or losing face are not the major causes for reticence. Item 8 which has the lowest mean ($m=2.87$) and which may be thought as the most important cause for reticence under this category is a general statement that reflects students' fear of making mistakes in front of class and it is just below the average. As stated previously, although students are not afraid of making mistakes enormously, this still seems to be a problem because no item is approaching the highest point, 5, which would present that they do not agree with these statements. Incompatible

with the present study, Güney (2010) and Merzifonluğlu (2014) conducted similar studies with university students who were majoring ELT at two different state universities in Turkey and found that fear of making mistake while speaking is a quite serious problem for participants of the both studies. Patil (2008) stated that when language learners are not afraid of making mistakes they attempt to use the target language as much as they can and they learn more vocabulary and grammar so it is essential to help learner to be pleased with the language and take fear of making mistakes away and he adds “once the learner is at ease with the teacher and the language, half the battle is won” (p.231).

4.2.2. Lack of Language Proficiency

Fifteen items that are related to lack of language proficiency are presented in Table 2. As it is seen in the table, contrary to common belief, the subscale shows that total mean for this category is $m=3.04$, which means lack of language proficiency does not seem to be a significant factor in reticence. On the contrary, when items are analysed independently lack of language proficiency can be regarded as a negatively contributing factor in participants’ reticence as items 42, 19, 41, 47, and 48 are under mid-point ($m=2.57$; $m=2.68$; $m=2.69$; $m=2.90$; $m=2.93$, respectively). Having the lowest mean ($m=2.57$), item 42 shows that being able to construct complete and grammatically correct sentences can be a problem for participants in speaking and result in reticence. In addition to grammar, lack of proper pronunciation can be regarded as a negative factor in students’ reticence as responses given to Item 48 is under mid-point ($m=2.93$). The findings of the present study is consistent with Burns and Joyce (1997), Güney (2010) and Donald (2010). Consequently, lack of language proficiency causes problems in speech production because before being able to communicate in the target language, speaking fluency should be gained (Horwitz et al., 1986). A language learner cannot speak accurately

and fluently without having enough language knowledge, vocabulary, grammar and knowing how to produce correct sounds for correct pronunciation.

Table 2. Descriptive Analysis of Lack of Language Proficiency

No	Item	Mean	SD	Min.	Max.
19.	It frightens me when I don't understand what the teacher is saying.	2.68	1.27	1	5
20.	I get upset when I don't understand what the teacher is correcting.	2.96	1.26	1	5
21.	I get upset when I don't understand what I am saying.	3.15	1.35	1	5
25.	My English language is not good.	3.30	1.11	1	5
26.	I always feel that the other students speak English better than I do.	3.06	1.26	1	5
40.	I think what keeps me reticent is my poor English proficiency.	3.61	1.27	1	5
41.	I am reluctant to participate because I can't respond quickly and fluently.	2.69	1.30	1	5
42.	I get anxious to participate because I can't speak in complete sentences (i.e. uttering words or broken English)	2.57	1.26	1	5
43.	I can't participate because I have difficulty in constructing sentences.	2.98	1.24	1	5
44.	When I want to speak "I am not sure which tense to use".	3.46	1.15	1	5
45.	I don't participate because I am scared that I would make noticeable grammatical errors.	3.36	1.23		
46.	I don't have exact words to express my ideas.	3.03	1.30	1	5
47.	I always feel nervous speaking English because I do not have enough vocabulary to express my ideas.	2.90	1.36	1	5
48.	I am worried about my pronunciation when I speak in the class.	2.93	1.29	1	5
49.	I feel embarrassed if I mispronounced.	3.06	1.28	1	5
TOTAL		3.04	.82	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

4.2.3. Fear of Speaking in Presence of Others

Table 3. Descriptive Analysis of Fear of Speaking in Presence of Others

No	Item	Mean	SD	Min.	Max.
1.	I get tense and nervous when I am speaking English in front of the whole class	2.18	1.29	1	5
2.	I feel my heart pounding when I am called upon to answer a question in English class.	2.15	1.31	1	5
3.	I talk less because I am shy.	2.79	1.38	1	5
4.	I feel too nervous to ask the instructor a question during English class.	2.88	1.33	1	5
22.	I feel anxious when I make English oral presentations in front of the class.	2.74	1.37	1	5
27.	I am afraid that other students laugh at me when I speak up English in the class.	3.35	1.33	1	5
28.	I am worried about what opinion other students might have of me when I speak English in class.	3.25	1.28	1	5
TOTAL		2.76	.99	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

Table 3 represents 7 items related fear of speaking in front of others and participants responses given to the items. Total mean of the subscale ($m=2.76$) shows that participants are generally at unease when speaking in presence of others. When items are analysed it can be seen that participants are generally afraid of speaking in front their classmates. Participants' responses to the Item 2 ($m=2.15$) and Item 1 ($m=2.18$) revealed that most of them are afraid of speaking generally and responding a question when they are asked mainly because of their classmates' presence. In addition to general speaking, participants are afraid of making

presentations in front of their counterparts as well. According to Table 3, shyness seems to be an inhibiting factor in speaking; hence, participants tend to remain silent because of their shyness. Classmates' opinions about the speaker and being laughed at seem to be not an important matter in participants' reticence because related items (Item 28 and 27) have means (3.25 and 3.35) which are above mid-point. Consistent with the present study, a study conducted by Young (1990) revealed that students become extremely anxious when they speak or have to speak in front of others, then they tend to remain passive as a result.

4.2.4. Fear of Failure and Negative Evaluation

Table 4. Descriptive Analysis of Fear of Failure and Negative Evaluation

No	Item	Mean	SD	Min.	Max
10.	I am afraid of making mistakes in front of my teacher because this will influence the end-of-course results.	3.41	1.35	1	5
11.	I feel anxiety if I am corrected while speaking English in front of the whole class.	3.17	1.27	1	5
23.	I feel more anxious during oral tests in my English class.	2.75	1.26	1	5
24.	The more I study for the oral language test, the more worried I get.	3.13	1.38	1	5
36.	I get anxious if my teacher puts marks for participation.	2.57	1.38	1	5
37.	I feel worried that I can't speak English well, my teacher will get a bad impression of me.	2.17	1.21	1	5
52.	I worried about the consequence of failing English courses.	1.99	1.21	1	5
TOTAL		2.74	.85	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

Items related fear of failure and negative evaluation are demonstrated in Table 4. Total mean of the subscale is 2.74, which shows that fear of failure and negative evaluation fosters reticence. As presented in Table 4, consequences of failing in English courses make most of the participants anxious. They are also afraid of leaving bad impression on their teacher with their poor language proficiency and as a result they prefer to remain silent in the classroom in order not to leave that impression on their teacher. However, responses given to Item 10 ($m=3.41$) causes inconsistency, because participants generally do not think their language mistakes will affect their course result at the end of the term. Additionally responses given to Item 36 ($m=2.57$) and 23 ($m=2.75$) shows that grading students' performances cause anxiety and subsequently end up in students' reticence in the classroom. The findings of the subscale is consistent with Güney (2010), Mak (2011), Riasati (2012) and Shabani (2012).

4.2.5. Teacher Related Factors

Table 5. Descriptive Analysis of Teacher Related Factors

No	Item	Mean	SD	Min.	Max
12.	I feel more anxiety in the class because my teacher always corrects me in a very bad way.	2.79	1.35	1	5
32.	I am reluctant to participate in class because I am afraid of my teacher's harsh comments and negative gestures	3.08	1.48	1	5
33.	I feel anxiety because my teacher doesn't give me the needed time to process the questions that he asked.	2.86	1.24	1	5
54.	I always feel nervous speaking English because my teacher is very strict.	4.03	1.09	1	5
57.	I get bored because of the teaching method that the teacher used in English class.	3.70	1.05	1	5
58.	I don't like to participate because my teacher is impatient.	4.22	1.00	1	5
TOTAL		3.45	.83	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

There are 6 items relevant teacher related factors in reticence in Table 5. According to total mean of the subscale ($m= 3.45$) teacher related factors do not seem to be a vital obstacle in speaking. As demonstrated in Table 5, only Item 12 ($m=2.79$) and Item 33 ($m=2.86$) are under average mean. This makes it possible to say participants are afraid of being corrected when they make mistakes and they get stressful when the necessary time they need is not allotted by teacher upon asking questions. On the other hand, participants' responses given to Item 58 ($m=4.22$) and Item 54 ($m=4.03$) show that having impatient and strict teachers is not a serious problem in speaking. Additionally, teacher's severe criticism, teaching methods, teacher's negative expressions and body language do not seem to be an important problem for participants especially in speaking classes. As mentioned above teacher related factors do not play an important role in participants' reticence but still affect students reticence in speaking classes. The findings of the present study contradict with some previous studies. For example, Güney (2010) found that having impatient teacher is a quite demotivating factor for language learners and for this reason language learners become unwilling to take part in oral activities, which is not congruent with the present study. Similarly, Wörde (2003) and Occhipinti (2009) found that teachers' demotivating behaviours make negative contribution in language learners' participation in language classes.

4.2.6. Lack of Confidence and Interest

Table 6 represents 5 items that are related to lack of confidence and interest. As it is seen, total mean of the subscale is just above the mid-point. When items are analysed independently, it can be seen that they show significant difference in terms of means they get. Responses given to Item 39 ($m=4.28$) show that participants are quite interested in English, this can be a general interest regardless of speaking and it is mainly because of having a plan of being an English teacher in their future lives. On the other hand, responses given Item 31

($m=2.49$) show that participants tend to remain silent in the classroom when they are not sure of what to say. Here it can be said that while participants are highly interested in English, they do not have enough self-confidence when they produce language.

Table 6. Descriptive Analysis of Lack of Confidence and Interest

No	Item	Mean	SD	Min.	Max
29.	I feel anxiety because I have no confidence in my spoken English.	2.72	1.33	1	5
30.	I never feel quite sure of myself when I am speaking English in my class.	3.30	1.25	1	5
31.	I shall only talk when I am very sure what I utter is correct.	2.49	1.27	1	5
38.	I feel apprehensive to participate in the class discussion if the lesson does not interest me.	2.73	1.22	1	5
39.	I am reluctant to participate in the class discussion because I am not interested in English.	4.28	.96	1	5
TOTAL		3.10	.79	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

In parallel with Item 31, responses given to Item 29 ($m=2.72$) show that participants get anxious because of not having enough self-confidence, might result in reticence, when they speak in the classroom. MacIntyre et al. (1998) found similar results. The researchers investigated effects of language learners' self-confidence on their oral language production performances and they found that if language learner have enough self-confidence they become more willing to communicate. On the contrary, if they lack self-confidence they become unwilling to speak and they prefer to remain silent. As previously stated, based on the results from Table 6, it can be concluded that while participants are interested in English as foreign

language, they have problems with their self-confidence which foster their reticence in the classroom.

4.2.7. Lack of Practice and Preparation

Table 7. Descriptive Analysis of Lack of Practice and Preparation

No	Item	Mean	SD	Min.	Max
17.	I get nervous when the teacher asks questions which I have not prepared in advance.	2.31	1.13	1	5
18.	I start to panic when I have to speak without preparation in the English class.	2.36	1.27	1	5
51.	I don't have the opportunity to speak English outside the classroom	2.54	1.39	1	5
53.	The allotted time for practicing English in class is not enough.	2.67	1.25	1	5
TOTAL		2.47	.79	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

In Table 7, 4 items related lack of practice and preparation are presented. According to the results of this table ($m=2.47$), participants' responses given to the items revealed that lack of practice and preparation is a quite hindering factor in speaking, which run them into silence in foreign language classroom.

Upon analysing the items individually it can be seen that Item 17 and 18 which have the lowest means (2.31 and 2.36) show that participants need to prepare themselves beforehand in order to be able to speak in the target language. As a result of having no preparation they get anxious and consequently they prefer to refrain from speaking. As for language practice, it can be understood from the responses given to Item 51 ($m=2.54$) and 53 ($m=2.67$) that participants suffer from lack of language practice in and outside of their learning environment. The findings of the present study are consistent with Tuan and Mai (2015). The researchers found that lack

of preparation can result in poor oral performance or in reticence. Gan (2012) stated that speaking practice helps language learner to step their vocabulary knowledge and knowledge of language structure, to learn correct pronunciation and eventually helps learners to achieve fluency. Bygate (1987) likens speaking in a foreign language to driving a car, for driving a car a driver candidate must have knowledge of how to drive and right after he needs practice to be able to drive. The mentioned steps are alike for speaking, to be able to speak a language learner must have necessary theoretical knowledge of (vocabulary and grammar knowledge) the target language then he has to practice in order to be able to speak. Additionally, Ur (1996) remarked that practice is a vital factor in consideration of being able to speak fluently, accurately and properly.

4.2.8. Physical Classroom Environment

Table 8 represents participants' responses given to the 4 items related physical classroom environment. According to total mean of the subscale (3.42), physical settings in which participants are learning their target language do not appear to be a quite hindering factor in speaking.

Table 8. Descriptive Analysis of Physical Classroom Environment

No	Item	Mean	SD	Min.	Max
14.	I feel a bit nervous if I sit at the front of the class.	3.78	1.22	1	5
16.	In order not to participate in the English class, I like to sit at the back rows.	4.34	.84	1	5
34.	I do not practice English due to big class size.	3.26	1.29	1	5
35.	I like to participate in a small and comfortable class.	2.28	1.18	1	5
TOTAL		3.42	.69	1	5

Note: 1=Strongly Agree; 5= Strongly Disagree

When items presented in Table 8 are analysed separately, it can be seen that except for Item 35 ($m=2.28$), all the items are above mid-point. Responses given to Item 14 ($m=3.78$) and 16 ($m=4.34$) show that sitting at front or back rows in their classroom is not of capital importance for participants. Additionally the size of the class is not a negative factor in speaking, but when analysing the responses given to Item 35 it can be seen that participants generally prefer a small and comfortable class for better and more effective speaking classes. Similar results were found by Hamad (2013). The researcher found that size of the classroom is not an important factor in language learners' reticence. Contrarily, Souriyavongsa et al. (2013) found that language learners cannot practice the target language due to the big size of the language classroom and they regard it as an important problem in speaking.

4.3. Gender and Reticence in EFL

Taking all the factors into consideration, a descriptive analysis (see Table 9) was carried out to investigate the relation between language learners' gender and their levels of reticence. As seen in Table 9, there is a statistically significant difference between both groups' levels of reticence. The difference between total means of the both groups and t and p values ($m/\text{males}=3.32$; $m/\text{females}=2.87$; $t=5.1$; $p<.05$) make it clear that there is statistically significant difference between male and female participants in regard to reticence. Upon analysing the items individually, it can clearly be seen that while there is no statistically significant difference between males and females in terms of physical classroom environment and teacher related factors, there is an important difference between genders in terms of lack of language proficiency, fear of failure, low level of self-confidence, lack of language practice and preparation, fear of making mistakes, and fear of speaking in front of their classmates. Consequently, Table 9 revealed that female student are more reticent than male students; in

other words, according to the present study, male students are more willing to speak than female students in speaking classes.

Table 9. Gender Factor in Students' Reticence

Factors	Gender	Mean	SD	t	p.
Lack of Language Proficiency	Female	2.91	.81	4.26	.00
	Male	3.37	.83		
Teacher Related Factors	Female	3.38	.82	1.86	.06
	Male	3.59	.84		
Physical Classroom Environment	Female	3.43	.64	.46	.64
	Male	3.39	.79		
Fear of Failure and Evaluation	Female	2.55	.80	5.27	.00
	Male	3.12	.83		
Lack of Confidence	Female	2.96	.73	4.04	.00
	Male	3.38	.84		
Lack of Practice and Preparation	Female	2.32	.72	4.53	.00
	male	2.78	.83		
Fear of Making Mistake	Female	2.98	1.02	4.09	.00
	Male	3.53	.96		
Fear of Speaking in Public	Female	2.53	.92	5.70	.00
	Male	3.24	.96		
TOTAL	Female	2.87	6.36	5.10	.00
	Male	3.32	6.91		

Note: N=257

4.4. Grade and Reticence in EFL

In order to see the link between participants' grades and their levels of reticence in FL speaking classes a descriptive analysis and an ANOVA test were performed. Table 10

demonstrates participants' grades and levels of reticence and Table 11 demonstrates ANOVA test for grade factor in students' reticence. Upon comparing the data of all four groups taken from questionnaire and ANOVA results ($F=3.78$ and $p<.05$), it is revealed that there are statistically significant differences between participants' grades and levels of reticence. The present study found that second grade students are the most reticent students and third grade students are the least reticent students; thus, grade arrangement and level of reticence are not in natural or expected sequence. According to Table 10, arrangement from the most reticent group to least reticent goes like: second grade students ($m=2.89$), fourth grade students ($m=2.92$), first grade students ($m=3.17$) and third grade students ($m=3.21$), respectively. Here it can be said, the participants' level of reticence is not in parallel with their grades; namely, upper grade is not the least reticence and first grade is the most reticent group. As a consequence, there is a relation between grade and levels of reticence but this relation is irregular in terms of participants' grades.

Table 10. Descriptive Analysis of Grade Factor in Students' Reticence

Grade	N	Mean	S.D.	Min.	Max.
1st Grade	56	3,17	,66	1,91	4,93
2nd Grade	88	2,89	,59	1,58	4,09
3rd Grade	52	3,21	,80	1,85	4,85
4th Grade	61	2,92	,67	1,35	4,51
Total	257	3,02	,68	1,35	4,93

Table 11. Analysis of Variance (ANOVA) Between Grades and Reticence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,185	3	1,728	3,783	,011
Within Groups	115,591	253	,457		
Total	120,776	256			

4.5. L1 and Reticence in EFL

So as to discover whether there is a relation between participants' first language and their reticence levels in speaking in EFL classes, a descriptive analysis (see Table 12) and an ANOVA test (see Table 13) were conducted. As presented in Table 12, three languages which are Turkish, Arabic and Kurdish/Zaza languages have emerged as participants' native languages. The differences between total means of the groups and, F and p values (m/native Turkish speaker=2.93; m/native Kurdish or Zaza language speakers=3.13; m/native Arabic speakers=3.69; $F= 5.6$; $p<.05$) show that there is a statistically significant difference between participants' levels of reticence and their first languages. The present study revealed that participants whose first language is Turkish seem to be the most reticent students in FL speaking classes while participants who have Arabic as a native language seem to be the least reticent students among all participants. The average group whose first language is Kurdish/Zaza language seems to be less reticent than Turkish speakers. The reason is that Turkish is official language and it is spoken in every corner of the country. Every citizen of the Turkish Republic uses Turkish language either as their first or second language. As previously mentioned all the participants are learning EFL. In such a case English is the third or fourth language for Arabic or Kurdish/Zaza language speakers while it is the second language for Turkish speakers. In other words Arabic and Kurdish/Zaza language speakers are all bilinguals and they are better language learners according to results. Similar results were found by Abu-Rabia and Sanitsky (2010). The researchers conducted a study to examine the contribution of bilingualism in learning a third language. The participants of the study were two groups; one from Israeli schools who have Hebrew as their L1 and studying EFL and the other one consisted of Russian Israeli children who have Russian as their mother language, speaking Hebrew as a L2 and studying EFL or as a third language. Upon conducting MANOVA test they found that native

Russian speaker performed better skills in word knowledge, word spelling and pronunciation, and reading comprehension than native Hebrew speakers.

Table 12. Descriptive Analysis of L1 Factor in Students' Reticence

L1	N	Mean	SD	Min.	Max.
Turkish	157	2,93	,63	1,35	4,93
Arabic	6	3,69	,80	2,35	4,38
Kurdish or Zaza Lang.	94	3,13	,73	1,58	4,84
Total	257	3,02	,68	1,35	4,93

Table 13. ANOVA Test for L1 Factor in Students' Reticence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,117	2	2,558	5,618	,004
Within Groups	115,659	254	,455		
Total	120,776	256			

4.6. Frequency of Reading in English and Reticence in EFL

To find out whether frequency of reading in English has influence on participants' levels of reticence in speaking in FL classes, the researcher performed a descriptive analysis and an ANOVA test. Table 14 indicates participants' frequencies of reading English books on a monthly basis and Table 15 indicates ANOVA test for reading English books. According to the scores of both tables (m/aliterates= 2.80; m/one in three months=2.97; m/one per month= 2.99; m/two to four per month=3.27; m/six to ten per month=3.55; m/ten or more per month= 3.24; $F=3.42$; $p<.05$), there is a statistically significant difference between participants' levels of reticence and their frequencies of reading English books. As seen in the Table 14, while participants who never read English books seem to be the most reticent language learners of all

participants, participants who read most, six to ten or more within a month, seem to be the least reticent group of the study with regard to reading English books. As a result the more a language learner reads the better speaker s/he becomes and this result makes it possible to say reading English books makes important contribution in oral competencies of EFL learners.

Table 14. Reading in English as a Factor in Students' Reticence

Frequency of Reading	N	Mean	SD	Std. Err	95% Confidence Interval for Mean		Min.	Max.
				or	Lower Bound	Upper Bound		
Never	39	2,80	,60	,09	2,61	3,00	1,67	4,24
Very Rarely (One in Three Months)	109	2,97	,69	,06	2,84	3,11	1,35	4,85
Rarely (One per Month)	60	2,99	,54	,06	2,85	3,13	1,85	4,24
Sometimes (Two to Four per month	30	3,27	,76	,13	2,99	3,56	1,82	4,84
Often (Six to Ten per Month)	12	3,55	,79	,22	3,04	4,05	2,47	4,93
Too Often (Ten or more per Month)	7	3,24	,95	,35	2,36	4,12	1,82	4,40
Total	257	3,02	,68	,04	2,94	3,11	1,35	4,93

Table 15. ANOVA Test for Reading English Books

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,714	5	1,543	3,425	,005
Within Groups	113,062	251	,450		
Total	120,776	256			

4.7. Frequency of Watching English Movies and Reticence in EFL

The researcher performed a descriptive analysis and ANOVA test to discover the relationship between participants' frequency of watching English movies and their level of reticence. Table 16 represents descriptive analysis of participants' frequency of watching English movies on a monthly basis (m/never watches=2.91; m/one per month=2.82; m/two to three per month=2.82; m/three to five per month=3.14; m/six to ten per month= 3.16; m/ten or more per month=3.23). As indicated in the table, the study revealed that the most reticent participants are the ones who never watch and watch English movies very rarely. On the other hand, participants who watch English movies too often seem to be the least reticent FL learners in speaking classes. Correspondingly, participants' responses given to "sometimes" and "often" show that they are less reticent than the ones who never watch and watch English movies rarely.

Moreover, results of ANOVA test ($F=3.42$; $p<.05$) for watching English movies show that there is a statistically significant difference between watching English movies and participants' levels of reticence (see Table 17). The present study found statistically similar results for both factors in speaking, which are watching English movies and reading English books. In the light of findings of the study it can be said that the more a FL learner watches English movies and reads English books the better speaker of English s/he is.

4.8. Having Overseas Experience and Reticence in EFL

Aiming to discover the relation between having overseas experience and participants' levels of reticence in EFL speaking classes, a descriptive analysis and an ANOVA test were performed. Results of the relation between overseas experiences of participants and their level of reticence is demonstrated in Table 18 and Table 19. Upon analysing the descriptive data it can be seen that participants who have no overseas experience ($m=2.98$) are the most reticent FL language learners.

Table 16. Watching English Movies as a Factor in Students' Reticence

Frequency of Watching English Movies	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Never	16	2,91	,57	,14	2,60	3,22	1,91	4,09
Very Rarely (One per Month)	62	2,82	,63	,08	2,66	2,98	1,58	4,84
Rarely (Two to Three per Month)	35	2,82	,63	,10	2,60	3,04	1,35	4,35
Sometimes (Three to Five per month)	61	3,14	,70	,09	2,96	3,32	1,75	4,78
Often (Six to Ten per Month)	46	3,16	,67	,09	2,96	3,36	1,91	4,93
Too Often (Ten or more per Month)	37	3,23	,73	,12	2,99	3,48	1,85	4,85
Total	257	3,02	,68	,04	2,94	3,11	1,35	4,93

Table 17. ANOVA Test for Watching English Movies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,666	5	1,533	3,402	,005
Within Groups	113,109	251	,451		
Total	120,776	256			

Mean score of participants who have overseas experience in a non-English spoken country is around the mid-point ($m=3.14$), which makes it possible to say that they are less reticent than the ones who have no overseas experience. Unsurprisingly, participants who have overseas experience in an English spoken country ($m=3.81$) revealed to be the least reticent EFL learners in speaking classes. In addition, ANOVA test results ($F=5.15$; $p<.05$) show that there is a statistically significant difference among the participants' who have no overseas experience,

experienced in a non-English spoken country, and experienced in an English spoken country (see Table 19). In summary, it is evident that having experience in an English spoken country is an influential and positively contributing factor in language learners' oral participation in speaking classes.

Table 18. Having Overseas Experience as a Factor in Students' Reticence

	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
I have no Experience	219	2,9844	,66664	,04505	2,8956	3,0732	1,35	4,85
In an English spoken country	7	3,8156	,65853	,24890	3,2065	4,4246	2,73	4,93
In a non-English spoken country	31	3,1408	,73352	,13174	2,8717	3,4098	1,82	4,51
Total	257	3,0259	,68686	,04285	2,9415	3,1103	1,35	4,93

Table 19. ANOVA Test for Having Overseas Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,152	2	2,576	5,658	,004
Within Groups	115,624	254	,455		
Total	120,776	256			

4.9. Having English Speaking Parents and Reticence in EFL

To see whether having English speaking parents is a factor in participants' level of reticence, a descriptive analysis was implemented. As seen in Table 20, 38 participants have English speaking parents while 219 do not. The means of both groups are too close to each

other and they are around mid-point (m/having Eng. speaking parents=3.10 and m/not having Eng. speaking parents=3.01).

Table 20. English Speaking Parents as a Factor in Students' Reticence

English Speaking Parents		N	Mean	Std. Deviation	Std. Error mean
TOTAL	Yes	38	3,10	,65	,10
	No	219	3,01	,69	,04

Table 21. Independent Sample Test for English Speaking Parents

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL	Equal variances assumed	,757	,385	,813	255	,417	,09820	,12078	-,13967	,33606
	Equal variances not assumed			,850	52,665	,399	,09820	,11549	-,13349	,32988

In addition to descriptive analysis, an Independent Sample Test (t-test) for having English speaking parents as a factor in participants' reticence was conducted (see table 21). According to t-test, F value revealed as .757, Sig. as .757 and Sig. (2-tailed) revealed as .385, which means there is not a statistically significant difference between participants who have English speaking parents and the ones who do not have, as both values are higher than 0.05. The findings of the present study disaccord with a study conducted by Asmalı et al. (2015).

The researchers found that having English speaking parents can be a positively contributing factor in language learners' oral competence. As a consequence, having English speaking parents is not a significant factor in participants' reticence in speaking classes.



CHAPTER 5

5. CONCLUSION AND DISCUSSION

5.1. Introduction

In this chapter, summary of the whole study is presented. It also includes discussion of the findings; then, implications and suggestions to overcome reticence, suggestions for further research and limitation of the study are touched upon, respectively

5.2. Summary of the Study

The present study primarily aimed to discover what causes EFL learners' reticence in speaking classes. Secondly, it was aimed to find out whether there are any relations among participants' gender, grade, first language, frequency of reading and watching in English, having overseas experience and having English speaking parents and their levels of reticence.

Having different backgrounds and being in different grades, 257 participants majoring ELL at Bingöl University were participated in this study. They are all adult learners; their ages range from 18 to 30 but majority of them are between 21 and 23. More than two thirds of the participants are planning to be an English teacher in their future lives, this is the reason for them to major ELL.

A questionnaire consisting of two parts was used for data collection. In order to find the causes of reticence, second part of the instrument, 58-item questionnaire, was used. As for previously mentioned relations, first part of the instrument which is a tool for gathering demographic information was used.

This study found that factors such as lack of practice and preparation, fear of failure and negative evaluation, fear of speaking in presence of others, lack of language proficiency, lack of confidence and interest, fear of making mistakes, inappropriate physical classroom environment and teacher related factors cause students' reticence in speaking courses at varying

levels. The study also found that participants' gender, grade, native language, frequency of reading and watching in English, having overseas experience are affecting factors in reticence.

5.3. Findings and Discussion

The present study found that lack of practice and preparation is the most affecting factor in EFL learners' reticence. The related subcategory (see Table 7) got the lowest mean ($m=2.47$) according to participants' responses. They showed lack of practice and preparation as a momentous cause of their reticence in the classroom. Most especially, panicking causing from having no preparation before speech production showed up as the most reticence provoking factor for participants under this category. As a result, they tend to remain reticent because of lack of practice and preparation. Ur (1996), Bygate (1987) and Gan (2012) stated that speaking practice helps the learner to achieve fluency and accuracy. Here it can be said participants of this study are implicitly not able to speak fluently and accurately, that is why they keep silent in the classroom.

Another important factor in reticence revealed as fear of failure and negative evaluation. The related subcategory (see Table 4) got a mean ($m=2.74$) below mid-point, which means that participants are generally afraid of failing and teacher's negative evaluation. The outstanding problems in the relevant category are being worried about results of failing in the course and feeling worried about leaving a bad impression on teacher stemming from bad oral performance. Participants' responses showed that they are not at peace with oral tests and negative evaluation. Similarly, Phillips (1992) and Park and Lee (2005) contend that evaluation of oral performance provokes anxiety which results in poor oral performance or reticence.

In reference to the findings of this study, fear of speaking in presence of others or classmates is another factor that drive language learners into reticence in speaking classes. Of all the items under the related subcategory (see Table 3), speaking in front of the whole class

and being asked a question by teacher are the prominent factors that cause language learners' reticence. In addition, they refrain from making presentation in front of their classmates. Same problem was identified by Young (1990) as well; participants prefer to remain silent as they are afraid of producing language in front of their classmates.

The findings of the present study revealed that lack of language proficiency is another reticence fostering factor (see Table 2). Although it is not a very serious problem on the whole, it can be a problem in speaking to some extent. Participants' responses make it clear that lack of grammar knowledge, poor listening comprehension, not being able to respond quickly and fluently and lack of word knowledge are factors that cause reticence in speaking classes. This result shows that a language learner cannot achieve speaking accurately and fluently unless s/he masters in grammar, vocabulary and pronunciation (Burns & Joyce, 1997; Güney, 2010; Donald, 2010).

The present study showed that on one hand, participants of this study are all highly interested in EFL. On the other hand, they do not have sufficient self-confidence for speaking. This lack of self-confidence can result in language learners' reticence in speaking classes. Consistent with this result, MacIntyre et al. (1998) states that self-confident language learner are more willing to speak and interact with others than the ones who lack self-confidence.

The other cause of reticence found in this study is fear of making mistakes. The total mean of related subcategory is 3.16, which means that fear of making mistakes is not an austere problem in students' reticence. But, responses given to Item 8 ($m=2.87$) ,in Table 1, show that participants are generally afraid of making mistakes in front of their classmates and base their silence on this fear. However, similar studies found slightly different results. Güney (2010) and Merzifonluoğlu (2014) found that fear of making mistakes as a quite serious problem for the participants of their studies. One reason for this difference might be that sample of the present study is not much heterogeneous in terms of overall language proficiency level. As their

proficiency levels are close to each other, they do not beware of their counterparts in the classroom. All in all, fear of making mistakes is a cause of reticence for participants of this study.

As for physical classroom environment, participants think that physical settings do not play a vital role in their reticence in speaking classes. On the other hand, they generally prefer a small and comfortable classroom to practice speaking. Relatively few studies have been conducted on physical classroom environment. Hamad (2013) found that physical classroom environment is not an important factor in reticence while Souriyavongsa et al. (2013) found it as an extremely important factor in speaking classes.

In spite of not being a vital obstacle in speaking, teacher related factors are another reticence fostering component for the participants of this study. Nevertheless, teacher's harsh correction of language mistakes and not being allotted the necessary time to get their responses ready upon being asked a question are two important teacher related problems in participants' reticence. In terms of teacher related factors, the results of the present study are inconsistent with some earlier studies (Wörde, 2003; Occhipinti, 2009; Güney, 2010). They concluded that having impatient and strict teacher is a quite discouraging factor in speaking classes; therefore, language learners become unwilling to take part in oral activities or interact with others. The reason for this inconsistency can be that the participants of this study may have limited the teacher factor into merely one teacher, who is the researcher himself. Consequently, teacher can be a cause for reticence in speaking classes.

In regard to gender, the study found statistically significant differences. According to results, male and female students have different levels of reticence in speaking courses. For factors "lack of language proficiency", "fear of failure and negative evaluation", "lack of self-confidence", "lack of practice and preparation", "fear of making mistakes" and "fear of speaking in public"; both genders showed significant differences. But they showed no

differences in terms of teacher related factors and factor of physical classroom environment. Here it should be noted that participants of this study have had a male instructor for their speaking classes; so, this might be a factor for this difference in spite of the fact that the present study found no differences between both genders' levels of reticence in terms of teacher related factors. As a consequence, the study found that male students are less reticent than females in speaking classes (see Table 9). This finding might be a result of a cultural issue. Participants of the present study are largely from male-dominated eastern districts of the country. This domination leads oppression of women. They do not have equal rights and freedom as men (Müftüler-Bac, 1999); so they are generally passive and ineffective in this male constructed scheme.

In respect of grade and participants' levels of reticence, the study revealed that they have links with each other. However, this link is irregular in terms of participants' grades. The study found that second grade students are the most reticence language learners while third graders are the least reticent ones, which makes the sequence irregular. As a consequence, there is a relation between participants' grades and levels of reticence in speaking classes.

Concerning L1 and participants' levels of reticence, the present study found statistically significant results. As mentioned previously, Turkish, Kurdish/Zaza language and Arabic emerged as participants' first languages in this research. The study concluded that native Turkish speakers are the most reticent learners in the classroom while native Arabic speakers are the least reticent one. The reason might closely be related with bilingualism. As study conducted in Turkey, whose official language is Turkish, every citizen speaks it either as L1 or L2. Hence, Turkish is spoken by native Arabic and Kurdish/Zaza language speakers and they are regard as bilinguals. Consequently, present study found that bilingual are less reticent in EFL than monolinguals, which is consistent with the study conducted by Thomas (1988) and Abu-Rabia and Sanitsky (2010).

The present study also discovered that frequency of watching English movies and reading English books has substantial effects on reticence. It is found that participants who never read English books are the most reticence language learners while the least reticent ones reads English books too often. As for watching English movies, statistically similar results were found. Participants who do not watch and watch English movies very rarely revealed to be the most reticent language learners in speaking classes while the ones who watch too often do not have a reticence problem in speaking classes. Briefly, it can be concluded that the more a FL learner watches English movies and reads English books the more willing and active s/he is in speaking courses.

Having overseas experience is another positively affecting factor in reticence. The present study unearthed that participants who have overseas experience in an English speaking country are the least reticence language learners in speaking courses in contrast to the unexperienced ones. This result can be associated to oral practice. Here, it can be said that when a language learner visits a country in which the target language is spoken, s/he has more speaking practice than the unexperienced. Hence, speaking practice helps learner to develop fluency (Ur, 1996) and fluent speakers are more eager to communicate in speaking classes because they are able to maintain speech production and their hesitation rates decrease at the time of speaking (Dewaele and Furnham, 2000).

Finally, the study aimed to discover whether there is a relation between having English speaking parents and participants' levels of reticence. But, no relationship was found according to independent sample test (see Table 21).

Apart from all the factors, affecting reticence, revealed as well as mentioned in the present study, there are other competencies that should be taken into consideration in regard to being willing and able to speak in a foreign language. As presented in Common European Framework of References for Languages (2001), a language learner should have linguistic

competence, sociolinguistic competence and pragmatic competence to be able to communicate competently in a foreign language. All these competencies are concerned with different domains of the language. Linguistic competence encapsulates grammar, lexicology, semantics, phonology, orthography and orthoepy of a language. Sociolinguistic competence is related to social and cultural side of a language. Pragmatic competence encloses discourse competence, functional competence and design competence.

5.4. Implications and Suggestions to Overcome Reticence in Speaking Classes

The present study aimed to discover the causes of EFL learners' reticence at tertiary level. In the light of findings, the study has numerous implications for curriculum designers, teacher trainers and especially for language teachers who teach speaking.

The study found that the most important cause of reticence is lack of practice and preparation. Participants of this study seem to suffer from this lack. One solution to overcome this problem is undoubtedly to allot more time for speaking practice and give language learners enough opportunity for requisite preparation. Helping language learners to develop a positive attitude and making them aware of the importance of practice can be another solution. If language learners have the idea that language is not a school subject; rather, it is a tool for communication, they may pay more attention to language use. For this reason, they may try to practice at any opportunity both in and outside of the classroom. The other solution to overcome reticence problem stemming from lack of practice can be encouraging students to have out-of-class activities. Instead of confining language practice to merely classroom, students should do speaking practice at any tiny opportunity. Meeting classmates for target language practise out of the class and using the target language as a means of communication in everyday life might be rewarding in terms of speaking skill development.

The other cause of reticence is fear of failure and negative evaluation. It is clear that harsh criticism does not work in the classroom and may result in reticence. To vitiate the effects of negative evaluation and to help language learners feel relaxed while speaking, language teachers should not give personal feedback in the presence of others; instead, giving feedback to the whole group or to individuals privately would be useful.

Fear of speaking in presence of others revealed to be another reticence provoking factor. To overcome this problem, creating a learning friendly environment is of great importance. Language educators can create such a relaxed environment by raising language learners' awareness on the importance of collaboration. They should be told that they all try to master in the same foreign language and in this process they have to go through similar phases. Hence, they are in need of their counterparts in the classroom and they should help each other in terms of tolerating poor performances of their classmates and not laughing at them.

Lack of language proficiency also has negative effects on language learners' reticence. Therefore, language teachers, especially the ones who teach speaking, should know much about the true nature of language teaching/learning. S/he should bear in mind that speaking fluency and accuracy can only be obtained after a certain level of overall language proficiency acquired by language learners. So, it is quite important to set up long term goals for speaking instead of expecting immediate results.

By and large, students who lack self-confidence try to remain silent even though they are able to speak and they have a certain level of language proficiency. For this reason, FL teachers should help the learners to build self-confidence through different games and activities such as taboo, drama, role-play and similar confidence builder activities.

Fear of making mistakes can sometimes foster reticence in speaking classes. Patil (2008) contends that if a language learner is not afraid of making mistakes s/he becomes more eager to speak in the classroom and the more s/he speaks the more s/he learns about the target

language. Infusing the idea that making mistakes is instructive and a natural outcome of FLL into the language learners might be a way to sweep this problem away. Therefore, language teachers should teach their students not to be afraid of their mistakes but to learn from them.

Even if teacher related factors revealed as a minor problem in language learners' reticence in this study, an attention should be paid. Teacher as a counsellor, advisor, supporter or encourager can cause reticence in speaking classes. To prevent occurrence of this problem, a language teacher should have a good rapport with the learners and should keep in mind that his reactions should not be severe; otherwise, he can drive the students into a total reticence in speaking classes.

Lastly, the present study found that participants who read English books and watch English movies more are the least reticent ones in the classroom. It is clear that reading and watching in English have positive effects on reticence. Therefore, to overcome reticence problem FL teachers should motivate FL learners to read and watch or help them to get the taste of reading English books and watching English movies both for fun and speaking skill development.

5.5. Suggestions for Further Research

Similar studies can be carried out to find out more causes and solutions for reticence at the same time. In further studies, number of participants and instruments can also be increased for gathering more valid data. For solutions of reticence, participants' opinions can be asked, too. In addition to a questionnaire, an interview, speaking exam test results, participants' opinion on how to solve reticence problem can be used as well.

Additionally, the present study was conducted at a newly founded university in Turkey. It would be beneficial to conduct similar studies at different universities for a comparison and for a generalisation in terms of causes of reticence in speaking classes.

5.6. Limitations

One limitation of the study is the instrument. In the present research the data were merely gathered through a questionnaire which might not be enough in order to get extensive, genuine and valid information from the participants. In addition to questionnaire, qualitative data can be gathered through interviews. Better and genuine information can be gathered by combining qualitative and quantitative data as this combination provides the researchers with a better interpretation of problems (Creswell, 2009). Additionally, this study aimed to investigate only the causes of reticence; thus, the present study does not provide solution for reticence.

Moreover, the study was limited with the participants from only one university. Therefore, the findings of this study cannot be generalised for all learner of EFL at tertiary levels.

One more limitation can be that participants of this study have only one instructor for speaking classes, who is the researcher himself. Having different instructors in both genders for speaking classes might be useful so as to get a better understanding of teacher related factors on reticence.

6. REFERENCES

- Abalı, F. (2006). *The Effect of Personality Traits Extroversion/Introversion on Verbal and Interactive Behaviours of Learners*. Unpublished Master's Thesis. Bilkent University, Ankara, Turkey.
- Abebe, T. D. & Deneke, G.D. (2015). Causes of Students' Limited Participation in EFL Classroom: Ethiopian Public Universities in Focus. *International Journal of Educational Research Technology*, 6(1), 74-89.
- Abu-Rabia, S., & Sanitsky, E. (2010). Advantages of Bilinguals over Monolinguals in Learning a Third Language. *Bilingual Research Journal*, 33(2), 173-199.
- Alqahtani, M. (2015). Saudi Students' Willingness to Communicate and Success in Learning English as a Foreign Language. *Journal of Language Teaching and Research JLTR*, 6(6), 1195.
- Alshaar, B. E. (1997). *Attitudes and motivation of second language learners in Kuwait*. Unpublished. Master's thesis. Iowa State University, Iowa, USA.
- Asmalı, M., Bilki, U., & Duban, C. A. (2015). A Comparison of the Turkish and Romanian Students' willingness to communicate and its affecting factors in English. *Journal of Language and Linguistic Studies*, 11(1), 59-74.
- Badkoubeh, M. (2013). *Proficiency Level and Factors Fostering Reticence in EFL Learners*. Unpublished master's thesis. Shahid Rajaei Teacher Training University, Iran.

- Baktash, F., & Chalak, A. (2015). An Investigation on Iranian University Students' Reluctance to Participate in EFL Classrooms. *Journal of Scientific Research and Development* 2(6), 1-7.
- Bozorgian, H. (2012). The Relationship between Listening and Other Language Skills in International English Language Testing System. *TPLS Theory and Practice in Language Studies*, 2(4), 657-663.
- Breiner-Sanders, K., Lowe, P., Miles, J., & Swender, E. (2000). ACTFL Proficiency Guidelines: Speaking, revised 1999. *Foreign Language Annals*, 33 (1), 13–18.
- Brown, H. D. (2014). *Principles of language learning and teaching: A Course in Second Language Acquisition*. New York: Pearson Education.
- Burkart, G. S. (1998). *Spoken language what it is and how to teach it*. Washington, DC: Center for Applied Linguistics.
- Burns, A. & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Çağatay, S. (2015). Examining EFL Students' Foreign Language Speaking Anxiety: The Case at a Turkish State University. *Procedia - Social and Behavioral Sciences*, 199, 648-656.

- Chalak, A., & Baktash, F. (2015). An Investigation on Students' Reticence in Iranian University EFL Classrooms. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 9(8), 2573-2576.
- Chang, F. (2011). The Causes of Learners' Reticence and Passivity in English Classrooms in Taiwan. *The Journal of Asia Tefl*, 8(1), 1-22.
- Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001). Cambridge: Cambridge University Press.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications.
- Çetinkaya, Y. B. (2005). *Turkish college students' willingness to communicate in English as a foreign language*. Unpublished doctoral dissertation. Ohio State University, USA.
- Dewaele, J., & Furnham, A. (2000). Personality and speech production: A pilot study of second language learners. *Personality and Individual Differences*, 28(2), 355-365.
- Donald, S. (2010). Learning how to speak: Reticence in the ESL classroom. *ARECLS*, 7, 41-58.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching LTA*, 31(03), 117.

- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2010). *The psychology of the language learner: Individual Differences in Second Language Acquisition*. New York: Routledge.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
- Ely, C. M. (1986). An Analysis of Discomfort, Risk-taking, Sociability, and Motivation In The L2 Classroom. *Language Learning*, 36(1), 1-25.
- Esin, T. (2012). *Speaking as a skill in second language teaching*. Unpublished Master's Thesis. Yeditepe University, Istanbul, Turkey.
- Flowerdew, J., Miller, L., & Li, D. C. (2000). Chinese Lecturers' Perceptions, Problems and Strategies in Lecturing in English to Chinese-Speaking Students. *RELJ Journal*, 31(1), 116-138.
- Gan, Z. (2012). Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong. *Australian Journal of Teacher Education*, 37(1), 43-59.

- Gardner, R. & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R.C. 1979. 'Social Psychological Aspects of Second Language Acquisition'. In Giles, H. & Clair, R. (Eds.), *Language and Social Psychology*. Oxford: Blackwell.
- Gardner, R. C. (1985). *Social psychology and second language learning: The roles of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational Model*. New York: Peter Lang.
- Gökçe, S. (2008). *Attitudes and Motivational Intensity of Foreign Language Learners at Vocational High Schools: A Comparative Study*. Unpublished Master's Thesis. Middle East Technical University, Ankara, Turkey.
- Guo, M., & Wang, Y. (2013). Affective Factors in Oral English Teaching and Learning. *Higher Education of Social Science*, 5(3), 57-61.
- Güney, İ. (2010). *An Investigation into the Causes of Speaking Problems Experienced By Learners of English at Tertiary Level*. Unpublished Master's Thesis. Çanakkale Onsekiz Mart University, Çanakkale, Turkey.
- Hamad, M. M. (2013). Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls in the South. *English Language Teaching*, 6(12), 87-97.

Hamouda, A. (2013). An Exploration of Causes of Saudi Students' Reluctance to Participate In the English Language Classroom. *IJELE International Journal of English Language Education*, 1(1), 17-34.

Harmer, J. (2004). *The practice of English language teaching*. Pearson: Longman.

Hashimoto, Y. (2002). Motivation and Willingness to Communicate As Predictors of Reported L2 Use: The Japanese Esl Context. *Second Language Studies*, 20(2), 29-70

Hornby, A. S. (2010). *Oxford Advanced Learner's Dictionary: International Student's Edition and CD-ROM with Oxford iWriter*. Oxford, UK: Oxford University Press.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132.

İnal, S., Evin, I., & Saracoğlu, A. S. (2000). The Relation between Students' Attitudes toward Foreign Language and Foreign Language Achievement. *Dil Dergisi*. 38-53 doi: 10.1501/dilder_00000000045

Jamshidnejad, A. (2010). The Construction of Oral Problems in an EFL Context: An Innovative Approach. *Studies in Literature and Language*, 1(6), 8-22.

Kaya, M. (1995). *The Relationship of Motivation, Anxiety, Self-Confidence, and Extroversion /introversion to students' Active Class Participation in an EFL Classroom in Turkey*. Unpublished Master Thesis. Bilkent University, Ankara, Turkey.

- Keaten, J. A., Kelly, L., & Finch, C. (1997). Development of an Instrument to Measure Reticence. *Communication Quarterly*, 45(1), 37-54.
- Kormos, J., & Csizér, K. (2008). Age-Related Differences in the Motivation of Learning English as a Foreign Language: Attitudes, Selves, and Motivated Learning Behavior. *Language Learning*, 58(2), 327-355.
- Larson, J. W., & Jones, R. L. (1984). Proficiency testing for the other language modalities. In T. V. Higgs (Author), *Teaching for proficiency: The organizing principle* (pp. 113-137). Lincolnwood, USA: National Textbook.
- Lightbown, P., & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.
- Li, H., & Liu, Y. (2011). A Brief Study of Reticence in ESL Class. *TPLS Theory and Practice in Language Studies*, 1(8), 961-965.
- Liu, M. (2005a). Causes of reticence in EFL classrooms: a study of Chinese University Students. *Indonesian Journal of English Language Teaching*, 1(2), 220-236.
- Liu, M. (2005b). Reticence in oral English language classrooms: A Case Study in China. *TESL Reporter*, 35(1), 1-16.
- Liu, M., & Jackson, J. (2009). Reticence in Chinese EFL Students at Varied Proficiency Levels. *TESL Canada Journal*, 26(2), 65-81.

- Liu, M., Zhang, W., & Lu, Z. (2011). Reticence and anxiety in Chinese university ESP poetry class: A case study. *Journal of Language and Culture*, 2(2), 20-33.
- Mccroskey, J. C. (1977). Oral Communication Apprehension: A Summary of Recent Theory And Research. *Human Communication Research*, 4(1), 78-96.
- Macintyre, P. D., & Gardner, R. C. (1994a). The Effects of Induced Anxiety on Three Stages of Cognitive Processing in Computerized Vocabulary Learning. *Studies in Second Language Acquisition*, 16, 1-17.
- Macintyre, P. D., & Gardner, R. C. (1994b). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44(2), 283-305.
- Macintyre, P. D. (1995). How Does Anxiety Affect Second Language Learning? A Reply to Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90-99.
- Macintyre, P. D., Dornyei, Z., Clement, R., & Noels, K. A. (1998). Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, 82(4), 545.
- Macintyre, P. D., Baker, S., Clément, R., & Donovan, L. (2003). Talking in Order to Learn: Willingness to Communicate and Intensive Language Programs. *Canadian Modern Language Review*, 59(4), 589-608.

Macintyre, P. D. (2007a). Willingness to Communicate in the Second Language: Understanding the Decision to Speak as a Volitional Process. *The Modern Language Journal*, 91(4), 564-576.

MacIntyre, P. D. (2007, November, b). *Willingness to communicate in a second language: Individual decision making in a social context*. Paper presented at Invited plenary in at the inauguration of the Chair in Multilingualism, Linguamón - Casa de les llengües. Barcelona.

Macintyre, P. D., & Doucette, J. (2010). Willingness to Communicate and Action Control. *System*, 38(2), 161-171.

Mak, B. (2011). An exploration of Speaking-in-class Anxiety with Chinese ESL learners. *System*, 39(2), 202-214.

Marzec-Stawiarska, M. (2015). Investigating Foreign Language Speaking Anxiety Among Advanced Learners of English. In M. Pawlak & E. Waniek-Klimczak (Eds.), *Issues in Teaching, learning and testing speaking in a second language* (pp. 103-119). Berlin: Springer-Verlag.

Merzifonluoğlu, A. (2014). *An Investigation into English Speaking Problems of Students at ELT Department, Atatürk University*. Unpublished Master's Thesis. Atatürk University, Erzurum, Turkey.

- Müftüler-Bac, M. (1999). Turkish women's predicament. *Women's Studies International Forum*, 22(3), 303-315. doi:10.1016/s0277-5395(99)00029-
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston, MA: Heinle & Heinle.
- Nunan, D. (2003). *Practical English Language Teaching*, McGraw-Hill, New York.
- Ocak, G., Kuru, N., & Özçalışan, H. (2010). As a Classroom Language, Students' Attitudes Towards Speaking Turkish in English Prep. Classes. *Procedia - Social and Behavioral Sciences*, 2(2), 661-665.
- Occhipinti, A. (2009). *Foreign language anxiety in in-class speaking activities: Two learning Contexts in Comparison*. Unpublished Master's Thesis. The University of Oslo, Norway.
- Ortega, L. (2013). *Understanding Second Language Acquisition*. New York: Routledge.
- Oxford, R. (2001). Language Learning Strategies. In R. Carter & D. Nunan (Eds) *The Cambridge guide to teaching English to speakers of the other languages* (pp. 162- 172). Cambridge: Cambridge University Press.
- Öz, H., Demirezen, M., & Pourfeiz, J. (2015). Willingness to communicate of EFL Learners in Turkish context. *Learning and Individual Differences*, 37, 269-275.

- Paakki, H. (2013). *Difficulties in Speaking English and Perception of Accents; A Comparative Study of Finnish and Japanese Adult Learners of English*. Unpublished Master Thesis. University of Eastern Finland, Finland.
- Patil, Z. N. (2008). Rethinking the objectives of teaching English in Asia. In P. Robertson, R. Nunn, & D. Lingley (Eds.), *Conference Proceedings Volume Innovation and Tradition in ELT in the New Millennium* (4th ed. Vol. 10, pp. 227-240). Busan, Korea: Asian EFL Journal Press.
- Park, Hyesook & Lee, R.A. (2005). L2 Learners' Anxiety, Self-Confidence and Oral Performance. The 10th Pan-Pacific Association of Applied Linguistics (PAAL) *Japan Proceedings*. Retrieved 24. April 2016 From <http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/hyesook.pdf>
- Pawlak, M., Waniek-Klimczak, E., & Majer, J. (2011). *Speaking and instructed foreign language acquisition*. Bristol: Multilingual Matters.
- Phillips, E. M. (1992). The Effects of Language Anxiety on Students' Oral Test Performance and Attitudes. *The Modern Language Journal*, 76(1), 14-26. doi: 10.2307/329894
- Power, F. C., Nuzzi, R. J., Narvaez, D., Lapsley, D. K., & Hunt, T. C. (Eds.). (2008). *Moral Education: A Handbook Volume 1 A-L*. Westport, CT, USA: Praeger.
- Riasati, M. J. (2012). EFL learners' perception of factors influencing willingness to speak English in language classrooms: A Qualitative study. *World Applied Sciences Journal*, Vol. 17(10), 1287-1297.

- Sakale, S., & Seffar, S. (2012). The Role of Lexis in Developing EFL Learners' Speaking Skill. *Sino-US English Teaching*, 9(9), 1524-1531.
- Savaşçı, M. (2014). Why are Some Students Reluctant to Use L2 in EFL Speaking Classes? An Action Research at Tertiary Level. *Procedia - Social and Behavioral Sciences*, 116, 2682-2686.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-158.
- Shabani, M. B. (2012). Levels and Sources of Language Anxiety and Fear of Negative Evaluation among Iranian EFL Learners. *Theory and Practice in Language Studies*, 2(11), 2378-2383.
- Soo, R. S., & Goh, H. S. (2013). Reticent students in the ESL classroom. *Advances in Language and Literary Studies*, 4(2), 65-73.
- Souriyavongsa, T., Rany, S., Abidin, M. J., & Mei, L. L. (2013). Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos. *International Journal of English Language Education*, 1(1), 179-192.
- Şahin, I. (2005). The effect of native speaker teachers of English on the attitudes and Achievement of the learners. *Journal of language & linguistic studies* 1, 1-14.

- Şener, S. (2014,). Turkish ELT students' willingness to communicate in English. *ELT Research Journal*, 3(2), 91-109.
- Tani, M. (2005). *Quiet, but only in class: Reviewing the in-class participation on Asian students*. Retrieved from http://conference.herdsa.org.au/2005/pdf/non_refereed/030.pdf
- Thomas, J. (1988). The role played by metalinguistic awareness in second and third language Learning. *Journal of Multilingual and Multicultural Development*, 9(3), 235-246. doi:10.1080/01434632.1988.9994334
- Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies IES*, 2(4), 39-44.
- Tsui, A. (1996). Reticence and anxiety in second language learning. In K.M. Bailey & D. Nunan (Eds.), *Voices from the language classroom: Qualitative research in second language education* (pp. 145-167). Cambridge, UK: Cambridge University Press.
- Tsou, W. (2005). Improving Speaking Skills through Instruction in Oral Classroom Participation. *Foreign Language Annals*, 38(1), 46-55.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-23.

- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Ushida, E. (2005). The Role of Students' Attitudes and Motivation in Second Language Learning in Online Language Courses. *CALICO Journal*, 23 (1), 49-78.
- Valadi, A., Rezaee, A., & Baharvand, P. K. (2015). The Relationship between Language Learners' Willingness to Communicate and Their Oral Language Proficiency with Regard to Gender Differences. *International Journal of Applied Linguistics and English Literature IJALEL*, 4(5), 147-153.
- Verhoeven, L. & Vermeer, A. (2002). Communicative competence and personality dimensions in first and second language learners. *Applied Psycholinguistics*, 23(3), 361-374.
- Wang, X., & Chen, M. (2013). *The Questionnaire Analysis Research on the Causes of College Students Reticence in the English Classroom*. Paper presented at Proceedings of the 2013 International Conference on the Modern Development of Humanities and Social Science, 129-132.
- Waninge, F., Dörnyei, Z., & Bot, K. D. (2014). Motivational Dynamics in Language Learning: Change, Stability, and Context. *The Modern Language Journal*, 98(3), 704-723.
- Wen, W. P. & Clément, R. (2003). A Chinese conceptualization of willingness to communicate in ESL. *Language, Culture and Curriculum*, 16(1), 18-38.

Widdowson, H. G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

Wörde, V. R. (2003). Students' perspectives on foreign language anxiety. *Inquiry*, 8(1), 27-44.

Yaman, Ş, & Özcan, M. (2015). Oral Communication Strategies Used by Turkish Students Learning English as a Foreign Language. In M. Pawlak & E. Waniek-Klimczak (Eds.), *Issues in teaching, learning and testing speaking in a second language* (pp. 143-158). Berlin: Springer-Verlag.

Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The Influence of Attitudes and Affect on Willingness to Communicate and Second Language Communication. *Language Learning*, 54(1), 119-152. doi:10.1111/j.1467-9922.2004.00250.x

Yong, A., & Pearce, S. (2013). A Beginner's Guide to Factor Analysis: Focusing on Exploratory Factor Analysis. *Tutorials in Quantitative Methods for Psychology*, 9(2), 79-94.

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.

Young, D. J. (1992). Language Anxiety from the Foreign Language Specialist's Perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157-172.

Yule, G. (2006). *The study of language*. Cambridge: Cambridge University Press.

Yurong, Z., & Nan, Y. (2008). The Effects of Affective Factors on Oral English Fluency of College English Students. *Celea Journal*, 31(2), 107-116.

Zade, M. H., & Hashemi, A. (2014). Self-Esteem, Willingness to Communicate, and Oral Production: The Case Study of Iranian Intermediate EFL Students. *International Journal of Language and Linguistics IJLL*, 2(4), 290-294.

Zarfsaz, E., & Takkac, M. (2014). Silence in Foreign Language Learning: An Analysis of Students' Risk Taking Behaviour in an EFL Classroom. *International Journal of Language Learning and Applied Linguistics World*, 6(3), 307-321.

7. APPENDICES

7.1. Appendix A: Questionnaire in English

<i>Section 1: Demographic Information</i>	
Age:	
Gender:	
Grade:	
Type of High School:	
Years spent in learning English:	
First Language:	
Language Spoken at your home:	
Do you have English Speaking Parents?	
Frequency of Reading English Books:	
Frequency of Watching English Movies:	
Do you have overseas Experience? How long and where?	

Section 2: Please indicate how much you agree or disagree with the following statements by putting an "X" in the box that best describes the extent to which you agree or disagree with the statement.	1. Strongly Agree	2. Agree	3. Neither agree nor Disagree	4. Disagree	5. Strongly Disagree
1. I get tense and nervous when I am speaking English in front of the whole class.					
2. I feel my heart pounding when I am called upon to answer a question in English class.					
3. I talk less because I am shy.					
4. I feel too nervous to ask the instructor a question during English class.					
5. I am too afraid to volunteer answers to the teacher's question because my classmates would laugh at me if my answer was wrong.					
6. It is unpleasant speaking English in class because my mistakes make me feel incompetent.					
7. I am 'afraid of being seen as foolish if I make too many mistakes when I speak in class.					
8. I am 'afraid of making mistakes in front of my classmates.					
9. I am afraid others will laugh at me if I make some mistakes.					
10. I am afraid of making mistakes in front of my teacher because this will influence the end-of-course results.					
11. I feel anxiety if I am corrected while speaking English in front of the whole class.					
12. I feel more anxiety in the class because my teacher always corrects me in a very bad way.					
13. To avoid any embarrassing situation, I prefer to remain silent rather than to orally participate in the classroom.					
14. I feel a bit nervous if I sit at the front of the class.					
15. I sit in front if I prepare my homework.					
16. In order not to participate in the English class, I like to sit at the back rows.					
17. I get nervous when the teacher asks questions which I have not prepared in advance.					
18. I start to panic when I have to speak without preparation in the English class.					
19. It frightens me when I don't understand what the teacher is saying.					

20. I get upset when I don't understand what the teacher is correcting.					
21. I get upset when I don't understand what I am saying.					
22. I feel anxious when I make English oral presentations in front of the class.					
23. I feel more anxious during oral tests in my English class.					
24. The more I study for the oral language test, the more worried I get.					
25. My English language is not good.					
26. I always feel that the other students speak English better than I do.					
27. I am afraid that other students laugh at me when I speak up English in the class.					
28. I am worried about what opinion other students might have of me when I speak English in class.					
29. I feel anxiety because I have no confidence in my spoken English.					
30. I never feel quite sure of myself when I am speaking English in my class.					
31. I shall only talk when I am very sure what I utter is correct.					
32. I am reluctant to participate in class because I am afraid of my teacher's harsh comments and negative gestures.					
33. I feel anxiety because my teacher doesn't give me the needed time to process the questions that he asked.					
34. I do not practice English due to big class size.					
35. I like to participate in a small and comfortable class.					
36. I get anxious if my teacher puts marks for participation.					
37. I feel worried that I can't speak English well, my teacher will get a bad impression of me.					
38. I feel apprehensive to participate in the class discussion if the lesson does not interest me.					
39. I am reluctant to participate in the class discussion because I am not interested in English.					
40. I think what keeps me reticent is my poor English proficiency.					
41. I am reluctant to participate because I can't respond quickly and fluently.					
42. I get anxious to participate because I can't speak in complete sentences (i.e. uttering words or broken English).					
43. I can't participate because I have difficulty in constructing sentences.					
44. When I want to speak "I am not sure which tense to use".					
45. I don't participate because I am scared that I would make noticeable grammatical errors.					
46. I don't have exact words to express my ideas.					

47. I always feel nervous speaking English because I do not have enough vocabulary to express my ideas.					
48. I am worried about my pronunciation when I speak in the class.					
49. I feel embarrassed if I mispronounced.					
50. I lose face' if I say the wrong things.					
51. I don't have the opportunity to speak English outside the classroom					
52. I worried about the consequence of failing English courses					
53. The allotted time for practicing English in class is not enough.					
54. I always feel nervous speaking English because my teacher is very strict.					
55. I feel relax when my English teacher responds in a friendly way.					
56. I feel more relaxed in pair work or group work					
57. I get bored because of the teaching method that the teacher used in English class.					
58. I don't like to participate because my teacher is impatient.					

Thanks for your contribution.

Yahya Geylani

7.2. Appendix B: Questionnaire in Turkish

<i>1. Bölüm: Demografik Bilgiler</i>	
Yaşınız:	
Cinsiyetiniz:	
Sınıfınız:	
Mezun olduğunuz lise türü:	
İngilizce öğreniminde geçirdiğiniz süre (yıl olarak) :	
Anadiliniz:	
Evinizde konuşulan dil:	
Ebeveynlerinizden İngilizce konuşan/bilen var mı?	
İngilizce kitap okuma sıklığınız:	
İngilizce film seyretme sıklığınız:	
Yurt dışı tecrübeniz var mı? Varsa nerede ne kadar kaldınız?	

3. Bölüm	6. Tamamen Katılıyorum	7. Katılıyorum	8. Fikrim Yok	9. Katılmıyorum	10. Tamamen Katılmıyorum
<i>Lütfen aşağıdaki ifadelere ne derece katıldığınızı veya katılmadığınızı “X” işareti koyarak belirtiniz.</i>					
1. Tüm sınıfın önünde İngilizce konuşurken gerilir ve tedirgin olurum.					
2. İngilizce dersinde bir soruya cevap vermem istediğinde kalp atışlarım hızlanır.					
3. Az konuşurum çünkü utangaç biriyim.					
4. İngilizce dersinde öğretmene soru sorduğumda çok tedirgin olurum.					
5. Öğretmen soru sorduğunda gönüllü olmaktan korkarım çünkü yanlış cevap verdiğimde arkadaşlarım bana gülerler/alay ederler diye düşünürüm.					
6. Sınıfta İngilizce konuşmak hoşuma gitmiyor çünkü yaptığım hatalar kendimi yetersiz hissetmeme neden oluyor.					
7. Sınıfta İngilizce konuşurken çok hata yaparsam aptal olarak algılanmaktan çekinirim.					
8. Herkesin içinde hata yapmaktan çekinirim.					
9. Hata yaparsam benimle dalga geçilmesinden korkuyorum.					
10. Öğretmenimin önünde hata yapmaktan çekinirim çünkü bu durum sene sonu notumu etkiler.					
11. Tüm sınıfın önünde konuşurken hatalarım düzeltilirse tedirgin olurum.					
12. Öğretmenimin sürekli kötü bir şekilde hatalarımı düzeltmesi yüzünden sınıfta daha fazla kaygı hissederim.					
13. Utanç verici/Küçük düşürücü durumlardan kaçınmak için sözlü aktivitelere katılmak yerine sessiz durmayı tercih ederim.					
14. Sınıfta ön sıralara oturduğumda biraz kaygı hissederim.					
15. Derse hazırlıklıysam ön sıralara otururum.					
16. İngilizce derslerine katılmamak için arka sıralara otururum.					
17. Öğretmen önceden hazırlıksız olduğum sorular sorduğunda kaygı duyarım.					
18. Hazırlıksız bir şekilde İngilizce konuşmak zorunda kalırsam paniklerim.					
19. Öğretmenimin konuştuklarını anlamamak beni korkutuyor.					
20. Öğretmenin düzelttiği hataların ne olduğunu anlamamak beni sinirlendirir.					
21. Kendi söylediklerimi anlamamam beni sinirlendirir.					
22. Tüm sınıfa İngilizce sunum yaptığımda hiç rahat değilimdir.					
23. Dersteki sınavlar esnasında daha fazla kaygı hissederim.					

24. Konuşma sınavlarına ne kadar çok çalışırsam o kadar çok kaygılanırım.					
25. İngilizcem iyi değil.					
26. Her zaman diğer öğrencilerin İngilizceyi benden daha iyi konuştuklarını hissedirim.					
27. İngilizce konuşurken diğer öğrencilerin bana güleceğinden/alay edeceğinden korkarım.					
28. İngilizce konuşurken diğer öğrencilerin bana dair ne tür fikirleri olduğu konusu beni endişelendirir.					
29. İngilizce konuşmama güvenmediğim için kaygı hissedirim.					
30. Derste İngilizce konuşurken hiçbir zaman kendime güvenmem.					
31. Sadece söyleyeceğim şeylerin doğruluğundan emin olduğum zaman konuşurum.					
32. Öğretmenimin sert yorumları ve negatif davranışları yüzünden derse katılmak istemiyorum.					
33. Öğretmenimin sorduğu soruya cevap vermem için bana yeterli zaman vermediğinde kaygı hissedirim.					
34. Sınıfın büyük ve kalabalık olmasından dolayı İngilizce pratik Yapamıyorum.					
35. Küçük ve sakin/rahat bir sınıfta derse katılmak isterim.					
36. Derse katılımın not olarak değerlendirilmesi kaygılanmama sebep olur.					
37. Konuşamama yüzünden öğretmenimde kötü izlenim bırakmam beni kaygılandırır.					
38. Ders ilgimi çekmediğinde derse katılma konusunda endişelenirim.					
39. İngilizceye ilgi duymadığım için sınıf tartışmalarına katılmak istemiyorum.					
40. Sınıfta sessiz/pasif kalmamın sebebi İngilizce düzeyimin düşük olmasıdır.					
41. Hızlı ve akıcı bir şekilde cevap veremediğim için derse katılmak istemiyorum.					
42. Tam/Eksiksiz cümlelerle konuşamadığım için derse katılmakta endişelenirim.					
43. Cümle kurmada zorluk yaşadığım için derse katılamıyorum.					
44. Konuşmak istediğimde hangi zaman yapısını (tense) kullanacağımdan emin değilim.					
45. Derse katılmıyorum çünkü fark edilebilir dilbilgisi (gramer) hatası yapmaktan korkuyorum.					
46. Fikirlerimi ifade edecek kadar kelime bilgim yok.					
47. Fikirlerimi ifade etmek için yeterli kelime bilgimin olmaması yüzünden kendimi sürekli endişeli hissedirim.					
48. Sınıfta konuşurken telaffuzumla ilgili kendimi sürekli endişeli hissedirim.					
49. Yanlış telaffuz ettiğimde utanırım.					
50. Yanlış şeyler söylediğimde sınıf içinde küçük düşmekten korkarım.					
51. Sınıf dışında İngilizce konuşmak için imkânım yok.					
52. Sınıfta kalmamın/başarısız olmamın sonuçları beni endişelendirir.					

53. Sınıf içinde İngilizce pratik yapmak için ayrılan zaman yeterli değildir.					
54. İngilizce konuşurken kendimi hiç bir zaman rahat hissetmem çünkü öğretmenim çok katı.					
55. Öğretmenim arkadaşça bir tavırla karşılık verdiğinde kendimi rahat hissederim.					
56. İkili ya da grup çalışmalarında kendimi daha rahat hissederim.					
57. Öğretmenin kullandığı öğretim metotlarından sıkılırım.					
58. Derse katılmak istemiyorum çünkü öğretmenim tahammülsüzdür.					

Katılımınız için teşekkür ederim.

Yahya Geylani

7.3. Appendix C: Factor Analysis

Rotated Component Matrix^a

	Component											
	1	2	3	4	5	6	7	8	9	10	11	12
Q1	,765	,248	,086	,052	,149	,068	,160	-,104	,105	-,063	-,055	-,109
Q2	,712	,209	,044	,017	,129	,114	,081	,006	,057	-,053	-,022	,029
Q18	,659	,293	,329	,040	,214	,163	,038	,066	,004	-,012	,110	-,021
Q4	,621	,329	,281	,045	,057	-,063	,000	,168	-,021	-,008	-,117	,052
Q22	,617	,161	,104	,111	,050	,158	,056	,269	,070	,247	-,009	-,054
Q41	,612	,224	,452	,098	,039	,059	,225	,005	,003	,033	,071	-,017
Q3	,603	,400	,157	-,022	,012	,035	-,053	,221	-,047	,000	-,196	,033
Q42	,593	,231	,475	,084	,024	,082	,177	,093	,052	-,073	,041	,037
Q6	,565	,298	,237	,146	,064	-,242	,071	-,002	-,079	-,046	,115	,223
Q29	,564	,214	,523	,029	,087	,048	,149	-,052	,112	,023	,005	-,011
Q30	,528	,164	,508	,115	,107	,039	,068	,116	-,072	,052	,032	,090
Q31	,475	,269	,356	,203	-,022	,177	-,025	-,019	,036	-,073	,102	-,005
Q24	,457	,061	,113	,173	,139	,111	,150	,013	,056	,143	,203	,324
Q37	,451	,186	,119	,158	,224	,356	,362	,079	,079	-,234	,159	,000
Q23	,384	-,025	,218	-,007	,351	,199	,241	,165	-,005	,103	,232	,084
Q9	,250	,774	,135	,029	,082	,049	,089	,248	,128	,103	,075	,060
Q27	,274	,760	,232	,087	,117	,103	,158	,045	,070	,108	,042	-,088
Q50	,205	,749	,156	,051	,128	,098	,325	,037	,119	,025	,053	-,058
Q5	,390	,700	,178	,058	,073	,047	-,017	-,025	,017	-,018	-,045	,049
Q7	,257	,621	,098	,160	,185	-,052	,063	,122	-,006	-,032	,236	,168
Q8	,485	,578	,139	-,036	,112	,081	,108	,127	,158	-,009	,102	,106
Q13	,361	,555	,250	,217	-,054	,128	-,026	,236	-,001	-,008	-,027	,106
Q28	,314	,523	,142	,027	,258	,123	,334	-,022	,013	,111	,117	-,007
Q44	-,008	,176	,724	,121	,049	,037	,064	,005	-,077	-,113	-,152	,319
Q40	,243	,108	,715	,036	,026	-,058	,015	,102	,029	,046	,149	-,158
Q25	,137	,051	,694	,010	,015	,011	,096	,124	,235	,152	,055	,045
Q43	,367	,271	,692	,094	,180	,059	-,012	,035	-,024	-,030	-,012	-,013
Q45	,177	,327	,638	,151	,137	,040	,111	,031	-,134	-,177	,057	,141
Q46	,328	-,047	,549	,048	,258	,080	,119	-,050	,081	,214	-,035	-,349
Q47	,377	,008	,536	,109	,173	,089	,198	,123	,099	,165	,009	-,402
Q26	,313	,303	,475	-,078	,139	,061	,236	,055	,016	,189	,012	,084
Q54	,065	,060	,204	,790	-,080	-,063	,020	,126	-,044	,015	,013	,087
Q58	,013	,020	,037	,744	,118	-,145	,012	,077	,017	,160	-,037	,096
Q32	,115	,101	,063	,715	,091	,059	-,029	,025	,076	-,117	-,004	-,252
Q57	,061	,026	-,026	,701	-,063	-,137	,023	-,010	-,016	,257	,115	,112
Q38	,053	,048	-,058	,501	,332	,148	,134	-,022	,096	,045	-,190	,057
Q12	,206	,068	,160	,455	,002	,011	,079	,051	,309	-,314	,126	,197
Q33	,069	,151	,144	,433	,294	,241	-,014	,133	,241	-,331	,029	-,151

Q21	,137	,182	,134	,031	,805	-,010	,038	,025	,029	,084	,038	,012
Q20	,179	,172	,142	,128	,677	,012	,038	,109	,081	-,114	,058	,088
Q19	,392	,218	,201	,082	,417	,099	,199	,259	,054	,031	,184	-,098
Q56	,097	,244	,071	-,116	-,149	,731	-,089	-,063	,010	,099	,020	-,093
Q55	,106	-,009	-,024	-,156	,115	,719	-,024	-,040	,049	-,131	-,060	,168
Q52	,275	,042	,109	,123	,240	,492	,335	,107	-,012	-,034	,015	,060
Q36	,332	,143	,194	,283	,038	,352	,152	,266	,096	-,319	,062	-,139
Q48	,222	,192	,218	,052	,053	-,079	,732	,060	,084	,013	-,047	,058
Q49	,144	,459	,155	,018	,044	,019	,679	,052	,071	-,054	-,105	-,004
Q14	,125	,197	,131	,137	,087	-,028	,026	,713	,014	,060	-,159	-,051
Q10	,220	,320	,017	,164	,132	,068	,132	,484	,132	,010	,278	,158
Q16	,073	,131	,243	,232	,125	-,145	,096	,461	-,126	,355	,195	,114
Q51	,248	,146	,252	,171	,055	,160	-,120	-,428	,114	,195	-,378	-,039
Q17	,350	,214	,245	,037	,289	,175	-,117	,391	,114	-,139	,007	-,019
Q34	,127	,063	,072	,029	,075	-,120	-,017	,087	,804	,077	-,089	,032
Q35	-,043	,208	-,021	,075	,012	,171	,214	-,012	,662	-,183	,167	-,050
Q53	-,016	-,026	,023	,143	,121	,234	-,037	-,223	,490	,209	-,108	,376
Q39	,031	,198	,157	,308	,002	-,046	-,022	,091	,062	,667	,055	-,073
Q15	,032	,188	,086	,017	,101	-,004	-,094	-,016	,011	,051	,774	-,004
Q11	,219	,253	,135	,148	,150	,126	,119	,137	,185	-,071	,025	,504

7.4. Appendix D: Emerged Subscales

	FEAR OF MAKING MISTAKES $r = .90$
5	I am too afraid to volunteer answers to the teacher's question because my classmates would laugh at me if my answer was wrong.
6	It is unpleasant speaking English in class because my mistakes make me feel incompetent.
7	I am afraid of being seen as foolish if I make too many mistakes when I speak in class
8	I am afraid of making mistakes in front of my classmates.
9	I am afraid others will laugh at me if I make some mistakes.
13	To avoid any embarrassing situation, I prefer to remain silent rather than to orally participate in the classroom.
50	I lose face if I say the wrong things.
	LACK OF LANGUAGE PROFICIENCY $r = .90$
19	It frightens me when I don't understand what the teacher is saying.
20	I get upset when I don't understand what the teacher is correcting.
21	I get upset when I don't understand what I am saying.
25	My English language is not good.
26	I always feel that the other students speak English better than I do.
40	I think what keeps me reticent is my poor English proficiency.
41	I am reluctant to participate because I can't respond quickly and fluently.
42	I get anxious to participate because I can't speak in complete sentences (i.e. uttering words or broken English).
43	I can't participate because I have difficulty in constructing sentences.
44	When I want to speak "I am not sure which tense to use".
45	I don't participate because I am scared that I would make noticeable grammatical errors.
46	I don't have exact words to express my ideas.
47	I always feel nervous speaking English because I do not have enough vocabulary to express my ideas.
48	I am worried about my pronunciation when I speak in the class.
49	I feel embarrassed if I mispronounced.
	TEACHER RELATED FACTORS $r = .77$
12	I feel more anxiety in the class because my teacher always corrects me in a very bad way.
32	I am reluctant to participate in class because I am afraid of my teacher's harsh comments and negative gestures.
33	I feel anxiety because my teacher doesn't give me the needed time to process the questions that he asked.

54	I always feel nervous speaking English because my teacher is very strict.
57	I get bored because of the teaching method that the teacher used in English class.
58	I don't like to participate because my teacher is impatient.
	PHYSICAL CLASSROOM ENVIRONMENT r= .42
14	I feel a bit nervous if I sit at the front of the class.
16	In order not to participate in the English class, I like to sit at the back rows.
34	I do not practice English due to big class size.
35	I like to participate in a small and comfortable class.
	FEAR OF FAILURE / NEGATIVE EVALUATION r= .78
10	I am afraid of making mistakes in front of my teacher because this will influence the end-of-course results.
11	I feel anxiety if I am corrected while speaking English in front of the whole class.
23	I feel more anxious during oral tests in my English class.
24	The more I study for the oral language test, the more worried I get.
36	I get anxious if my teacher puts marks for participation.
37	I feel worried that I can't speak English well, my teacher will get a bad impression of me.
52	I worried about the consequence of failing English courses.
	LACK OF CONFIDENCE AND INTEREST r= .66
29	I feel anxiety because I have no confidence in my spoken English.
30	I never feel quite sure of myself when I am speaking English in my class.
31	I shall only talk when I am very sure what I utter is correct.
38	I feel apprehensive to participate in the class discussion if the lesson does not interest me.
39	I am reluctant to participate in the class discussion because I am not interested in English.
	FEAR OF SPEAKING IN PRESENCE OF OTHERS r= .87
1	I get tense and nervous when I am speaking English in front of the whole class.
2	I feel my heart pounding when I am called upon to answer a question in English class.
3	I talk less because I am shy.
4	I feel too nervous to ask the instructor a question during English class.
22	I feel anxious when I make English oral presentations in front of the class.
27	I am afraid that other students laugh at me when I speak up English in the class.
28	I am worried about what opinion other students might have of me when I speak English in class.
	LACK OF PRACTICE AND PREPARATION r= .48
17	I get nervous when the teacher asks questions which I have not prepared in advance.
18	I start to panic when I have to speak without preparation in the English class.
51	I don't have the opportunity to speak English outside the classroom.
53	The allotted time for practicing English in class is not enough.

7.5. Appendix E: Permission for Questionnaire

Re: Permission to use your questionnaire

Homouda Arafat <arafathamouda77@Gmail.com>

12.2.2016 (Cum) 23:51

Kime : ygeylani <ygeylani@bingol.edu.tr>

Hi my colleague,
This is Dr. Arafat.
I have the pleasure if you use my questionnaire.

