



R.T.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING PROGRAMME

**EXPLORING THE EFFECTS OF VIDEO-BASED ASSIGNMENTS ON PREP
SCHOOL STUDENTS' SPEAKING ANXIETY- A STUDY AT A STATE
UNIVERSITY IN TÜRKİYE**

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EZGİ SARIBAŞ

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ASST. PROF. DR. NESLİHAN ÖZKAN

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BİLDİRİM

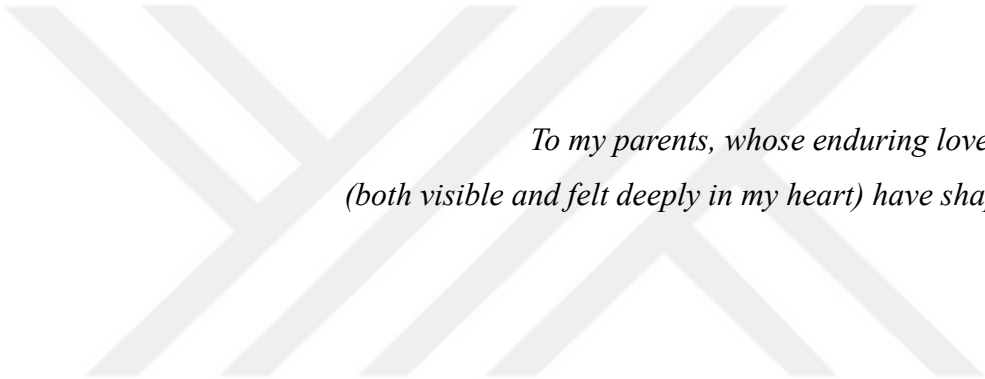
Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- Tezimin tamamı her yerden erişime açılabilir.

04.10.24

Ezgi SARIBAŞ

DEDICATION



*To my parents, whose enduring love and guidance
(both visible and felt deeply in my heart) have shaped my path...*

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First and foremost, I would like to thank my supervisor Asst. Prof. Dr. Neslihan ÖZKAN, for her help and guidance throughout my journey. Her unwavering willingness to provide thoughtful advice was truly meaningful. I greatly appreciate how she helped me focus on the broader perspective, guiding me away from getting lost in details and leading me to effective thinking.

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I am deeply grateful to Assoc. Prof. Dr. İsmail Volkan ŞAHİNER for his invaluable guidance and camaraderie. His ability to affectionately transform my anxieties into possibilities was inspiring, and his encouragement to embrace a more positive and flexible outlook on life colored my personal and academic journey. I also greatly benefited from his extensive expertise in the field, which provided me with a deeper understanding of my research topic. I wish him a lifetime of happiness with his family and loved ones - he really deserves it.

I would like to thank my dearest friend Seval KAYABÖLEN, for she has always provided steadfast support, especially during the toughest times. She has been like a sister to me since 2007, and I am forever grateful for her presence in my life.

Finally, no words can adequately express my gratitude to my dear mother Nurhan SARIBAŞ, who has always believed in me and supported me unconditionally. She has been the one who understands even what I leave unspoken, lifts me up when I stumble, keeps my motivation high, and reminds me that life is worth living despite the obstacles. I am forever grateful for all the sacrifices she has made for me and for the endless prayers she has offered on my behalf.

ÖZ

SARIBAŞ, Ezgi. Video Tabanlı Ödevlerin Hazırlık Okulu Öğrencilerinin Konuşma Kaygısına Etkisinin Araştırılması – Türkiye’de Bir Devlet Üniversitesi Örneği, Yüksek Lisans Tezi, Ankara, 2024.

Bu çalışmanın amacı video tabanlı konuşma ödevlerinin Hazırlık Okulu öğrencilerinin konuşma kaygısına etkisini incelemektir. Çalışmaya, Türkiye’de bir devlet üniversitesinin Yabancı Diller Yüksekokulu’ndaki hazırlık programına kayıtlı 16 öğrenci katılmıştır. Bu çalışma için karma yöntem deseni kullanılmıştır; nicel veriler PSCAS (Public Speaking Classroom Anxiety Scale) aracılığıyla, nitel veriler ise yarı yapılandırılmış mülakatlarla toplanmıştır. PSCAS, katılımcılara ön-test ve son-test olarak uygulanmıştır. Bu test süreçleri arasında, katılımcılara Google Classroom platformu üzerinden, her hafta bir tane olmak üzere toplam 6 adet video tabanlı konuşma ödevi verilmiştir. Ön-test ve son-test uygulamalarının ardından, katılımcı grubunun %50’siyle yarı-yapılandırılmış mülakatlar yapılmıştır. Nicel veriler tanımlayıcı analizle incelenmiş, nitel veriler için ise tematik analiz uygulanmıştır. Çalışmanın sonuçları, video tabanlı ödevlerin, öğrencilerin yabancı dil konuşma kaygısını azaltmaya yardımcı olduğunu göstermiştir. Ayrıca, bulgular, bu ödevlerin öğrencilerin İngilizce konuşma konusundaki özgüvenini ve rahatlığını artırdığını, dil ve iletişim becerilerini geliştirdiğini, İngilizce derslerine yönelik ilgilerini artırdığını ve konuşma pratiği yapma açısından ek olanaklar sağladığını ortaya çıkarmıştır. Bu faktörler, genel sonuçların gösterdiği üzere, konuşma kaygısının azalmasına katkıda bulunmaktadır. Bunlara ek olarak, bu çalışma öğrencilerin video ödevleri yapma sürecinde yaşadıklarını ifade ettikleri zorlukları ve yabancı dil konuşma kaygısıyla başa çıkmak için önerdikleri alternatif yolları da vurgulamıştır. Çalışmanın, İngiliz Dili Eğitimi alanındaki araştırmacılar ve İngilizce öğretmenleri için önemli bilgiler sunması ve Hazırlık Okulu bağlamlarında dil öğrencilerinin konuşma kaygılarını azaltmaya katkıda bulunması beklenmektedir.

Anahtar Sözcükler: Video tabanlı ödevler, yabancı dil konuşma kaygısı, dil öğrenme, Hazırlık Okulu öğrencileri

ABSTRACT

SARIBAŞ, Ezgi. Exploring the Effects of Video-based Assignments on Prep School Students' Speaking Anxiety - A study at a State University in Türkiye, Master's Thesis, Ankara, 2024.

The aim of this study is to examine the effects of video-based speaking assignments on Prep School students' speaking anxiety. 16 students who were enrolled in the preparatory program at the School of Foreign Languages at a state university in Türkiye participated in the study. A mixed-method design was utilized for this study; quantitative data were collected through the Public Speaking Classroom Anxiety Scale (PSCAS), while qualitative data were gathered through semi-structured interviews. PSCAS was administered to the participants as a pre-test and post-test. Between these test processes, participants were given 6 video-based speaking assignments through the Google Classroom platform, one per week. After the administration of the pre-test and post-test, semi-structured interviews were conducted with 50% of the participant group. The quantitative data were analyzed through descriptive analysis and thematic analysis was applied to the qualitative data. The results of the study indicated that video-based assignments help reduce students' foreign language speaking anxiety. Moreover, the findings revealed that these assignments also foster students' confidence and comfort in speaking English, improve their language and communication skills, boost their engagement in English classes, and enable additional opportunities for speaking practices. These factors contribute to the mitigation of speaking anxiety, as shown by the overall results. In addition, this study also highlighted challenges that students reported facing and their suggestions for alternative ways to deal with foreign language speaking anxiety. This study is expected to offer meaningful insights for researchers in the field of English Language Education and English teachers, and contribute to alternative ways of lessening English language learners' speaking anxiety in Preparatory School contexts.

Keywords: Video-based assignments, foreign language speaking anxiety, language learning, Prep School Students

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LIST OF ABBREVIATIONS

CAI	: Computer-assisted Instruction
CALL	: Computer-assisted Language Learning
EFL	: English as a Foreign Language
ELT	: English Language Teaching
FLA	: Foreign Language Anxiety
FLCA	: Foreign Language Classroom Anxiety
FLSA	: Foreign Language Speaking Anxiety
LSP	: Languages for Specific Purposes
MALL	: Mobile-assisted Language Learning
PSCAS	: Public Speaking Classroom Anxiety Scale
WTC	: Willingness to Communicate

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INTRODUCTION

This chapter begins by presenting the background of the study. Subsequently, it provides the statement of the problem, the purpose of the study, the significance of the study, and the research questions. These sections will be succeeded by the assumptions and the limitations of the study. In the final section, the definitions of the key terms will be presented.

Background of the Study

In the realm of language learning, speaking is regarded as “the most important and essential skill” (Oradee, 2013, p. 533). Apart from being important, speaking is also considered one of the most challenging skills for EFL learners to excel in. Malihah (2010) suggested that, among the other skills, learners consider speaking “the most difficult one” (p. 86). This difficulty usually stems from the need to simultaneously manage numerous aspects such as grammar and vocabulary together with fluency and pronunciation, which may result in negative affect including speaking anxiety. Additionally, as Suparlan (2021) stated, “Speaking is the most anxiety-provoking language skill in a foreign language situation” (p. 160). Crucial problems require effective and permanent solutions. In this regard, addressing this problem has gained significance in the field of language teaching.

A variety of solutions have been identified and proposed in order to deal with speaking anxiety. These suggestions include “the internalization of more innovative L2 speaking learning activities” and “the existence of more enjoyable L2 speaking learning circumstances” (Wijaya, 2023, p. 214); “preparation, practicing before speaking, and positive thinking” (Ghaniy, 2023, p. 81); self-regulated strategies such as “positive self-talk, managing stressors, making meaning and joy out of the speaking task itself, controlling negative emotions” (El-Sakka, 2016, p. 22). Besides, Aliyu et al. (2019) suggested that decreasing Foreign Language Speaking Anxiety is possible with the help of “classroom interactions and oral presentations” (p. 36).

Integrating video-based assignments in educational settings so as to alleviate FLSA has also become a common practice as a result of digital learning trends. These assignments, which can include tasks such as preparing video presentations, taking part in video discussions, or generating video content, provide a creative means to engage students and

foster their learning outcomes. Studies have revealed that integrating video-based learning and video-based assignments into EFL classes has positive influences on students' progress, thus mitigating their speaking anxiety. For instance, a study conducted by Jin (2023) focused on the effects of vlogs on FLSA and WTC levels of the students, and the results of the study showed that vlogging reduced students' FLSA significantly. Moreover, another study conducted by Damar (2014) revealed that the use of videos in EFL classrooms helps learners to better produce and understand various patterns of intonation and stress.

My personal interest in addressing the effects of video-based assignments on speaking anxiety rose both from my own teaching experience and academic curiosity. As an educator for years, I have observed the struggles that speaking anxiety creates for EFL learners both during in-class activities and in speaking exams. Furthermore, at the university where I have been teaching English for years, I have worked in the Speaking Office which is mainly responsible for organizing in-class speaking activities and speaking exams for all levels of students. While working there for EFL learners with various proficiency levels, my observations of students' challenges with oral tasks and communication and the fact that this challenge is not unique to our students but is a widespread issue have inspired me to study alternative methods for addressing speaking anxiety.

Besides, integrating technology-based practices in teaching has been an important area of interest for me both as a teacher and a life-long learner, witnessing the popularity of technology among my students and the instrumental methods it provides for language learning atmospheres. It is clear that modern virtual platforms that we have been using in our language classrooms present new opportunities for transforming and coloring our classroom practices. Therefore, by conducting this study, we aim to focus on how utilizing video-based assignments can help teachers foster their students' academic progress.

Statement of the Problem

Although scholars and teachers recognized the significance of and have begun focusing on creating effective and innovative ways to reduce speaking anxiety, learners worldwide still experience it in various ways and settings. Struggling with this anxiety not only decreases students' interest in learning but also has great negative impacts on their academic performances. From time to time, the methods emerging from traditional ways of teaching may not be successful in adequately addressing this problem, causing a lack of required support to improve speaking skills.

Current recommended methods of dealing with FLSA typically include tasks and activities that are usually classroom-based or involve direct face-to-face interactions with peers or teachers with limitations in time. These methods do not always offer a supportive setting and enough time for students to polish their ability to speak at their own speed. This identified gap highlights the necessity for new ways to converge technology and educational objectives, thereby promoting a more flexible learning atmosphere for learners of English.

Using technology in language education has appeared as an effective alternative, providing more dynamic and time-saving platforms for learners to engage confidently in classroom activities and to improve their proficiency. Various studies conducted have leveraged technology in language teaching, as summarized in the Literature Review chapter of this present study. However, research on the effects of video-based assignments on students' speaking anxiety remains limited and partly underexplored. For instance, Karsli (2022) conducted an experimental study on the effects of video-blog based assignments on students' FLSA. Yet, the study sample only encompassed students from the ELT department. To the researcher's knowledge, there is a gap in the literature about the effects of video-based assignments on preparatory school students' speaking anxiety. The present study aims to fill this gap by putting the emphasis on students who are studying at a prep school of a state university in Türkiye.

Purpose of the Study

The main purpose of this study is to explore the impacts of video-based assignments on the Foreign Language Speaking Anxiety of prep school students who study at a state university in Türkiye. The study specifically aims to:

1. Delve into the alterations in prep school students' speaking anxiety levels before and after implementing video-based assignments
2. Explore and examine the students' views on the impacts of video-based assignments in decreasing speaking anxiety
3. Identify the challenging aspects of video-based assignments in language learning.

By achieving these purposes, this study seeks to provide teachers of English with implementable strategies and valuable knowledge about integrating video-based assignments in their teaching practices with an aim to lower the learners' speaking anxiety.

Significance of the Study

The significance of this study lies in various factors. First, theoretically, it has the potential to make a contribution to knowledge regarding FLSA by highlighting the impacts of video-based assignments on this anxiety type. Although the existing literature involves numerous studies providing or improving methods for alleviating FLSA, a specific focus on video-based assignments and prep school students is still nonexistent. The study is significant as it will fill this gap, offering new insights into innovative anxiety-decreasing strategies in the realm of language learning.

Secondly, the study is significant in terms of practicality, as it could potentially polish teaching and learning practices. Teachers of English can be informed about the potential benefits and challenges of video-based assignment implementation, and with the help of the findings of this study, they can have the opportunity to enrich the methods they use to help students who experience speaking anxiety.

Additionally, the findings of the study could encourage future research in various educational areas related to EFL teaching. Future studies can focus on the effects of video-based assignments on students' academic success by tracing their exam results or comparative research in which different tools of technology are involved can be conducted in subsequent studies.

Research Questions

In order to achieve the aims of the study, the following questions were prepared and addressed:

1. Do video-based assignments have an impact on prep school students' speaking anxiety levels?
2. What are the students' views on the effects of video-based oral assignments on foreign language speaking anxiety?

Assumptions of the Study

First, all participants are assumed to respond to the questions of the questionnaire and interviews sincerely. Additionally, it is assumed that the video-based assignments designed for this research are effective and that the participants' familiarity with technology is sufficient enough to complete the assignments given.

Limitations of the Study

This study offers beneficial insights into the effects of video assignments on FLSA. However, it is of great importance to identify and examine the limitations.

First, the diversity of the sample is limited as the participant group is from a single class of a preparatory school. Besides, the participant group involved students who would study the same major department (Economics) after their education in the preparatory school. Because of this homogeneity, the generalization of the study results to other student groups with diverse academic backgrounds is restrained.

Secondly, this study was carried out in a single academic term. The temporal restriction may impede the generalization of the findings and conclusions to long-term outcomes.

Another limitation is that the study sample included 16 participants, which is relatively small. Besides, the study setting was only one state university, which may limit the generalizability of the findings to other educational settings and institutions.

Finally, in this study, video assignments were submitted and checked via the Google Classroom platform which is convenient and commonly preferred by educators.

However, utilizing only one platform restricts the generalization of the study results, as the present study does not focus on participants' experiences and interactions with other technological platforms.

Definitions of Key Terms

Some key terms will be encountered multiple times in the present study. Definitions of these terms are presented in this section with an aim to enable a clear understanding of the terminology utilized in this research.

Affect: The term refers to “aspects of emotion, feeling, mood or attitude which condition behaviour” (Arnold, 1999, p. 1).

Anxiety: Anxiety is “an emotion characterized by apprehension and somatic symptoms of tension in which an individual anticipates impending danger, catastrophe, or misfortune” (American Psychological Association, 2018).

Foreign Language Anxiety: It is “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p. 284).

Video-Based Assignments: These are assignments for which students are expected to take videos as part of their foreign language speaking practices. These assignments can include recordings of individual speeches, oral presentations, or other tasks designed by the teachers.

Thematic Analysis: It is “a method for identifying, analyzing, and reporting existing patterns within qualitative data” (Braun & Clarke, 2006, as cited in Abbasi Ghadi et al., 2022, p.8).

CHAPTER 1

LITERATURE REVIEW

1.1. Overview

This chapter provides a review of the literature. As this study aims to explore the effects of video-based assignments on students' speaking anxiety, the literature review focuses on two fundamental elements: psychology and technology. These two elements are examined within the scope of the ELT context. Delving into these dual concepts, the researcher expects to find out how involving technology in teaching and learning practices may help address the psychological barriers learners encounter in language classes.

The first section of this chapter is devoted to the significance of speaking in EFL classrooms, underscoring its value in the language learning journey. Later, in order to provide the theoretical background, The Affective Domain and The Affective Filter Hypothesis will be explained. After that, the term *anxiety* will be examined in detail, subsequently providing comprehensive explanations of FLA and FLSA and some strategies to address the given types of anxiety.

Following this, the focus will be shifted to the technological dimension, initially introducing the significance of technology in EFL settings. Later, two important concepts: Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) will be explained in depth. The next section will be devoted to the theory of Connectivism. This part will be finalized with a section specifically focused on video-based activities, emphasizing how they have been utilized and what effects they have on students' language learning processes.

The final part of the literature review will include the related studies from the existing literature. The studies mentioned in this section focus on the integration of technology into teaching practices, aiming to reveal the effects of technology on learners' speaking skills.

1.2. The Importance of Speaking Skills in EFL Settings

Speaking is one of the main skills in language acquisition. It is an essential component of contemporary EFL contexts since it is highly instrumental both in learning the language and enhancing efficient communication. Hanifa (2018) highlighted the significance of improving communication skills suggesting that it is “undeniably considered the most important aspect in modern-day EFL contexts” (p. 230). Similarly, Budiarti et al. (2022) showcased the importance of speaking, underscoring the fact that it helps learners to “understand what others say, what they mean, and how they feel” (p. 2284). Furthermore, research has shown that achieving proficiency in speaking English can improve a person's ability to interact with others and it positively affects the learners’ academic achievement (Wodebo, 2019, p. 19).

Having said that, speaking is also considered to be the most challenging skill since “it requires expertise in and exposure to the target language” (Asaad Hamza Sheerah & Sharma Yadav, 2022, p. 275). According to Diep et al. (2022), the reason why speaking is the most problematic one among other skills is that “speakers should possess fast access to all the related information needed to speak an appropriate language in a short time, while in other skills, the students may have sufficient time to match the inputs with the existing knowledge” (p. 2).

As for the challenges of speaking, it is beneficial to refer to the term *anxiety*, which is the main focus of this study. It plays a vital part in speaking practices since it has a “devastating effect on the oral performance of the students” (Hanifa, 2018, p. 230). Another challenge experienced by language learners about speaking is their exposure to English “at a late stage” (Ahmed Al-Hassaani & Al-Saalmi, 2022, p. 328). Furthermore, nonlinguistic factors such as “stress because of speaking in front of the class, and other psychological fears” also contribute to problems related to the speaking skills of the learners (Metwally et al., 2022, p. 925).

Regarding other factors that affect the speaking skills of the learners, Heidari Soureshjani & Riahipour (2012) stated that, as an “active and dynamic skill, speaking could be significantly impacted by factors which include teachers, peers, and materials” (p. 338). As to the teachers’ impacts on the speaking skills of learners, it is wise to mention feedback. Research has shown that corrective feedback from teachers helps students to

improve their speaking (Muslem et al., 2021). Accordingly, Utami & Kusumastuti (2022) highlighted the significance of teacher feedback as it “helps the students in correcting their mistakes in practicing speaking English” (p. 213). Furthermore, Saeed et al. (2016) conducted a study on the role of interaction between learners on the oral skills of students and found that “learner-learner interaction plays an important role in enhancing speaking skills of second language learners” (p. 239).

To conclude, the significance of speaking skills in EFL classrooms should never be underestimated. In light of the aforementioned information, it can be said that the factors affecting speaking skills in EFL settings include various dimensions, ranging from psychological aspects to teacher-based interactions. Therefore, it is imperative for teachers to prioritize and enhance the improvement of speaking proficiency in EFL classrooms so as to contribute to the learners’ overall language acquisition and communication skills by exploring and utilizing innovative teaching methods and hence diminishing the barriers to successful oral production.

1.3. The Affective Domain and The Affective Filter Hypothesis

As a multi-faceted term, “affect” is defined as “any experience of feeling or emotion, ranging from suffering to elation, from the simplest to the most complex sensations of feeling, and from the most normal to the most pathological emotional reactions.” in the realm of psychology (American Psychological Association, 2018). Within the frame of language acquisition, as Arnold (1999) states, that the term refers to “aspects of emotion, feeling, mood or attitude which condition behavior” (p.1).

With respect to the affective domain, Brown (2000) defined the term as “the emotional side of human behavior” and added that various factors are involved in the development of affective states and feelings (p. 143). The affective domain is one of the components of the Taxonomy of Educational Objectives developed by Bloom (1956) and it “includes objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment” (p. 7). According to Krathwohl et al. (1964), the taxonomy of the affective domain is composed of five steps: receiving, responding, valuing, organization, and characterization. Affectivity development begins with receiving which refers to people’s awareness of the environment and willingness to “receive and give a stimulus their controlled or selected attention”. The responding step

refers to “committing themselves in at least some small measure to a phenomenon or a person”; then comes the step of valuing which means placing value on something. Organizing these values into a “system of beliefs, determining interrelationships among them, and establishing a hierarchy of values within the system” shapes the fourth step. In the last step, people are “characterized by and understand themselves in terms of their value system” (as cited in Brown, 2000, pp. 143-144). The progressive nature of the affective domain highlighted by these steps underlines the significance of thoroughly considering the attitudinal and emotional development of the learners throughout their education.

Perceiving the central effect of affect and the affective domain in the realm of language learning creates a need for research on theories related to affective impacts on language acquisition. The related theory in existing literature is Krashen’s Affective Filter Hypothesis, which provides a view of how the learners’ emotions can enhance or impede the language learning process. The Affective Filter Hypothesis postulates that language acquisition is affected by the learner's emotional state and affective variables have significant effects on the success in language acquisition (Krashen, 1982). The theory is related to “all the affective factors that prevent input from being turned into inhalation (acquisition)” (Chen, 2022, p. 2149). That means, for instance, if learners’ levels of motivation and confidence are high and if they are not anxious, the language input they obtain will increase (Chen, 2022).

According to Krashen (1982), affective variables can be placed in three categories: motivation, self-confidence, and anxiety, the last of which is the focus of this present research. This hypothesis emphasizes the importance of fostering a positive, low-anxiety learning environment to facilitate language acquisition.

In summary, with the rise of humanistic approaches to language teaching, the affective domain gained significance and, in this regard, considering the learners’ emotional states and focusing on their inner world became an area of interest in ELT research. Identifying and addressing affective factors is crucial in providing and maintaining effective learning atmospheres. Considering this perspective, it will be wise to examine the particular dimensions, components, and types of anxiety, which will be presented in the following sections.

1.4. Anxiety

Elizur defines anxiety as “an inner state of insecurity which may take one or more of the following forms: fears, phobias, lack of self-confidence, extreme shyness, ideas of reference and marked sensitivity” (1949, p. 248). Another definition of the term is as follows: “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system” (Spielberger, 1966, p.17).

Even though anxiety is a term primarily used in the field of psychology, it is a crucial factor to take into consideration in various disciplines including language education. The role of anxiety cannot be underestimated when it comes to learning a new language since it affects various dimensions of cognitive functioning as well as learners’ emotions and behavior. Along with other individual differences such as motivation, WTC, aptitude, or learner orientation, anxiety has gained importance especially since the focus was shifted to the affective domain in language learning.

The term *anxiety* has two types. It can be debilitating or facilitative. It is important to have a look at their definitions to better understand their functions and influences on learners. American Psychological Association defines debilitating anxiety as “a level of anxiety that an individual (e.g., an actor, an athlete) perceives as interfering with performance” (2018). Accordingly, within the context of ELT, debilitating anxiety is usually associated with task performance. In contrast, facilitative anxiety is seen as a positive element in the process of learning a language, supporting the learners in their tasks, as it is “a positive learner's attitude towards the learning experience in order to familiarize him/herself with the new experience of learning a second or a foreign language” (Ahmed, 2024, p.72). According to Scovel (1978), “facilitating anxiety motivates the learner to ‘fight’ the new learning task; it gears the learner emotionally for approach behavior”. Debilitating anxiety, in contrast, motivates the learner to “flee” the new learning task; it stimulates the individual emotionally to adopt avoidance behavior” (p. 139). It is beneficial for teachers to understand these two dimensions of anxiety and consider the challenges and advantages they provide while designing their language classes so that they can have the opportunity to minimize the negative effects of anxiety on their students, simultaneously generating a more efficient and productive learning setting where student participation and engagement is effectively supported.

In conclusion, it is essential to be aware of the nature of and address anxiety since it has a vital role in language learning processes. To build on this, the following sections will examine Foreign Language Anxiety and Foreign Language Speaking Anxiety, presenting their definitions, features, and impacts.

1.4.1. Foreign Language Anxiety

Language anxiety has been investigated through definitional efforts which have cast light on its psychological dimensions within the process of second language acquisition. These descriptions underscore both emotional and cognitive changes caused by this type of anxiety. According to Horwitz et al. (1986), “foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning, arising from the uniqueness of the language learning process (p.128). This definition highlights the challenges related to the language learning process, which can significantly affect students' experiences and outcomes. MacIntyre & Gardner (1994) defined language anxiety as “an individual's fear or apprehension occurring when listening, speaking, reading, or writing in a second or foreign language” (p. 284), underlining its pervasive effects on various skills.

Foreign language anxiety has been associated with negative experiences in language classes and a moderate negative relationship between achievement and anxiety (Horwitz, 2001, p. 112). For instance, learners who have FLA “exhibit avoidance behaviors by missing class or procrastinating on assignments” and their standards for personal performance are at unrealistic levels. (Gregersen & Horwitz, 2002, as cited in Gregersen, 2005, p. 388). To effectively mitigate these challenges, it is important to delve into the elements of FLA, which will be presented in the following section.

1.4.1.1. Elements of Foreign Language Anxiety

In their definition of foreign language anxiety, Horwitz et al. (1986) incorporated *communication apprehension*, *test anxiety*, and *fear of negative evaluation*, stressing the complex nature of this phenomenon (as cited in Aida, 1994, p.156). This section will provide definitional information about these three elements.

Communication apprehension refers to “a person's level of fear or anxiety associated with either real or anticipated communication with another person or persons”

(McCroskey, 2015, p.22). According to McCroskey, even though it is likely to have some behavioral effects, communication apprehension is actually an internal experience for a person. McCroskey also points out that low communication apprehension means less “internal discomfort” (1984, p.33). Furthermore, Bourhis & Allen (1992) pointed out that communication apprehension may have negative effects on the learners’ “cognitive and affective learning” (as cited in Messman & Jones-Corley, 2001, p. 189). Accordingly, having a high level of communication apprehension in class may result in “negative outcomes on intra- and inter-personal relationships and academic performance”, causing students to experience undesirable school experience (Minj & Biswal, 2024, abstract).

Liu (2023) referred to test anxiety as “a special type of anxiety related to the examination environment, and an uncomfortable emotional state accompanied by cognitive difficulties” (p. 2472). Richardson et al. (2012) defined test anxiety as “negative emotionality relating to test-taking situations” (p. 357). Studies demonstrated that test anxiety has “debilitative effects on test performance” (Salehi & Marefat, 2014, p. 931).

Another significant component of FLA is the fear of negative evaluation which is defined as “apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations” (Watson & Friend, 1969, p. 449). This kind of fear causes people to “experience a sense of lack of social approval” (Sunkarapalli & Agarwal, 2017, p. 53). Additionally, fear of negative evaluation is associated with “emotional/social loneliness” and has been found to be the cause of “social and emotional alienation” (Alphy Shahul et al., 2022, p. 505).

To conclude, it is vital for educators to understand these three elements which offer a thorough and comprehensive look at FLA, so that language learners can be provided with beneficial strategies to mollify this anxiety.

1.4.2. Foreign Language Speaking Anxiety

In the context of oral production, foreign language anxiety has been thoroughly explored and addressed in extensive research. Miskam & Saidalvi (2018) emphasized the significant interest in the existing literature regarding second language or foreign language speaking anxiety (p.2).

Foreign Language Speaking Anxiety can be basically defined as the anxiety experienced while speaking a foreign language. According to Tsiplakides & Keramida, FLSA is the result of “students’ fear of negative evaluation from their peers and perception of low ability” (2009, p. 39). Koch and Terrell (1992) also reported that the anxiety rate of language learners is the highest in speaking activities compared to the other activities conducted in class (as cited in Young, 1990, p. 539). Additionally, Saltan said that students mention speaking as “their most anxiety-provoking experience” (2003, p. 19). Similarly, Horwitz et al. (1986) suggested that “difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students” (p. 126).

Several studies have highlighted the factors that contribute to speaking anxiety. For instance, Young (1990) demonstrated that speaking anxiety can be related to students’ low self-esteem and general fear of speaking. Additionally, the study conducted by Inada (2022) revealed that there are other speaking anxiety-provoking factors such as “an uncomfortable classroom atmosphere, peer pressure, and an inappropriate class type” (p.3). Regarding the effects of having FLSA, Suleimenova (2013) pointed out that “uncertainty of one’s abilities, difficulty in speaking in public, participating in conversations minimally, failure to initiate conversation” are some of the consequences of speaking anxiety, emphasizing that it can finally hinder students’ learning process and cause them to show poor performance in oral exams (2013, p.1867).

Research has shown that FLSA is a prevalent issue experienced by language learners, having diverse effects on their overall progress. Therefore, it is of vital importance for educators to understand and address FLSA via workable strategies, some of which are presented in the next section.

1.4.2.1. Strategies to Overcome Foreign Language Speaking Anxiety

Having provided the definitions and further explanations, it is wise to have a look at the existing literature in order to examine some of the valuable ways and strategies to address FLSA. The results of the study conducted by Nur Aziza Al Hakim et al. (2019) revealed five strategies: “preparation, relaxation, positive thinking, peer seeking, and resignation” (p.126). Similarly, Nuraprianti & Hertami highlighted the importance of

preparation, adding that “increased practice” and “self-control” also play a crucial role in alleviating FLSA (2023, p.106).

Another research was done by Wijaya (2023) and the findings showed that “internalization of more innovative L2 speaking learning activities” and “the existence of more enjoyable L2 speaking learning circumstances” are helpful strategies to deal with this anxiety (p. 214). Furthermore, according to the results of the research conducted by Pakpahan & Gultom (2022), “using language exchange website in online learning” can also help learners to decrease FLSA.

Foreign language anxiety in the context of speaking has been found to possess significant implications for learners of a foreign language. Implementing these strategies, which include both personal and professional dimensions, will help create a supportive atmosphere in EFL classrooms, benefiting both the teachers and learners. This study seeks to make contributions to the existing literature by offering alternative strategies to deal with FLSA, putting the emphasis on the implementation of video-based assignments.

1.5. Technology in EFL Classrooms

Technology plays an important part in EFL settings, creating diverse advantages and addressing commonly experienced challenges in language learning. The integration of technology in language classes has been found to have numerous positive effects on student improvement. For instance, the study conducted by Nasim et al. (2022) showed that exposure to tools used in digital technology enables learners to improve their pronunciation better (p. 68). Secondly, utilizing technology in language learning allows students to improve their thinking skills, encourages learners' autonomy, and raises learners' willingness to learn a foreign language (Gherdan, 2022).

As for the impact of technology on oral skills specifically, numerous studies have been conducted. For instance, Kristiani & Pradnyadewi (2021) illustrated the positive effects of YouTube on the learners' speaking skills. Another study by Dinh (2023) emphasized the impact of utilizing video clips on the speaking performances of language learners and found that with video clip activities, students “better participate in speaking skills in class” and these activities also provide learners with the chance to make speaking practices more often (p.44). Further research on the integration of technology in speaking practices will be presented in the “Related Studies” section at the end of this chapter.

With an aim to have a clearer and more detailed look at the significance of technology within the context of ELT, it is beneficial to explore and examine the related approaches and practices, some of which are presented in the following sections.

1.5.1. Computer-assisted Language Learning (CALL)

Defined as “any process in which a learner uses a computer and, as a result, improves his or her language”, CALL encompasses a variety of activities and materials both “purpose-made for language learning and those which adapt existing computer-based materials, video, and other materials.” (Beatty, 2010, pp.7-8).

What led to the development of CALL was the fact that the researchers who became dissatisfied with the CAI programs of the 70s and 80s searched for alternatives to them (Salaberry, 2001, p. 45). The aim was to address the limitations of previous approaches and foster a more efficient and engaging experience within the frame of language learning. As Alresheed et al. (2015) suggested, global acclaim has been accorded to CALL technology and pedagogy for its effectiveness in facilitating second language acquisition (SLA) (p. 69).

Research has shown that CALL benefits learners in various dimensions. First, Beatty (2010) suggested CALL promotes autonomy in various aspects, which means it provides the learners with the chance to study independently of a teacher. Furthermore, learners can consult the CALL materials endlessly when they need further practice for the parts they wish to revise (pp. 11-12). Additionally, several studies highlighted the effect of CALL on building a student-centered learning atmosphere. Zaman (2022) demonstrated that CALL is regarded as a very fruitful method of language teaching because it fosters a learner-centered environment, gives students more autonomy, and produces better learning outcomes.

In conclusion, Computer-assisted Language Learning, or CALL, includes a wide array of technological tools and methods that enrich language teaching and learning, offering numerous benefits both for the teachers and learners.

1.5.2. Mobile-assisted Language Learning (MALL)

Mobile-assisted language learning focuses on “the use of mobile technology in language learning”. Unlike traditional classroom learning, MALL does not require

students to “sit in a classroom or at a computer to get learning material” (Miangah, 2012, p. 309). Mobile-Assisted Language Learning, which is the subdivision of Mobile Learning and CALL, offers “extensive learning benefits” (Nikolopoulou, 2020, as cited in Tengku Paris et al., 2021). Some of these benefits include the following:

In their study, Cho et al. (2018) found that utilizing mobile devices for language learning positively affects skills “such as vocabulary and general language acquisition” (p.12).

Shi et al. (2017) conducted a study in China with the aim to “introduce mobile-assisted language learning with WeChat instant messaging”. Their study revealed that MALL contributes to language immersion which is an effective motivation for learners. They also suggested that MALL is “promising in English learning for college students” (p.16).

Jeong (2022) listed the benefits of MALL as “ease of access to learning contents, portability of the learning tools, flexible and self-directed learning environment, better interaction, and improved self-efficacy in English learning performance” (p.1).

According to Xu (2019), mobile technology extends “learning time and space”, enriches “learning interactions” and enhances “learning efficiency” (p. 109).

The results of the study conducted by Franco et al. (2022) showed that MALL “has a positive impact on the academic abilities of students” (p. 65).

As evidenced by the research results above, MALL offers various advantages, proving to be instrumental in EFL classrooms. As the findings of the research on CALL and MALL align with Connectivism principles, the next chapter will provide an in-depth explanation of the Connectivism theory.

1.5.3. Connectivism

Connectivism is an alternative learning theory that has gained significance in the digital age, especially within the context of online and distance education. It is defined as “the theory of learning which elucidates how the internet has generated different and varied chances for human beings to learn from the internet and each other” (Bharucha, 2018, p. 200). According to this theory, “learning takes place when learners make

connections between ideas located throughout their personal learning networks, which are composed of numerous information resources and technologies”. Therefore, the theory postulates that “networked information technology” is an important aspect of the process of learning (Dunaway, 2011, p. 676).

This theory was introduced by two theorists, George Siemens and Stephen Downes. According to Siemens (2005), “Learning is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing” (p. 5).

Siemens explains the principles of this theory as follows:

- Learning and knowledge rest in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- The capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections are needed to facilitate continual learning.
- The ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. (2005, pp. 5-6)

The aforementioned principles of Connectivism theory, notably the emphasis on diverse perspectives, the significance of building connections between distinct sources of information, and the possibility for learning to occur beyond conventional human interactions, are directly relevant to the present study. These principles help illustrate how

video-based assignments can foster language learning by encouraging learners to connect to a variety of knowledge, ultimately mitigating speaking anxiety. This connection will be further explained in the conclusion chapter.

1.5.4. Video-based Activities

Video-based activities in EFL learning have recently been a subject of interest. Studies collectively highlight the fruitful impacts of video-based materials, tasks, and activities on students' skills, enhancing the opportunities provided for learners through their journey of learning.

Video-based tasks and activities have been utilized to improve various skills and subskills. For instance, a study conducted by Abdulrahman & Basalama (2019) was aimed at engaging learners of English to learn English vocabulary and to motivate them to take part in tasks in class with the help of video Project. The study revealed that video Project can be useful for “enriching their vocabulary and can be an effective and powerful tool to create fun, interactive, and collaborative learning environments” (p. 107). Similarly, Yawiloeng (2020) delved into the effects of utilizing videos on vocabulary learning, underlining the significance of integrating visuals in vocabulary teaching. The findings of this study displayed that the students' engagement in vocabulary learning increased.

Additionally, Damar (2014) studied with first-grade ELT students in order to explore the impacts of videos on the “development of stress and intonation” and the findings of the study showed that videos were influential in the improvement of pronunciation. Besides, Rodgers & Ni Dhonnchadha (2018) conducted a study on “the effectiveness of digital video creation as a teaching and learning tool in the LSP context” and found that by creating digital videos, students can develop their “critical thinking, creativity, performance and autonomy” (p. 54). Gremler & Wielander (2017) demonstrated that video production tasks are beneficial for language learners. According to the results of their study, video tasks “provide collaborative learning opportunities and increase students' confidence” (p. 155).

Overall, the studies mentioned above underscore the fact that utilizing videos in EFL classes involves multifaceted benefits, such as polishing learner autonomy, fostering engagement in improving various skills, and enhancing proficiency. By integrating video-based activities into their educational practices, teachers can have the opportunity to

generate vibrant and participatory learning atmospheres in which learner needs are successfully met.

1.6. Related Studies

This section will provide a review of the studies that focused on the relationship between technology and the FLA & FLSA levels of EFL learners.

Bashori et al (2020) conducted a mixed-method study in a vocational high school in Indonesia so as to examine if web-based language learning can be helpful in the reduction of speaking anxiety. The results of the study showed that the learning websites were positively evaluated by the learners, and web-based language learning appeared to be appreciated by the students. In China, Yuan (2023) studied the FLCA and FLA of EFL learners who were experiencing online learning during the period of COVID-19. The results of the study revealed that in the online learning process, the levels of FLA are higher than FLCA. Furthermore, according to the study, the teacher had a significant impact on the FLA of Chinese EFL students, whereas the learners themselves had a significant impact on their own FLCA. The aim of the study conducted by Kaplan-Rakowski and Gruber (2023) was to examine the impact of VR (Virtual Reality) on FLA within the practice of speaking in public. The results of the study showed that in practicing public speaking in a foreign language, VR technology was beneficial. Hanafiah et al. (2022) studied to delve into the effects of CALL on the speaking skills, speaking anxiety, and vocabulary learning of the EFL learners of Indonesia. The results demonstrated that the intervention (the CALL instruction) had a beneficial effect on the speaking anxiety of Indonesian EFL learners, suggesting that it lessened their speaking anxiety. The study conducted by Pan et al (2022) aimed to examine the impacts of flipped instruction and Massive Open Online Course (MOOC) on the FLSA, FLLM, and attitude toward learning English. According to the results of the study, participants' attitudes toward technology-based learning environments were favorable in both experimental groups. Arnold (2007) investigated the impact that both synchronous and asynchronous CMC (Computer-mediated communication) had on communication anxiety. The study results indicated that during CMC sessions, learners had less anxiety when communicating. Abuhussesin (2023) aimed to investigate the speaking anxiety levels of the students who were learning English and Arabic as foreign languages at Birzait University, Palestine. The findings of this mixed-method study revealed that foreign

language learners have speaking anxiety at a high level and that the control and experiment groups have significantly different levels of anxiety. In the study conducted by Sun (2009), voice blogs were utilized as a platform with an aim to investigate students' speaking skills. The findings of the study demonstrated that the learners employed a wide range of strategies to deal with the problems related to blogging and that they saw blogging as a tool for social networking, education, information sharing, and self-presentation. Another study carried out by Terantino (2014) made a comparison between the levels of FLA of the students who underwent oral assessments face to face and the ones through Skype videoconferencing. The results of this mixed-method study demonstrated that there was no discernible difference in anxiety levels or differences between the two delivery modalities. These results imply that Skype videoconferencing could be a good option for face-to-face interviews since it had no detrimental effects on the learners' anxiety levels. Additionally, Najeh Bel'Kiry (2022) delved into the foreign language anxiety of Tunisian learners of English during the pandemic (COVID-19) when they experienced the process of online learning. The study results revealed a substantial correlation between academic level and anxiety related to learning a foreign language, but not between gender and FLA. The study conducted by Hashemifardnia et al. (2021) with 130 Iranian learners of EFL delved into the impacts of Massive Open Online Course (MOOC) on the speaking complexity, accuracy, and fluency (CAF) of the learners. According to the results of the study, the experimental group which was given the online-delivered treatment through Skype outflanked the treatment group which did not receive the online treatment. Moreover, the findings demonstrated that Iranian EFL students had considerably more positive sentiments toward the use of MOOC education in speaking sessions. Huang & Hwang (2013) investigated the connection between multimedia settings and foreign language anxiety among college students of EFL in Taiwan. The conclusions of the study imply that a multimedia classroom setting can reduce stress and lower student anxiety. Stated differently, teachers of English can assist students in lessening their language anxiety and improving their performance in the language with the help of multimedia tools. Additionally, in their mixed-method study which aimed to examine the speaking anxiety among students who are from single-gender and co-educational schools within the context of online learning, Zulkiflee & Nimehchisalem (2022) worked with 3 different gender-based schools and the results of their study revealed that the majority of students experienced low speaking anxiety levels, the speaking anxiety levels of the female students were higher than their counterparts, and

that the mean speaking anxiety scores of the students in coeducational and single-gender schools differed statistically significantly. Furthermore, speaking anxiety was considerably greater among female students in the coeducational setting. Ali (2022) conducted a study that examined the impact of Duolingo on preparatory school students in Egypt. The effect of this application on increasing pleasure in foreign languages and reducing speaking anxiety was also investigated in the study. Additionally, the study delved into the relationship between speaking, enjoying a foreign language, and speaking anxiety. The results demonstrated that the experimental group outperformed the control group in terms of mean scores for all five subskills and overall speaking competence, with a statistically significant difference. Furthermore, qualitative data from interviews and open-ended questionnaires revealed that the experimental group thought that Duolingo helped to improve their speaking abilities, reduce speaking anxiety, and enjoy the process of learning a foreign language. Another study related to technology and language anxiety was carried out by Sudarmaji et al. (2021) in which the effect of the flipped classroom model on the students' speaking skills was investigated. According to the results of the study, a fully online flipped classroom style enhanced the students' speaking performance as well as engaging students with the English material. Additionally, the learners gained more self-assurance when speaking in English in class. Elbalqis & Pradana (2022) conducted a qualitative study intending to determine the anxiety level that students have while speaking a foreign language both online and offline. The researchers concluded that few students were classified as possessing a high level of speaking anxiety during their online learning experience, while the majority of students had moderate levels of speaking anxiety. After the pandemic period in which students received little offline education, it was revealed that most students still had moderate levels of speaking anxiety; none of the students was classified as having severe levels of speaking anxiety. A study carried out by Pakpahan & Gultom (2022) aimed at examining the self-rated levels of foreign language speaking anxiety within the Indonesian context and finding out how utilizing language exchange websites during online instruction helps students overcome this anxiety. The results of the study showed that after utilizing language exchange websites, a lower percentage of students experienced anxiety.

CHAPTER 2

METHODOLOGY

2.1. Overview

This chapter will present the methodology that was employed in the present study. The first section of the chapter focuses on the detailed description of the research design. Later, the setting and the participants of the study will be explained. The following section will deal with the instruments utilized for data collection. These will be followed by the data collection procedure. Finally, the last two sections will deal with the stages of data analysis and explain how quantitative and qualitative data were linked.

2.2. Research Design

A mixed-method design was utilized for this research, taking the purpose and the research questions into account. Converging qualitative and quantitative methods together, mixed method designs are assumed to “provide a better understanding of the research problem and question than either method by itself” (Creswell, 2012, p. 535). The explanatory sequential design was considered to be the most suitable for this research and was applied to the study. According to the explanatory sequential design, quantitative data is collected initially, and this process is followed by quantitative data collection, with an aim to “explain or elaborate on the quantitative results” (Creswell, 2012, p. 542). Figure 1 shows the steps of explanatory sequential design.

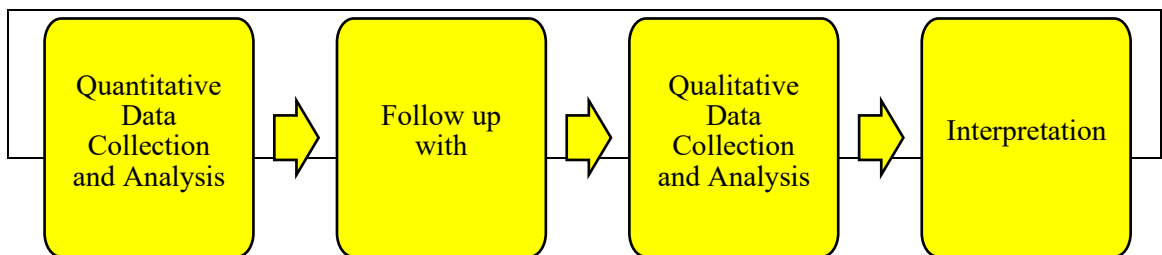


Figure 1. Explanatory Sequential Design (Creswell, 2012, p. 541)

For the quantitative data collection step of the present research, Public Speaking Class Anxiety Scale (PSCAS) was applied as a pre-test and post-test. As to the qualitative data, a semi-structured interview form was prepared and utilized. Details of the data collection tools will be provided in the following sections.

2.3. Setting and Participants

The study was conducted at the School of Foreign Languages of a state university in Türkiye, during the spring term of the academic year 2023-2024. The rationale behind deciding on this setting is based on the fact that the researcher has been working full-time at the chosen university, thereby possessing the opportunity to have ease of access to the participants.

The sample of the study was comprised of 16 students who were enrolled in the same preparatory class and were to study in the same department (The Department of Economics, at which the medium of instruction is 100 % English) after their one-year preparatory school education. The participant group had 30 English classes a week, 24 of which were given by the researcher who was also the class advisor of the participants. Since this study is specifically focused on preparatory school students, the participant group was selected through purposeful sampling, which means “a population sampling process in which a researcher selects research participants based on their presence in a population of interest, characteristics, experiences, or other criteria” (Stratton, 2024, p. 111). About half of the participants were male 43,75% (n=7) and half were female 56,25 % (n=9). The ages of the participants varied between 18-24.

2.4. Data Collection Instruments

For the quantitative part of this study, the Public Speaking Class Anxiety Scale (PSCAS) was administered to the participants as a pre-test and post-test. The qualitative part of the study was conducted via semi-structured interviews.

2.4.1. Public Speaking Class Anxiety Scale (PSCAS)

This scale, which included 17 items, was created by Kriangkrai Yaikhong and Siriluck Usaha. Yaikhong & Usaha (2012) stated that the items of the scale were adopted from previous scales: “Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986); Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970); and Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992)” (p. 23). The Likert-type items of the scale range from “Strongly Agree (5)” to “Strongly Disagree (1)”. The internal consistency of the scale was found to be .84 according to the analysis conducted by

Yaikhong & Usaha (2012). The participants were asked to indicate their age and gender in the demographic information part of the questionnaire (PSCAS). The scale is illustrated in Appendix C.

2.4.2. The Interview Form

In order to investigate the students' views on the video-based assignments on their speaking anxiety, semi-structured interviews were held with 8 randomly selected students which consisted of 50 % of the participants. A semi-structured interview is defined as "a planned and flexible interview with the purpose of obtaining a description of life world of the interviewee concerning interpreting the meaning of the described phenomena" (Kvale & Brinkmann, 2009, p. 327). The interview form questions were carefully prepared according to the purpose of the study and taking the research questions into great consideration. During the process of preparing the interview questions, the opinions of three field experts were taken. The interview form is presented in Appendix D and E (both in Turkish and English).

2.5. Data Collection Procedure

Before conducting the study, permission and approval were received from Ufuk University Ethics Committee. The Ethics approval document is presented in Appendix A. Then, permission was taken from the state university chosen as the study setting to administer the data collection tools. Moreover, before the data collection procedure started, the participants were thoroughly informed about the purpose of the study and the steps of the data collection. Subsequently, they were told that participation in the study was voluntary, and they could demand to be excluded from the study whenever they wanted. They were also assured that their answers and performances in both qualitative and quantitative parts of the study would be confidential. Next, a consent form was given to the participants to read and sign. The consent form is presented in Appendix B.

The data collection procedure included four stages. The first one was administering the PSCAS as a pre-test. The scale was given to the participants by the researcher, who was also their class advisor. In the second stage, the participants were given 6 video-based speaking assignments. They were asked to take individual videos, speaking on diverse topics chosen and given by the researcher. The participants were expected to do one assignment per week, they had seven days in total to prepare and

submit the assignment. Therefore, the assignment process took six weeks in total. It was ensured that the topics and the instructions of the video assignments were appropriate to the students' proficiency levels and appealing to their interests. In order to achieve this, while deciding on the assignment details, the topics covered in the participant group's current coursebook were reviewed thoroughly. The assignments were given and submitted via Google Classroom, a convenient and practical platform. The list of the video assignment topics is provided below, in Figure 2.

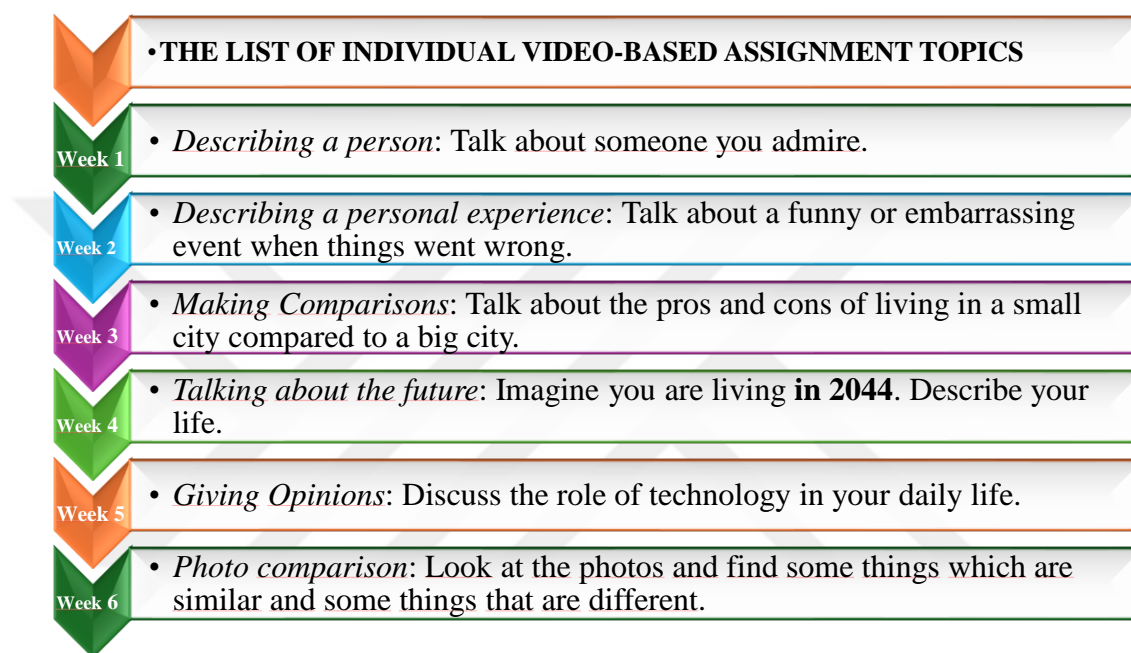


Figure 2. Individual Video-based Speaking Assignment Topics

After six weeks of doing video assignments, PSCAS was filled out by the participants again, as a post-test. Sixteen students participated in the quantitative part of the study (pre-test and post-test).

The final step of the data collection process was the interview part. The interviews were held with 50% of the whole participant group (eight students in total). The qualitative data collection process lasted two days, four students were interviewed per day. The data collection procedure is illustrated below, in Figure 3.

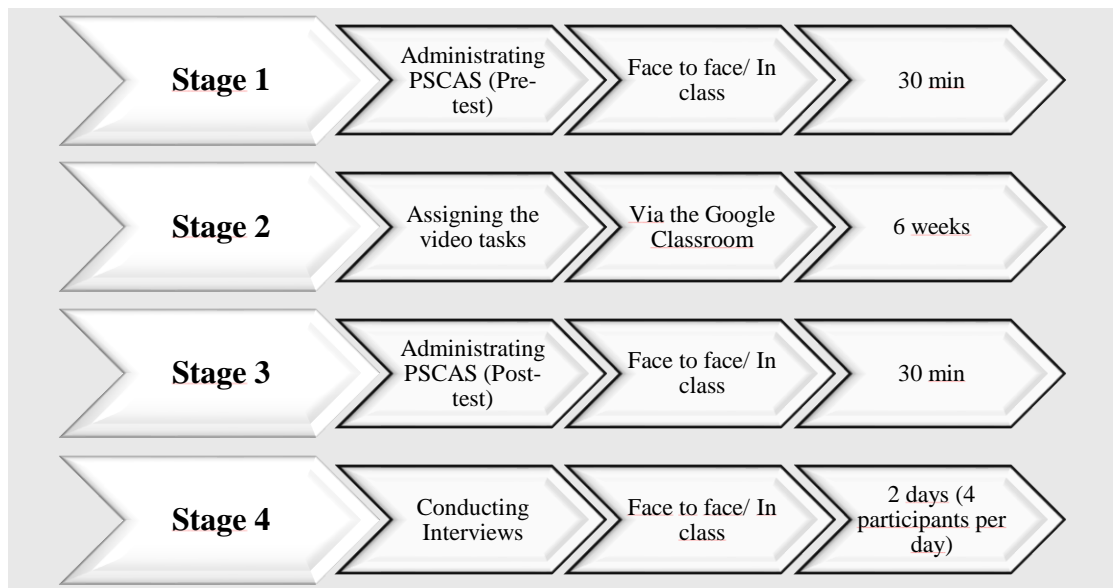


Figure 3. The Data Collection Procedure

2.6. Data Analysis

Descriptive statistics was utilized for the analysis of quantitative data. Descriptive statistics is referred to as “a useful tool that helps summarize data and provide straightforward results” (Dong, 2023a, p. 22). For the present study, the quantitative data analysis process started with the data entry. The answers to the questionnaire questions were entered into an Excel spreadsheet. This step involved double-checking for missing values or entry errors. The dataset was complete. To clearly compare and analyze the results, two separate tables were generated for pre-test and post-test results. As for the descriptive analysis of the dataset, for each questionnaire item, mean scores were calculated both in pre-test and post-test results. To measure and examine the variations of answers to the pre-test and post-test items, two tables were compared, the percentage changes for each item were calculated and finally illustrated in charts. Figure 4 shows the procedure of the quantitative data analysis.

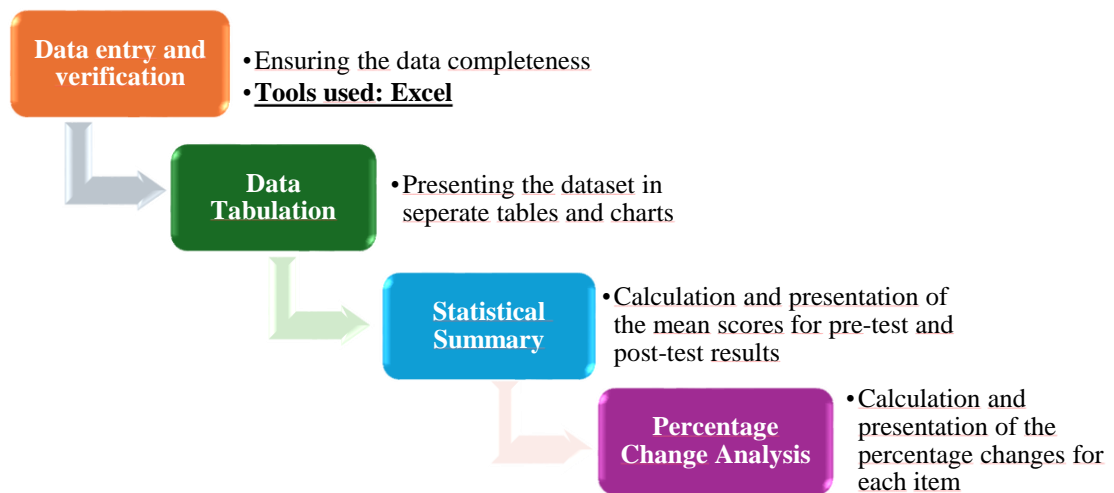


Figure 4. The procedure of quantitative data analysis

For the analysis of the qualitative data, thematic analysis was applied. Thematic analysis is defined as “a method for identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 6). Similarly, Dawadi (2020) refers to thematic analysis as a method utilized by researchers with an aim to “systematically organise and analyse complex data sets” (p. 62). Thematic analysis can be inductive (bottom-up) or deductive (theoretical/top-down). In inductive thematic analysis, which was preferred for the present study, the process of coding the data is conducted “without trying to fit it into a pre-existing coding frame, or the researcher’s analytic preconceptions”, therefore it is “data-driven” (Braun & Clarke, 2006, p.12).

The procedure of qualitative data analysis was composed of four stages. First, the qualitative data were transcribed verbatim, which provided a comprehensive basis for the analysis. Secondly, the transcripts underwent iterative analysis, including careful rereading to increase familiarity with the whole content. At this stage, the codes were identified. Subsequently, the codes were carefully gathered in groups and refined to generate substantive themes. Finally, to illustrate the themes, the quotes that exemplify the codes were listed and tabulated. Figure 5 provides a visual representation of the qualitative data analysis procedure.

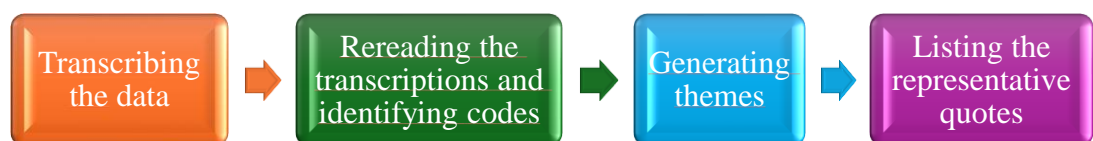


Figure 5. The procedure of qualitative data analysis

2.7. Linking Qualitative and Quantitative Data

When the qualitative and quantitative data were separately analyzed, the results of each were compared to identify the parallel changes. For instance, if the results of the quantitative data signaled an increase in the levels of anxiety, the results of the qualitative data were reviewed to reveal the reasons in detail. Later, the results of both data types were harmonized in a cohesive interpretation, combining the numeric and statistical findings with thematic indications. Finally, a holistic look at the effects of video-based assignments on students' speaking anxiety was achieved. The findings of the study and their implications will be thoroughly presented and discussed in the following chapters.



CHAPTER 3

FINDINGS

3.1. Overview

In this chapter, the findings of the quantitative and qualitative data are provided. This first section of the chapter presents the quantitative data (PSCAS) through descriptive analysis and the second part deals with the presentation of the qualitative data (interviews) via thematic analysis. The chapter will be finalized with an examination of how both data sets are related to the research questions.

3.2. Results of the Quantitative Data

3.2.1. Demographic Information of the Participants

At the beginning of the questionnaire (PSCAS), the participants were asked to complete the demographic information section which included parts of “age” and “gender”. In total, 16 students participated in the questionnaire. The sample comprised 43,75% (n=7) male and 56,25 % (n=9) female students. The participants’ ages ranged from 18 to 24. The results of the demographic information section are given in Figure 6 and Figure 7.

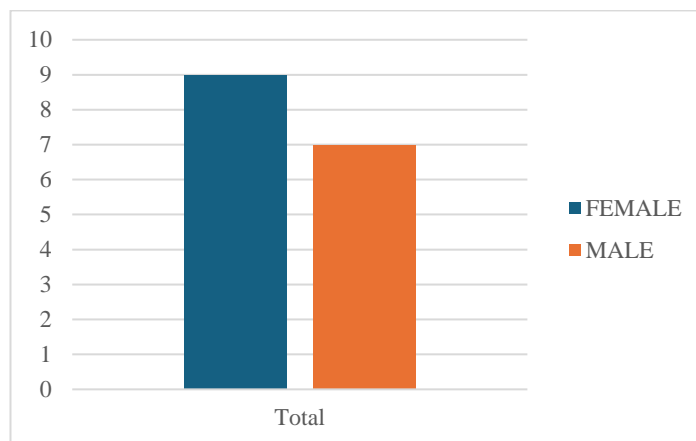


Figure 6. Descriptive statistics of the participants’ genders

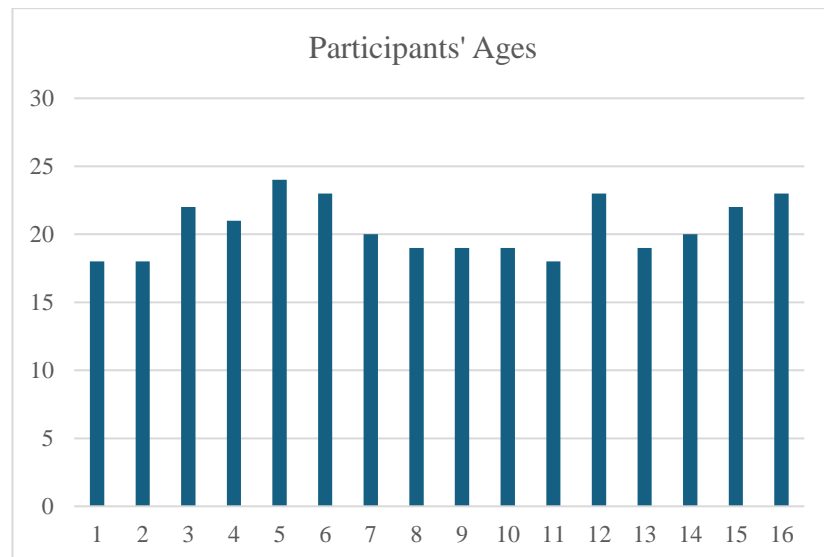


Figure 7. Descriptive statistics of the participants' ages

3.2.2. Results of the Questionnaire: Pre-test and Post-test

In order to describe the results of the quantitative data clearly, the items of the questionnaire were divided into two categories considering the focus of their content. Category 1 is named “Anxiety and Stress”, and this category contains items 1-2-3-5-6-7-9-11-13-14-15-16-17. The second category is named “Confidence and comfort”, this category contains items 4-8-10-12. After categorizing the items, the pre-test and post-test point averages for each item were compared. Details are shown below.

Category 1: Anxiety and Stress

Items placed in this category assess the participants' perceptions of anxiety and stress, highlighting experiences related to negative affect.

Item 1: “I never feel quite sure of myself while I am speaking English.”

- Pre-test Mean Score: 3,3125
- Post-test Mean Score: 2,875
- Percentage Change: -13,21 %

Item 2: “I start to panic when I have to speak English without a preparation in advance.”

- Pre-test Mean Score: 3,9375
- Post-test Mean Score: 3,1875
- Percentage Change: -19,05 %

Item 3: “In a speaking class, I can get so nervous I forget things I know.”

- Pre-test Mean Score: 3,4375
- Post-test Mean Score: 3,25
- Percentage Change: -5.45%

Item 5: “I get nervous and confused when I am speaking English.”

- Pre-test Mean Score: 3,6875
- Post-test Mean Score: 2,625
- Percentage Change: -28.81 %

Item 6: “I am afraid that other students will laugh at me while I am speaking English.”

- Pre-test Mean Score: 2
- Post-test Mean Score: 2
- Percentage Change: 0 %

Item 7: “I get nervous when the English teacher asks me to speak English which I have prepared in advance.”

- Pre-test Mean Score: 2,375
- Post-test Mean Score: 2,1875

- Percentage Change: -7,89%

Item 9: “I can feel my heart pounding when I am going to be called on.”

- Pre-test Mean Score: 3,3125
- Post-test Mean Score: 2,9375
- Percentage Change: -11,32%

Item 11: “It embarrasses me to volunteer to go out first to speak English.”

- Pre-test Mean Score: 3,125
- Post-test Mean Score: 1,875
- Percentage Change: -40%

Item 13: “Certain parts of my body feel very tense and rigid while I am speaking English.”

- Pre-test Mean Score: 2,875
- Post-test Mean Score: 2,625
- Percentage Change: -8,70%

Item 14: “I feel anxious while I am waiting to speak English.”

- Pre-test Mean Score: 3,5625
- Post-test Mean Score: 2,8125
- Percentage Change: -21,05%

Item 15: “I dislike using my voice and body expressively while I am speaking English.”

- Pre-test Mean Score: 2,5
- Post-test Mean Score: 2,4375

- Percentage Change: -2,50%

Item 16: “I have trouble to coordinate my movements while I am speaking English.”

- Pre-test Mean Score: 2,4375
- Post-test Mean Score: 2,5
- Percentage Change: 2,60%

Item 17: “Even if I am very well prepared, I feel anxious about speaking English.”

- Pre-test Mean Score: 2,75
- Post-test Mean Score: 2
- Percentage Change: -27,27%

Category 2: Confidence and comfort

Items placed in this category assess the extent of participants’ confidence and comfort, focusing on positive experiences about speaking English.

Item 4: “I feel confident while I am speaking English.”

- Pre-test Mean Score: 3,0625
- Post-test Mean Score: 3,5625
- Percentage Change: 16,33 %

Item 8: “I have no fear of speaking English.”

- Pre-test Mean Score: 2,3125
- Post-test Mean Score: 3,4375
- Percentage Change: 48,65%

Item 10: “I feel relaxed while I am speaking English.”

- Pre-test Mean Score: 2,625
- Post-test Mean Score: 3,5625
- Percentage Change: 35,71%

Item 12: “I face the prospect of speaking English with confidence.”

- Pre-test Mean Score: 2,6875
- Post-test Mean Score: 3,6875
- Percentage Change: 37,21%

The pre-test and post-test results revealed some variations across the seventeen item statements. Five items showed an increase in scores, as presented in Table 1. On the other hand, eleven of them demonstrated a decrease, as illustrated in Table 2. Furthermore, there was no difference observed in pre-test and post-test scores for item 6, which will be discussed separately.

Table 1.
Items with increased mean scores

ITEM NUMBER	PRE-TEST MEAN SCORE	POST-TEST MEAN SCORE	PERCENTAGE CHANGE
Item 4	3,0625	3,5625	16,33 %
Item 8	2,3125	3,4375	48,65 %
Item 10	2,625	3,5625	35,71 %
Item 12	2,6875	3,6875	37,21 %
Item 16	2,4375	2,5	2,56 %

Table 2.
Items with decreased mean scores

ITEM NUMBER	PRE-TEST MEAN SCORE	POST-TEST MEAN SCORE	PERCENTAGE CHANGE
Item 1	3,3125	2,875	-13,21 %
Item 2	3,9375	3,1875	-19,05 %
Item 3	3,4375	3,25	-5,45 %
Item 5	3,6875	2,625	-28,81 %
Item 7	2,375	2,1875	-7,89 %
Item 9	3,3125	2,9375	-11,32%
Item 11	3,125	1,875	-40,00 %
Item 13	2,875	2,625	-8,70 %
Item 14	3,5625	2,8125	-21,05 %
Item 15	2,5	2,4375	-2,50 %
Item 17	2,75	2	-27,27%

3.3. Results of the Qualitative Data

Eight participants were randomly chosen for the qualitative research part of this study. The participants of the interview consisted of 50% of the whole participant group.

The qualitative data were coded and categorized into themes based on the participants' responses to the researcher's questions. Table 3 below presents the five main themes which were identified and the codes that are associated with each theme.

**Table 3.
Themes and Codes**

Themes	Codes
1-Changes in negative affect	1. Decrease in anxiety /fear
2-Improvement in language and communication skills	1. Increase in self-confidence
	2. Academic progress
	3. Practice opportunity
3-Engagement in class	1. Enjoyment
	2. Interest in English
	3. Participating in class
4-Challenges and difficulties	1. Roommate problems
	2. Inconvenience of the places
	3. Repeating the process
5-Alternative Ways to decrease speaking anxiety	1. Variety in school activities
	2. Number of assignments
	3. Compulsory tasks
	4. Going abroad
	5. Peer interaction

Definitions of themes and the sample quotes from participants' responses will be presented in the next section.

3.3.1. Definitions of Themes and Codes

Changes in negative affect (Theme 1): This theme examines the changes in participants' negative emotional states. It aims to explore in what way the video assignments affect the decrease/increase or the shift in the participants' emotions.

- Codes

1. Decrease in fear/anxiety: This code focuses on instances where the participants mention a reduction in their levels of anxiety or fear after completing the video-based assignments.

- Sample quotes for code 1:

- St. 4: “...*Because I can overcome that fear while taking a video...I think they (the tasks) diminish the fear.*”
- St. 5: “*I can say that my anxiety has decreased.*”
- St. 6: “*I used to be afraid of speaking in front of the camera, or speaking English. I overcame it, I guess. I am changing.*”

Improvement in language and communication skills (Theme 2): This theme focuses on how these video assignments help students to improve their proficiency in English and enhance their skills in communication.

- Codes

1. Increase in self-confidence: This code focuses on instances where the students report they feel more confident while speaking English thanks to doing video-based speaking assignments.

- Sample quotes for theme 2 code 1:

- St.1: “...*Your self-confidence is increasing, something like this happens with this confidence: if someone comes and talks to me, I think I can talk better with (the help of) this confidence, because I have experience from the videos.*”
- St.7: “*I am generally a nervous person, but thanks to the assignments after the classes and the activities done in classes my confidence in English has increased.*”
- St. 5: “*I think it is contributive. Because we gain self-confidence. We talk in front of the people who we haven't done before.*”

2. Academic Progress: This code focuses on instances where the participants mention their improvements in their academic performance and language skills after the implementation of video-based assignments.

○ Sample quotes for code theme 2 code 2:

● St. 1: *“You are learning new vocabulary.”*

● St. 8: *“I think video assignments are successful, I think they contribute. With video assignments, I think I strengthen what I learned in grammar classes. I think they (the things learnt) are now more permanent.”*

● St. 3: *“I think video assignments are definitely contributive. I was weaker in speaking and my grammar was very bad at the beginning of the school...year. I mean I believe I improved it(speaking) much better with video assignments. I mean they were effective.”*

3. Practice Opportunity: This theme looks at the participants’ utterances about the opportunities for practice provided by video assignments.

○ Sample quotes for theme 2 code 3:

▪ St. 7: *“Video assignments contribute to our practice. By doing so, it highly increases the usage of grammar and vocabulary.”*

Engagement in class (Theme 3): This theme showcases what impact video assignments have on the students’ involvement and participating in their English classes.

▪ Codes

1. Enjoyment: This code highlights the instances where the participants talk about the examples of positive feelings and satisfaction emerged from participating in video assignments.

○ Sample quotes for theme 3 code 1:

- St. 1: *“I think the most enjoyable part was video-recording myself. You see your mistakes, as you see your mistakes you get more ambitious.”*
 - St. 8: *“Saying the phrases wrongly when I memorize them...and then turning them into the correct versions...Those made me have fun. There are some “cool” phrases especially...Using them in vocabulary, during classes, makes me feel “cool” in terms of vocabulary.”*
2. Interest in English: This code demonstrates the increase in participants’ curiosity towards English.
- Sample quotes for theme 3 code 2
 - St. 2: *“Yes because I think they increased my interest in English a lot.”*
 - St.1: *“I was already interested in English. Doing these assignments increased my interest much better.”*
 - St. 3: *“It definitely increases the interest, yes.”*
3. Participating in class: This code focuses on the instances where students mention the effect of video assignments on their active involvement in classroom speaking tasks and discussions.
- Sample quotes for theme 3 code 3
 - St. 2: *“While taking the video for my assignment, I feel as if I am talking to you (teacher). As you are my own teacher, it became easier for me in the classroom (...to talk).”*
 - St. 3: *“When we speak alone (for the assignment), they may gain the confidence to be able to speak in the classroom, too.”*
 - St. 5: *“Before doing the video assignments, I was too shy to speak in class. Then I got a piece of feedback from my teacher, like “ Why don’t you show this performance in class, too?” Then I started speaking comfortably in class, I realized I am not as bad at speaking as I thought. I learnt this from the video tasks.”*

Challenges and difficulties (Theme 4): This theme deals with the problems or obstacles that students face when they do their video assignments.

- Codes
- 1. Roommate problems: This code highlights the instances where the participants mention the conflicts caused by people who they share their rooms with while doing the video assignments.
 - Sample quotes for theme 4 code 1:
 - St.1: *“While taking the videos, I generally take them in the dormitory room. Do the people in the room feel disturbed, or not? The people in my room were very disturbed.”*
- 2. Inconvenience of the places: This code is about the location issues students encounter while doing their video assignments.
 - Sample quotes for theme 4 code 2:
 - St.5: *“Firstly, it’s usually because of the place where we live...the dormitory... Because the dormitory is not always available”*
 - St. 4: *“It was a bit hard for me to find space. I guess it is because I live in the dormitory and the dormitory is crowded.”*
- 3. Repeating the process: This code highlights the utterances in which the participants talk about the problems arising from taking the same steps or procedures multiple times to complete their video assignments.
 - Sample codes for theme 4 code 3:
 - St. 1: *“I constantly had to pause the video and re-record it.”*
 - St. 7: *“The most challenging part was when I used the wrong words while I was about to make the sentence properly, and then having to start from very the beginning and do that part again and again. For me that was the most difficult part.”*

Alternative ways to decrease speaking anxiety (Theme 5): This theme delves into students' ideas on the strategies and techniques apart from video-based assignments.

- Codes

1. Variety in school activities: This code examines the instances where students give ideas on different in-class or in-school activities.

- Sample quotes for theme 5 code 1:

- St. 2: *“Teacher, I think we can organize an activity like a theatre play and imagining that we are the only Turk in the group, we can talk about our hobbies or academic life. I mean, something like a theatre play...”*

- St. 4: *“Books can be read, films can be watched. Or there are lots of very good online applications, I have just discovered them recently. People who created by artificial intelligence talk to you. They are not real of course but you can also talk to them, I’ll try them.”*

2. Number of assignments: The code looks at students' utterances on the total count of video assignments as alternatives ways to get over anxiety.

- Sample quotes for theme 5 code 2:

- St. 8: *“The number of video assignments can be increased. They can be given twice a week.”*

3. Mandatory tasks: The code addresses the instances where the students report that the assignments or other activities should be a must.

- Sample quotes for theme 5 code 3:

- St. 8: *“They (the assignments) can be mandatory, they can be given twice a week.”*

- St. 5: *“I think being pressured in class is a something good. At that moment, people might think, 'If only we weren't forced to do this', but I believe there should be pressure in class so that everyone can speak... So, for some*

assignments, everyone should be forced, they shouldn't be optional. Although we may not feel good about the teacher at that time and have bad thoughts deep down, I believe this is very beneficial for our development."

4. Going abroad: This code refers to students' utterances about gaining cultural or academic experiences outside their own country.

○ Sample quotes for theme 5 code 4:

● St. 3: "*...I mean the best thing to do can be to send the student abroad. I don't know what else can be done.*"

5. Peer interaction: The code captures students' ideas on communication and collaborative activities with their classmates or peers so as to decrease anxiety.

○ Sample quotes for theme 5 code 5:

● St. 8: "*A group can be set up outside the classroom. There can be speaking sessions on some days of the week. In that group, we can speak English as much as we know.*"

● St. 1: "*...I think it (speaking) can be better improved by speaking with classmates or, I don't know, with friends from the campus.*"

● St. 7: "*Generally there can be speaking days in class, as pair or group work.*"

3.4. Research Questions and Data Alignment

This section will delve into how the findings gathered from both quantitative and qualitative data sets relate to each research question. This alignment will supply a clear roadmap for the upcoming discussion chapter, where the connections between the present study and the prior studies will be explored and presented in detail.

Research Question 1: Do video-based assignments have an impact on prep school students' speaking anxiety levels?

Data Alignment: Regarding RQ 1, the entire quantitative dataset obtained via the pre-test and the post-test will be investigated in order to identify changes in students'

speaking anxiety levels. As for the qualitative data, insights from interviews regarding students' perceptions of their anxiety before and after the video-based assignments will be analyzed. Interview question 5 (*Have you perceived any changes in your English-speaking anxiety after the video assignments?*) is directly related to RQ1, responses of which were investigated under Theme 1 (Changes in negative affect).

Participants' responses:

St. 1: "Yes. My anxiety has decreased."

St. 2: "Yes.... Thanks to video assignments or maybe self-confidence, I started to speak more comfortably."

St. 3: "It definitely decreased."

St. 4: "Yes, my anxiety decreased a lot more."

St. 5: "I can say that my anxiety has decreased."

St. 6: "Yes, I have. I used to be afraid of speaking in front of the camera, or speaking English. I overcame it, I guess. I am changing."

St. 7: "My English speaking anxiety has decreased to the lowest level."

Research Question 2: What are the students' views on the effects of video-based oral assignments on foreign language speaking anxiety?

Data Alignment: For this question, themes of qualitative data obtained from interviews focusing on students' feedback about the effects of video-based assignments on speaking anxiety will be analyzed and discussed. The related themes are improvement in language and communication skills (Theme 2) and engagement in class (Theme 3).

The detailed analysis and discussion of these alignments will follow in the Discussion chapter, where the findings will be interpreted in relation to the research questions, connections with the existing literature will be built and meaningful conclusions will be drawn.

CHAPTER 4

DISCUSSION

4.1. Overview

This chapter is devoted to the discussion of the results obtained from the data sets, emphasizing how and to what extent the findings relate to the existing literature. The findings will be evaluated in three sections. Two of them will be devoted to each research question. The following section will discuss further insights from the qualitative data (interviews). The chapter will be finalized with a section that discusses how this study addresses the research gap in the literature.

4.2. Discussions of RQ 1: Do video-based assignments have an impact on prep school students' speaking anxiety levels?

The data obtained from the quantitative part of the study indicates that video-based assignments affect the speaking anxiety levels of prep school students. According to the pre-test and post-test results, most of the items that fall under Category 1 (Anxiety and Stress) demonstrated a reduction in the speaking anxiety of the participants. For instance, the mean score for the second item "*I start to panic when I have to speak English without a preparation in advance.*" decreased from 3,9375 to 3,1875, showing a reduction of 19,05%. Similarly, mean scores for the fifth item "*I get nervous and confused when I am speaking English.*" differ in two tests, post-test results reveal a reduction of 28,81%. Besides, for item 14 "*I feel anxious while I am waiting to speak English.*", the post-test mean score showed a decrease of 21,05 % compared to the pre-test results. Another example from the questionnaire shows that mean scores for item 17 "*Even if I am very well prepared, I feel anxious about speaking English.*" decreased by 27,27 %. Apart from these, while the majority of items in Category 1 showed reductions in speaking anxiety, it is essential to point out that the mean score of one item (Item 16: '*I have trouble coordinating my movements while speaking English.*') increased by 2,6 %. This change represents the only rise Category 1, which encompasses thirteen items in total. This item result indicates that these assignments have effects on students, yet it also reveals that challenges regarding physical coordination during oral performances may not be fully handled with the help of these assignments. There is an evident positive trend indicating

that these assignments are instrumental in mitigating speaking anxiety, but this aspect can be said to need additional and alternative strategies. Moreover, item 6 from this category, *“I am afraid that other students will laugh at me while I am speaking English.”* revealed no alteration, with a 0 % change in mean scores. This indicates that the fear of peer judgment remained the same despite the implementation of the video-based assignments. While interpreting this result, it is vital to emphasize that the video-based assignments given to the participants were all individual tasks, which means students did not directly interact with peer judgment concerns. Item 6 showed no change, probably because the assignments did not require peer interaction. This indicates that students' fear of peer judgment may stay unaffected in contexts where there is no peer interaction. Therefore, it is understandable that these individual assignments did not particularly affect this kind of anxiety. Moreover, this stable result does not invalidate the overall response to the first research question, which asks whether video-based assignments affect speaking anxiety, as the item represents an issue unconnected to the individual nature of these assignments.

The research findings also indicate that video-based assignments enhance students' confidence and comfort in speaking English, as analyzed in Category 2 of the quantitative dataset. For instance, the mean score for item 4 *“I feel confident while I am speaking English”* was 3,0625, and post-test the mean score for the same item was 3,5625, which reveals an increase of 16,33 %. Furthermore, the responses to item 8 *“I have no fear of speaking English.”* imply a great change in participants' confidence levels, revealing an increase of 48,65 % in mean scores. This rise in confidence and comfort is related to a parallel reduction in speaking anxiety, suggesting that as students obtain greater self-assurance, they feel less anxious. Thus, a clear response to the first research question can be articulated according to the quantitative data results as follows: video-based assignments positively affect prep school students' speaking anxiety levels, addressing the complexity of language learning barriers.

Findings obtained from the qualitative data reinforce the quantitative data results. As presented in the previous chapter (Findings), Theme 1 (Changes in negative affect) addresses the relevant research question. 100 % of the participants reported that their speaking anxiety was affected (reduced) after the implementation of video-based assignments. For instance, St. 4 said, *“Yes, my anxiety decreased a lot more.”*, St.7 stated *“My English speaking anxiety has decreased to the lowest level.* Similarly, St. 6 said,

“Yes, I have. I used to be afraid of speaking in front of the camera, or speaking English. I overcame it, I guess. I am changing.”

The numeric and statistical findings of the quantitative data are supported and illustrated by qualitative data results which present personal perspectives and experiences of the participants. Both data sets enabled a comprehensive look at the fact that video-based assignments are effective in speaking anxiety, answering the first research question affirmatively.

These findings obtained from both data types within the scope of the first research question align with the existing literature in numerous aspects. For instance, parallel to the present research, the study conducted by Madzlan et al. (2020) revealed that using video blogs has positive effects on mitigating ESL learners’ speaking anxiety. Furthermore, Wijaya (2023) suggested that providing students with “meaningful speaking learning materials” is important because they help “progressively mitigate a higher level of foreign language speaking anxiety” (p. 224). In the present study, video-based assignments can be considered an example of these materials and serve to contribute to reducing speaking anxiety. The findings of this study are also in tune with that of Rodgers & Dhonnchadha (2018) whose study revealed that the learners’ autonomy, critical thinking, and creativity can be improved by generating videos as part of their learning practices. The present study has similar outcomes. Beyond reducing speaking anxiety, according to the findings, it can be concluded that the video assignments fostered learner autonomy by enabling independent practice outside the classroom. In this regard, this finding also aligns with the method of CALL, which is said to enhance learner autonomy (Zaman, 2022).

4.3. Discussions of RQ 2: What are the students’ views on the effects of video-based oral assignments on foreign language speaking anxiety?

During the interviews, the participants reported several effects of video-based assignments on their speaking anxiety, exemplifying each of them with their personal experiences. They highlighted positive impacts, providing perspectives on how these assignments impacted their speaking anxiety levels in various aspects and settings.

As presented in the previous chapter, Theme 2 focuses on the participants’ responses regarding the impacts of video assignments on their improvement in language

and communication skills. First, they stated that these assignments increased their self-confidence in speaking. This finding supports the results of the study by Gremler & Wielander (2018) which revealed that video production tasks “provide collaborative learning opportunities and increase students' confidence” (p. 155). Besides, the participants said their oral academic performances were positively affected after completing the video assignments. One participant pointed out that doing video assignments helped them to remember better what they had learned about grammar while speaking English. Another participant suggested that they are improving their lexical knowledge thanks to video assignments. These responses indicate that video assignments enrich the retention of linguistic elements and foster the quality of oral performances, supporting the results of the studies and theories in the existing literature. For instance, the study conducted by Yawiloeng (2020) revealed that the use of videos in language classes can make students more engaged in vocabulary learning. Additionally, according to Krashen's Affective Filter Hypothesis, lowering affective factors such as anxiety can result in more effective language learning. In this research, as participants reported improvements in their academic performance, it can be concluded that this finding related to academic performance concurs with the theory developed by Krashen (1982), which asserts that reducing the affective filter facilitates better language acquisition by making language learners more receptive to input. Moreover, parallel to the findings of this study, Göktürk (2016) found that the integration of digital video recordings into speaking lessons advances the speaking proficiency of language learners (p. 71).

Second, the participants reported that video-based assignments provided them with additional chances to practice. One participant pointed out that doing video-based assignments not only made contributions to their practice but also increased their use of grammar and vocabulary. The reported increase in the use of grammar and vocabulary indicates that these assignments both enable and advance language practice. Such extra practice opportunities can be closely related to the decrease in speaking anxiety. This aligns with the view that frequent and contextualized practice is essential for lessening speaking anxiety. This finding indicates a parallel pattern with the findings of earlier research. For instance, Palomargareta & Astutik (2024) investigated the intricacies of speaking problems of language learners and found that “consistent practice inside and outside the classroom” is crucial for boosting confidence in speaking (p.110). Similarly, the results of the study conducted by Theriana (2023) highlighted the role of consistent

practice along with preparation in decreasing speaking anxiety among EFL learners, thereby supporting the findings of the present study.

In relation to Theme 3, participants said the video assignments boosted their engagement in English classes. For instance, they reported that they had fun while taking the videos. Besides, they stated that video assignments increased their interest in English. Additionally, one of the participants pointed out that they started to participate in class activities more enthusiastically and comfortably thanks to doing video assignments. The observations on the participants' responses indicate that integrating video-based assignments into language classes not only fosters engagement but also generates a more comfortable and motivating learning atmosphere. This can contribute to the reduction of speaking anxiety since the learners in a more motivating setting can consider themselves more confident while speaking. These findings are consonant with antecedent research as well. For instance, the results of the study conducted by Abdulrahman & Basalama (2019) showed that utilizing video projects can help promote "participation in learning English". Similarly, Mufidah & Roifah examined the effects of using vlogs in language classes and found that vlogs can "provide fun and enjoyable learning process," making students more "engaging with the activities" (2020, p. 55).

4.4. Further Discussion Based on Qualitative Data

This section will provide an extended analysis of the qualitative part of the study, focusing on supplementary insights beyond research questions. The insights provided below are based on the analysis of Theme 4 and Theme 5, details of which are presented in the previous chapter.

4.4.1. Challenges and Difficulties in the Video Assignment Completion Process

One of the challenges the participants said they experienced throughout the process of doing video-based assignments is *roommates*, which is predictable since the participants are university students who live in shared rooms at the dormitories. They reported that while taking the videos for their assignments, they were uncomfortable due to the fear of disturbing other people in the dormitory room they shared. Secondly, the inconvenience of the places where they took the videos also contributed to the difficulties they faced. Overall, they reported that a lack of personal space disrupted their work.

Parallel to that, another difficulty mentioned was having to repeat the video-taking process due to some distractions, as St.1 said, *“I constantly had to pause the video and re-record it”*.

Distractions from the physical environment and lack of personal space are well-known issues that can impede the quality of academic tasks, especially for activities for which concentration is highly required. In the existing literature, similar implications have been mentioned. For example, as Khajehzadeh & Vale (2016) state, “highly populated shared rooms with common facilities in such buildings can produce problems in terms of personal space” (p. 102). The findings of this study corroborate these earlier observations, suggesting that factors related to the environment impacted the participants' ability to concentrate and do their assignments effectively.

4.4.2. Alternative Ways to Mitigate Speaking Anxiety

Interview question 6 was directly related to this theme. Participants were asked to express their ideas on how to mitigate speaking anxiety apart from utilizing video-based assignments. Some of the participants' suggestions are in tune with various strategies found in the literature, which will be expressed in depth below.

First, participants suggested varying the school activities. For example, one participant said organizing a theatre play would be beneficial. Another participant added that reading books and watching films would help decrease speaking anxiety. Besides, using online applications for oral practice was suggested. One participant said these applications provide people with speaking partners that are created by artificial intelligence, speaking to them would be very instrumental in mitigating speaking anxiety.

Secondly, one participant pointed out that increasing the number of assignments would help learners to mitigate their speaking anxiety.

Thirdly, one student suggested sending the students abroad in order to give them the chance to deal with speaking anxiety.

Fourth, some participants said that making these assignments mandatory would be beneficial. One of them said that working under pressure will contribute to their progress in speaking, stating *“So, for some assignments, everyone should be forced, they*

shouldn't be optional. Although we may not feel good about the teacher at that time and have bad thoughts deep down, I believe this is very beneficial for our development."

Finally, participants suggested increasing peer interaction. For instance, St. 1 reported, *"I think it (speaking) can be better improved by speaking with classmates or, I don't know, with friends from the campus."*

Suggestions from the participants align with the previous research on mitigating speaking anxiety. For instance, the study conducted by Rafada & Madini (2017) showcased that strategies to cope with speaking anxiety include "traveling abroad", "watching English movies" and "reading English books" (p. 317), which overlap with the participants' suggestions for varying the class activities. Furthermore, in the study conducted by Nur Aziza Al Hakim et al. (2019), "peer seeking" is mentioned as a strategy (p. 126), which aligns with the participants' suggestions of peer interaction.

4.5. Addressing the Research Gap

The research presented in this study addresses a notable gap in the existing literature: the effects of video-based assignments on speaking anxiety specifically among prep school students. As outlined and detailed in the Introduction section and the Literature Review (Chapter 1), prior ELT studies have largely focused on different aspects. They either delved into speaking anxiety without including technological practices, or they investigated the utilization of technology, yet their focus was on other language skills, or their sample did not include prep school students. Even though this learner group is not completely overlooked in the literature, we can observe a lack of research studies particularly dealing with the role of video-based assignments on their speaking anxiety. This study fills the gap by providing insights into how prep school EFL learners respond to video-based assignments in terms of speaking anxiety.

CHAPTER 5

CONCLUSION

5.1. Overview

This chapter will initially present the summary of the study, highlighting its core aspects. Later it will provide an overview of the key findings obtained from both data sets. This section will be succeeded by the presentation of theoretical and pedagogical implications, linking the findings of the present study to the existing theories and current teaching practices. The chapter will be finalized with recommendations for English teachers and future ELT researchers.

5.2. Summary of the Study

This study was aimed at exploring the effects of video-based assignments on prep school students' speaking anxiety. Conducted through a mixed-method process, the research was carried out at a state university in Türkiye. For the quantitative part of the study, PSCAS was administered as a pre-test and post-test in order to measure the decrease or increase in participants' anxiety levels. To obtain and provide deeper insights, semi-structured interviews were conducted to collect qualitative data. Between the quantitative and qualitative data collection phases, the participants were given six video-based speaking assignments, one for each week. The convergence of quantitative and qualitative methods enabled a comprehensive understanding of the impact of these assignments on students' speaking anxiety and overall experience.

5.3. Key Findings of the Study

The study revealed numerous important findings related to the effects of video-based assignments on the speaking anxiety of Prep School EFL students. To begin with, the video assignments enabled students to decrease their speaking anxiety and fear. This reduction was linked to the betterment of language and communication skills with the help of video assignments. Moreover, participants reported a rise in their self-confidence which is of great importance for mitigating speaking anxiety. Besides, there was said to be noticeable academic progress among participants, which has the potential to help reduce speaking anxiety. Furthermore, participants reported that video assignments

benefited them in terms of further oral practice, which enriched their speaking skills by decreasing their anxiety.

Additionally, students' engagement in class was found to be affected positively by video assignments, which also contributed to the decrease in speaking anxiety. Participants reported that video assignments encouraged their participation in activities in class and provided them with the chance to have fun. The increased engagement enabled a more motivating and supportive learning atmosphere, thereby fostering a less anxiety-provoking environment.

5.4. Implications

In this section, the implications of the study are presented in two aspects: theoretical implications and pedagogical implications.

5.4.1. Theoretical Implications

The findings of the present study validate the Affective Filter Hypothesis whose details are presented in the Literature Review chapter, by highlighting that video-based assignments are influential in lowering speaking anxiety since they reduce the barriers that hinder the language learning process. Mitigating the speaking anxiety, these assignments minimize the affective filter, thereby easing a better atmosphere for learners.

The findings also correspond with the Foreign Language Anxiety theory as they indicate that video-based assignments can have positive effects on lowering this kind of anxiety experienced by language learners. These assignments address FLA elements, especially communication apprehension, by enabling safe and learner-centered learning atmospheres and generating chances for additional practice, simultaneously helping learners increase their self-confidence in speaking.

Furthermore, this research underscores the importance of the integration of technology into language learning practices, as advocated by both CALL and MALL theories. The implementation of video assignments demonstrated how technological methods can help reduce speaking anxiety, in line with these theories that highlight the benefits of utilizing computer and mobile technology in language learning settings. The findings of this study emphasize that converging the approaches that support the use of technology can help lower negative affect, specifically anxiety, and they also contribute

to student autonomy, thereby validating the value of both CALL and MALL in educational contexts. Besides, one notable benefit of the Mobile-Assisted Language Learning (MALL) method is the “portability of the learning tools” (Jeong, 2022, p.1), which is particularly relevant to this study. In this research, participants mostly used mobile phones to record and upload their video assignments. This aligns with the aforementioned advantage of MALL and underscores the flexibility and accessibility that mobile technology provides language learners with.

Finally, the findings of the present study are in tune with certain principles of the Connectivism theory as it illustrates how video-based assignments facilitate learning with the help of digital platforms and connections. First, Connectivism theory asserts that learning occurs when learners make connections between ideas which include diverse sources of information and technologies (Dunaway, 2011). Utilizing the Google Classroom platform enables students to interact with different digital tools, thus facilitating more connected learning. Another principle of this theory with which this study aligns is that diversity of opinions encourages learning. Since all the topics that were assigned to the participants were varied intentionally, doing these assignments fostered their learning by exposing them to a diversity of information and content. Additionally, this theory suggests that “learning may reside in non-human appliances” (Siemens, 2005, p.5). The study is in tune with this principle as well since these assignments serve as non-human material that is an alternative medium for students to experience language learning.

5.4.2. Pedagogical Implications

This study concluded that integrating video-based assignments into language classes is beneficial for mitigating speaking anxiety. Utilizing this type of assignment can help English teachers foster motivating, supportive, and engaging learning environments that are instrumental in handling negative affect. Video-based assignments provide flexible, colorful, and comforting platforms for learners through which they can practice speaking English and achieve a more confident and less anxiety-provoking learning experience. This method is in tune with pedagogical strategies that promote and advocate student-centered and interactive learning. On top of that, this study concluded implementing video-based assignments on a regular basis can enable gradual and

continuous improvement in learners' overall academic progress, positioning these assignments as an essential learning tool for encouraging effective learning.

5.5. Recommendations

In light of the aforementioned findings and conclusions of the present study, recommendations are provided below for researchers and English teachers, respectively.

5.5.1. Recommendations for Future Researchers

The undermentioned recommendations are mainly based on the limitations mentioned in the introduction section of this study. To begin with, this study was conducted at a single state university in Türkiye. Future research can be focused on a foundation university to present a comparative study to investigate any possible resemblances or differences.

Furthermore, this study was carried out during a single semester. In the future, longitudinal research can be done to investigate if the effects of video-based assignments on speaking anxiety change throughout the entire preparatory school education which usually lasts one academic year. Such studies could shed light on what impacts sustained exposure to these assignments may have on students' speaking anxiety.

Additionally, this study included only sixteen participants, from the same prep class and from the same major department (Economics). Future researchers can conduct studies with more diverse and larger samples, encompassing participants from different departments, to enhance the generalizability of the results.

Moreover, the assignments prepared for this research were all individual tasks. Future research can be focused on pair or group work assignments in order to investigate how collaborative tasks affect speaking anxiety in comparison to individual tasks.

Besides, in this study, the only platform utilized was the Google Classroom. Future studies can diversify the platforms in order to explore the effectiveness of video-based assignments across different technological settings to examine if the findings are consistent across various digital environments.

Finally, comparative research in the future could help assess how video-based assignments compare to other teaching methods, in reducing speaking anxiety and improving language abilities.

5.5.2. Recommendations for English Teachers

Given the positive effects of utilizing video-based assignments on mitigating speaking anxiety, it is advisable for teachers to integrate these assignments into their curriculum. Such assignments can help generate a flexible learning atmosphere for students, thereby enabling them to boost their confidence in speaking.

Second, it could be beneficial for teachers to assign video-based assignments on a regular basis so that the learners can be provided with consistent opportunities to practice their speaking skills. Practicing regularly can result in a progressive increase in language proficiency and lessen speaking anxiety over time.

According to the qualitative data analysis, it was revealed that these assignments increase students' engagement in English classes. In order to keep students engaged and interested, teachers can choose a variety of compelling topics for video-based assignments, ensuring that the content of each is resonant with learners' interests and experiences. Doing this can lead students to build personal and meaningful connections with the material, hence their motivation to speak can be increased.

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APPENDICES

APPENDIX- A. Ethics Committee Approval



T.C.
UFUK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Başkanlığı

Sayı : E-81182178-605-44650
Konu : Etik Kurul Onayı (Ezgi SARIBAŞ)

24.05.2024

DAĞITIM YERLERİNE

İlgi : Sosyal Bilimler Enstitüsü Müdürlüğü'nün 18.04.2024 tarih ve 5014.10-11 sayılı yazısı.

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Ezgi SARIBAŞ**'in, **Dr. Öğr. Üyesi Neslihan ÖZKAN**'ın tez danışmanlığında devam ettirdiği "**Video Tabanlı Ödevlerin Hazırlık Okulu Öğrencilerinin Konuşma Kaygısına Etkisinin Araştırılması – Türkiye'de Bir Devlet Üniversitesi Örneği (Exploring the effects of videobased assignments on Prep School students' speaking anxiety - A study at a state university in Türkiye)**" konu başlıklı tez çalışması, Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulumuzun 26.04.2024 tarih ve 2024/03 sayılı toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi ve Ufuk Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Yönergesi çerçevesinde değerlendirilmiş olup, etik açıdan uygun olduğuna karar verilmiştir.

Bilgilerinizi ve gereğini saygılarımla arz/rica ederim.

Prof. Dr. Mustafa KILIÇ
Etik Kurul Başkanı

Dağıtım:
Gereği:
Sosyal Bilimler Enstitüsü Müdürlüğüne

Bilgi:
Rektörlük Makamına

APPENDIX-B. Consent Form

BİLGİLENDİRİLMİŞ ONAM FORMU

Sayın Katılımcı,

Bu çalışma, Ufuk Üniversitesi İngiliz Dili Eğitimi Bölümü'nde yürütülmektedir. Çalışmanın amacı video tabanlı konuşma ödevlerinin öğrencilerin İngilizce konuşma kaygısına etkisini incelemektir. Toplanan veriler tez çalışması için kullanılacaktır. Anket sorularının doğru ya da yanlış yanıtları yoktur, verdiğiniz yanıtlar notlandırılmayacaktır. Anket uygulaması sonrasında katılımcıların belirli bir kısmıyla mülakat yapılacak olup, bu görüşmeler kayıt altına alınacaktır.

Çalışmaya katılım gönüllülük esasına dayanmaktadır. Vereceğiniz bilgiler ve yanıtlar tamamen bilimsel amaçlı olarak kullanılacak, süreç boyunca kişisel veri ve haklarınız korunacaktır. Mülakat kayıtları hiçbir yerde paylaşılmayacaktır.

Araştırmanın sağlıklı yürütülmesi ve sonuçlanması için soruları olması gerektiğini düşündüğünüz şekilde değil, gerçek duygu ve düşüncelerinizi yansıtacak şekilde yanıtlamanız beklenmektedir.

Katılımınız ve ayırdığınız vakit için teşekkür ederiz.

Araştırma koordinatörü: Dr. Öğretim Üyesi Neslihan Özkan

E-posta adresi:

Araştırmacı: Ezgi Sarıbaş

E-posta adresi:

Katılımcı Beyanı:

Yürütülecek olan çalışmaya yönelik bilgiler, araştırmacı tarafından yazılı ve sözlü olarak tarafıma aktarıldı. Yapılan tüm açıklamaları anladım. Verdiğim yanıtların ve bilgilerin bilimsel amaçla kullanılmasını kabul ediyorum. Bu çalışmada “katılımcı” olarak yer alma kararı aldım.

Evet

Hayır

APPENDIX-C. PSCAS

Public Speaking Class Anxiety Scale (PSCAS)

Gender:

Age:

Item no	Statements	(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
1.	I never feel quite sure of myself while I am speaking English.					
2.	I start to panic when I have to speak English without a preparation in advance.					
3.	In a speaking class, I can get so nervous I forget things I know.					
4.	I feel confident while I am speaking English.					
5.	I get nervous and confused when I am speaking English.					
6.	I am afraid that other students will laugh at me while I am speaking English.					
7.	I get nervous when the English teacher asks me to speak English which I have prepared in advance.					
8.	I have no fear of speaking English.					
9.	I can feel my heart pounding when I am going to be called on.					
10.	I feel relaxed while I am speaking English.					
11.	It embarrasses me to volunteer to go out first to speak English.					
12.	I face the prospect of speaking English with confidence.					
13.	Certain parts of my body feel very tense and rigid while I am speaking English.					
14.	I feel anxious while I am waiting to speak English.					
15.	I dislike using my voice and body expressively while I am speaking English.					
16.	I have trouble to coordinate my movements while I am speaking English.					
17.	Even if I am very well prepared, I feel anxious about speaking English.					

APPENDIX-D. The Interview Form (Turkish)

MÜLAKAT (GÖRÜŞME) SORULARI

1-Video tabanlı ödevlerin İngilizce öğrenme sürecinizde etkili olduğunu düşünüyor musunuz? Hangi açılardan?

- Kaygı
- İletişim becerileri
- Genel başarı
- İngilizceye yönelik ilgi

2-Video tabanlı ödevlerin sınıf içerisindeki konuşma etkinliklerine katılımınıza etkisi olduğunu düşünüyor musunuz?

3- Video ödevlerini yapma sürecinde size iyi hissettiren ve keyif veren kısımlar nelerdir?

4-Video ödevlerini yapma sürecinde sizi zorlayan noktalar nelerdir?

5- Video ödevlerinin sonunda İngilizce konuşma kaygınızda bir değişiklik hissettiniz mi?

6- İngilizce öğrenme sürecinde konuşma kaygısını azaltmak amacıyla video tabanlı ödevler dışında sizce neler yapılabilir?

APPENDIX-E. The Interview Form (English)

INTERVIEW QUESTIONS

1. Do you think video-based assignments are effective in your English learning process? In what ways?
 - Anxiety
 - Communication skills
 - General success
 - Interest in English
2. Do you think video-based assignments affect your participation in in-class speaking activities?
3. What aspects of the video assignment completion process make you feel good and enjoy yourself?
4. What are the challenging parts of video assignments for you?
5. Have you perceived any changes in your English-speaking anxiety after the video assignments?
6. Apart from video-based assignments, what else do you think can be done to reduce speaking anxiety in the English learning process?

CURRICULUM VITAE

Personal Information

Adı Soyadı : Ezgi Sarıbaş

Education

2024 : Ufuk University, M.A. in English Language Teaching

2011 : Hacettepe University, B.A. in English Language and Literature

Work Experience

2012 - Present : English Language Instructor - Zonguldak Bülent Ecevit
University / School of Foreign Languages

2011 - 2012 : English Teacher – Kariyerim Koleji (Ankara)

Qualifications

English

Date : 04.10.2024