T.C.

AKDENIZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCE

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

MA THESIS

AN INVESTIGATION OF PRONUNCIATION AND SPEAKING ANXIETY AMONG TURKISH PRE-SERVICE ELT TEACHERS

ÇİSEMNAZ ÖZKAL

ENGLISH LANGUAGE TEACHING

MASTER'S PROGRAM

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AKDENİZ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER ANA BİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ TEZLİ YÜKSEK LİSANS PROGRAMI

İNGİLİZCE ÖĞRETMEN ADAYLARININ SESLETİM VE KONUŞMA KAYGILARININ İNCELENMESİ

YÜKSEK LİSANS TEZİ

Çisemnaz ÖZKAL

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Çisemnaz ÖZKAL 'nın bu çalışması **20. 08. 2024** tarihinde jürimiz tarafından Yabancı Diller Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği**/~~oy çokluğu~~ ile kabul edilmiştir

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ABSTRACT

AN INVESTIGATION OF PRONUNCIATION AND SPEAKING ANXIETY AMONG TURKISH PRE-SERVICE ELT TEACHERS

ÖZKAL, Çisemnaz

Master of Arts, Department of Foreign Language Education

Supervisor: Assoc. Prof. Dr. Hüseyin KAFES

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This study aimed to investigate pronunciation and speaking anxiety among pre-service ELT teachers in Turkey. The current study utilized descriptive and correlational approaches to disclose any relationship between learners' grades, intensive preparatory English education status, pronunciation anxiety, and speaking anxiety levels. Two different questionnaires, the Foreign Language Speaking Anxiety Scale and the Measure of Pronunciation Anxiety Scale were used to collect data. 232 pre-service ELT teachers completed the Measure of Pronunciation Anxiety Scale, and 254 took the Foreign Language Speaking Anxiety Scale. Data analysis was made through IBM SPSS, using normality, ANOVA and Mann Whitney-U tests. The results of this study revealed that participants generally have higher-than-average pronunciation and speaking anxieties. A difference was observed between participants who had taken intensive English courses in preparatory schools and those who had not, regarding pronunciation and speaking anxiety. A similar relationship was found between freshmen and seniors' pronunciation anxiety levels. However, the anxiety level differences cannot be classified as significant. The findings suggest that while ELT students experience notable pronunciation and speaking anxieties, the variations across different educational backgrounds and academic years do not substantially impact anxiety levels significantly. In conclusion the study suggests that, exposure to the target language has an impact on language learners.

Keywords: *Speaking anxiety, pronunciation anxiety, EFL students, self-perception, intensive preparatory English education*

ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ SESLETİM VE KONUŞMA KAYGILARININ İNCELENMESİ

ÖZKAL, Çisemnaz

Yüksek Lisans, Yabancı Diller Eğitimi Anabilim Dalı

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Bu çalışma, İngilizce Öğretmenliği bölümü öğrencilerinin sesletim ve konuşma kaygılarını araştırmıştır. Bu çalışmada, öğrencilerin notları, İngilizce hazırlık eğitim durumu, sesletim kaygısı ve konuşma kaygısı düzeyleri arasındaki ilişkiyi ortaya çıkarmak için tanımlayıcı ve ilişkisel yaklaşımlar kullanılmıştır. Veri toplama sürecinde iki farklı anket, Yabancı Dilde Konuşma Kaygısı Ölçeği (Horwitz et al., 1986) ve Telaffuz Kaygısı Ölçeği (Baran-Łucarz, 2017) kullanılmıştır. Telaffuz Kaygısı Ölçeğini 232 öğrenci, Yabancı Dil Konuşma Kaygısı Ölçeğini ise 254 öğrenci yanıtlamıştır. Veri analizi için kullanılan ölçekler IBM SPSS aracılığıyla normallik, ANOVA ve Mann Whitney-U testleri kullanılarak yapılmıştır. İngilizceyi yabancı dil olarak öğrenen öğrencilerin genellikle ortalamanın üzerinde telaffuz ve konuşma kaygılarına sahip olduğunu ortaya koymuştur. İngilizce hazırlık eğitimi alan öğrencilerle ile İngilizce hazırlık eğitimi almayan öğrenciler arasında telaffuz ve konuşma kaygıları açısından fark bulunmuştur. 1. ve 4. sınıf öğrencilerinin telaffuz kaygısı düzeyleri için de benzer bir ilişki bulunmuştur. Ancak kaygı düzeyi arasındaki farklılıklar anlamlı olarak sınıflandırılamaz. Bulgular, ELT öğrencilerinin kayda değer telaffuz ve konuşma kaygıları yaşarken, farklı eğitim geçmişleri ve akademik yıllardaki farklılıkların genel olarak kaygı düzeylerini önemli ölçüde etkilemediğini göstermektedir. Sonuç olarak bu çalışma, hedef dile maruz kalmanın dil öğrenenler üzerinde bir etkisi olduğunu göstermektedir.

Anahtar Kelimeler: *Konuşma kaygısı, telaffuz kaygısı, İngiliz Dili öğretmeni adayları, benlik algısı, İngilizce hazırlık eğitimi*

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LIST OF ABBREVIATIONS

CLIL   : Content and Language Integrated Learning

EFL   : English as a Foreign Language

ELF   : English as a Lingua Franca

EMI   : English Medium Instruction

FLA   : Foreign Language Anxiety

FL   : Foreign Language

FLPA   : Foreign Language Pronunciation Anxiety

FLSA   : Foreign Language Speaking Anxiety

L2   : Second Language

PA   : Pronunciation Anxiety

SA   : Speaking Anxiety

TL   : Target Language

WHO   : World Health Organization

CHAPTER I

INTRODUCTION

This chapter provides a thorough summary of the research, beginning with an examination of the background of the study. After providing background information, the chapter moves on to stating the problem and outlining the research questions that will guide the study. The chapter concludes with a discussion of the study's potential significance and implications, highlighting its relevance and contribution to the field.

1.1. Background of the Study

English as a Lingua Franca (ELF) refers to the use of English as a common means of communication among speakers of different native languages (House, 2003). This phenomenon has grown in significance due to globalization and the widespread adoption of English in various international domains, such as business, academia, and technology (Seidlhofer, 2005). Unlike traditional English language teaching (ELT) models that emphasize native-speaker norms (Kachru, 1996), ELF focuses on intelligibility and effective communication across diverse linguistic backgrounds.

Jenkins (2007) argues that ELF accommodates a variety of accents and linguistic features, making it a flexible and practical tool for global communication. Seidlhofer (2005) further emphasizes that the primary goal of ELF is mutual understanding rather than linguistic perfection, which may have important implications for language education and can help reduce anxiety among non-native speakers.

As is widely known, English is the dominant international language of business, science, technology, and aviation, as well as the principal language of international organizations and diplomacy (Crystal, 2003). Its global reach has made it a valuable skill for individuals seeking to engage in international communication and trade. For Turkish individuals, proficiency in English opens doors to global opportunities, facilitating access to international markets, academic resources, and cultural exchanges (Kırkgöz, 2007, 2009).

The Turkish education system has recognized the importance of English and has incorporated it into the national curriculum from primary to higher education (Kırkgöz, 2005). The Ministry of National Education in Turkey has implemented several reforms to enhance ELT, aiming to improve students' proficiency levels (Kırkgöz, 2007). Despite these efforts, challenges persist, particularly in developing speaking skills among learners.

While reading and writing in English are essential, the ability to speak fluently and accurately is often prioritized in professional and social contexts (Harmer, 2007). In Turkey, speaking skills are crucial for students and professionals who aim to participate in international conferences, pursue higher education abroad, or work in multinational companies (Mert, 2011). However, studies have shown that Turkish students often struggle with speaking English due to various factors, including lack of practice, limited exposure to native speakers, and anxiety (Gobel et al., 2013). Despite the challenges, speaking skills is crucial for FL learners.

English proficiency, particularly in speaking, is also critical for academic success. Turkish students who aspire to study abroad need to demonstrate high levels of English proficiency through standardized tests such as TOEFL or IELTS, which assess speaking skills among other competencies (Balçıkanlı, 2010). Additionally, many prestigious Turkish universities offer programs in English, making speaking skills essential for academic achievement and participation in class discussions and presentations (Kırkgöz, 2009). These studies highlight the importance of acquiring proficiency in English whether for standardized tests or language program success.

One of the challenges Turkish students aspiring to learn English is anxiety. Anxiety is defined by the American Psychological Association (2020) as an emotion that usually causing feelings of stress, anxious thoughts and physical symptoms. Disordered anxiety, on the other hand, entails a constant worry state that seems to be never changing and, in some cases, severe physical reactions. However, one could easily mix up general anxiety and an anxiety disorder.

The feeling of anxiousness and anxiety disorder could be considered similar. However, the difference starts with the amount of this feeling present (NHS, 2021). As mentioned before, anxious feelings are not permanent, on the other hand, the same feelings in anxiety disorders could be more consistent. Different types of anxiety disorders' effects could be seen in the same person all at once, or, its effects could be different from person to person. These disorders manifest in various unique ways and impact people to different degrees.

Anxiety manifests itself in numerous ways and forms. It hinders people's day-to-day lives. Its effects can range from making people feel as if they did not do enough with their days, to making them procrastinate important tasks because of the feeling of not being enough, to not being satisfied with the tasks that they complete and so on. These effects could manifest themselves physically or psychologically. These include sweating, stuttering, forgetting train of thoughts, feeling judgement even though there being no one judging, and so on (American Psychological Association, 2020).

In the context of foreign language learning, two prominent forms of anxiety are often experienced by learners: speaking anxiety (SA) and pronunciation anxiety (PA). SA arises from the fear of making mistakes or being judged when communicating in a foreign language. PA, on the other hand, relates specifically to the fear of mispronouncing words or producing non-native-like sounds, often due to the perception that native-like pronunciation is the ultimate goal of language proficiency (Baran-Łucarz, 2017). Both forms of anxiety are frequently reported by Turkish students studying English, where the linguistic differences between Turkish and English phonological systems can exacerbate these anxieties (Öztürk & Gürbüz, 2013).

Turkish students, in particular, often face heightened PA due to the notable differences between Turkish and English in terms of vowel and consonant sounds, syllable structure, and stress patterns. The Turkish language has a more phonetic structure, meaning words are typically pronounced as they are written. In contrast, English contains irregular spelling-to-sound correspondences, making pronunciation more unpredictable and challenging for Turkish learners (Hismanoğlu, 2010). As a result, many Turkish ELT students fear making pronunciation errors, which can lead to a reluctance to participate in speaking activities.

Research has shown that Turkish ELT students experience significant levels of SA, which can inhibit their classroom participation and willingness to engage in communicative activities. In a study conducted by Öztürk and Gürbüz (2013), it was found that students with high SA tend to avoid speaking opportunities, even when they possess the linguistic knowledge to do so. This avoidance behavior not only limits their language practice but also reinforces their anxiety, creating a cycle of self-perpetuating fear and lack of improvement. PA, as another facet of language anxiety, further complicates this situation, as students may fear that poor pronunciation will lead to misunderstandings or judgments from their peers and instructors (Baran-Łucarz, 2017).

Moreover, pronunciation and speaking anxieties can also stem from external factors, such as the classroom environment, peer pressure, and teacher expectations. In some cases, the emphasis on native-like pronunciation by educators can inadvertently heighten students' anxieties, making them overly conscious of their speech production (Hişmanoğlu, 2010). The pressure to conform to native-speaker standards, often perpetuated by traditional ELT teaching models, can leave students feeling inadequate or incompetent, even when their pronunciation is perfectly intelligible.

These anxieties are particularly prevalent in the early stages of ELT education, where students may not yet have developed the confidence or communicative competence to overcome their fears. However, research has shown that anxiety levels can fluctuate throughout a student's academic journey, with some students experiencing reduced anxiety as they progress in their studies and become more accustomed to using English in authentic communicative contexts (Yalçın & İnceçay, 2014).

1.2. Problem Statement

Gaining proficiency in pronunciation is a crucial sub-goal in the improvement of speaking abilities (Prodanovska-Poposka, 2017). Pronunciation is crucial because it affects understandable speech the most, significantly affecting language learners' ability to communicate and understand others as well as. It is vital for comprehensibility, determining how much effort listeners need to understand the speaker (Lewis, 2018). However, many language learners experience a significant amount of anxiety while speaking, which could hinder their pronunciation and overall speaking performance (Baran-Łucarz, 2014). This phenomenon, known as Foreign Language Speaking Anxiety (FLSA), can lead to a reluctance to speak, low confidence, and most of all, slower language acquisition or learning (Tsiplakides & Keramida, 2009).

PA, a specific aspect of FLSA, is often overlooked in broader discussions on language learning anxiety. Despite its significant impact on learners' communication abilities, solutions aimed at reducing speaking anxiety (Gregersen & Horwitz, 2002; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Young, 1991) frequently fail to address the particular needs of students struggling with pronunciation difficulties. Generalized anxiety-reduction techniques, such as fostering a supportive classroom environment or encouraging more speaking practice, may not be sufficient for learners whose anxiety is specifically rooted in pronunciation

challenges. Thus, there is a need for pedagogical approaches that explicitly target both pronunciation and speaking anxiety, particularly for students whose performance is hindered by these interconnected issues (Matsuda & Gobel, 2004).

To effectively address the challenges of pronunciation and speaking anxiety in Turkish ELT students, it is essential to implement targeted pedagogical interventions within the curriculum. General anxiety-reduction strategies often fail to meet the specific needs of learners dealing with pronunciation difficulties (Gregersen & Horwitz, 2002; Horwitz et al., 1986). Therefore, a more focused approach is required to alleviate pronunciation-related anxieties and their impact on overall speaking performance.

One potential intervention is the development of both elective and compulsory courses dedicated specifically to pronunciation. These courses should prioritize key aspects of English phonology, such as stress patterns, intonation, and rhythm, while also addressing particular pronunciation challenges faced by Turkish learner (Hişmanoğlu, 2010). In such courses, low-pressure environment, where students receive constructive feedback from peers and instructors, would help reduce the fear of making errors and foster greater confidence (Szyszka, 2017). By allowing students to practice pronunciation in a supportive space, these courses can help reduce the anxiety associated with speaking.

In addition, implementing pronunciation training within the core communicative language tasks of the ELT curriculum can also be beneficial (Celce-Murcia, Brinton, & Goodwin, 2010). Integrating pronunciation practice into broader speaking exercises allows students to simultaneously improve their speaking abilities while addressing pronunciation challenges. This practice should emphasize communicative intelligibility rather than native-like accuracy, which can increase anxiety linked to unrealistic pronunciation expectations (Jenkins, 2007). Through this approach, students can gradually build their confidence by focusing on meaningful communication rather than perfection (Baran-Łucarz, 2014).

Furthermore, creating courses that teach specific communication strategies can provide students with the tools needed to manage both pronunciation difficulties and speaking anxiety (Gregersen & MacIntyre, 2014). These courses could include strategies for dealing with communication breakdowns and managing moments of anxiety during speaking tasks. Research suggests that equipping students with such strategies not only improves their ability

to communicate but also reduces anxiety, empowering them to handle speaking challenges more effectively (Gregersen & Horwitz, 2002; Yalçın & İnceçay, 2014).

Another important consideration is the design of intensive preparatory programs for ELT students. These programs, often offered before students begin their academic studies, should incorporate methods, strategies, and techniques that address pronunciation and speaking anxiety early in the learning process. By providing extensive practice in pronunciation, low-stakes speaking activities, and gradual exposure to authentic language use, these programs can foster a supportive environment that helps students build confidence (Horwitz et al., 1986). Such interventions can prevent the escalation of anxiety during later stages of education, contributing to improved language learning outcomes (MacIntyre & Gardner, 1991).

Lastly, it is crucial to increase teacher awareness of pronunciation and speaking anxiety through professional development. Teachers play a key role in shaping the classroom environment, and their understanding of student anxiety can either reduce or escalate the issue. Incorporating training on how to identify and address pronunciation and speaking anxiety into teacher education programs can ensure that instructors adopt more empathetic teaching methods. By fostering a classroom culture where mistakes are treated as part of the learning process, teachers can significantly reduce the pressure on students to perform perfectly, thus decreasing overall anxiety levels (Matsuda & Gobel, 2004).

Despite having some research done on pronunciation and speaking anxiety topics (Baran-Łucarz, 2011; Baran-Łucarz, 2014; Chou, 2018; Szyszka, 2017), it is usually overlooked whether the learners have this issue throughout their language education process or not. This thesis will address this gap by examining anxiety related to pronunciation and speaking, providing insights into the long-term challenges and potential solutions for language learners.

This thesis aims to investigate the relationship between foreign language speaking and pronunciation anxiety among ELT students in Turkish context. Through the analysis of this relationship, the current study aims to better understand if ELT students' have pronunciation and speaking anxiety, whether there is a change in these anxiety levels regarding the learners' education progress or not and finally, whether students receiving intensive preparatory English education before starting their majors effect their anxiety levels in a positive or negative way.

1.3. Research Questions

The current study aims to bring light to the existing literature by trying to find answers to the following research questions:

1. Is there a relationship between pre-service Turkish EFL teachers' pronunciation and speaking anxiety?

2. Are there any similarities or differences in the pronunciation anxiety levels of freshmen and seniors?

3. Is there any correlation between the pronunciation and speaking anxiety levels of students who received intensive preparatory English education and those who did not?

1.4. Significance of the Study

This study aims to better understand the relationship between pronunciation and speaking anxiety among university students who are going to be future English Language teachers.

This study will provide insights into how PA and SA levels differ between 1st and 4th year university students in the ELT department. The current study's findings could help educators adjust their support and resources according to the needs of learners who have higher anxiety levels (Krashen, 1982; Lightbown & Spada, 2013). Trying to reduce anxiety early on could help learners to become more confident while using the TL, making them more competent speakers over time.

Finding what kind of relationship there is between pronunciation and speaking anxieties among learners who received intensive English education versus those who did not will show the effects of intensive language programs. This could be used as a guide for institutions while designing curriculum and finding new resources to better help students with their foreign language SA and PA problems.

The current study will fill gaps in the existing literature by focusing especially on PA within the boarder context of SA. The findings could provide a deeper understanding of how these aspects are connected, trying to offer a foundation for future research and contribute to the theoretical framework of foreign language learning.

The scope of this study is to investigate the relationship between pronunciation and speaking anxiety among pre-service ELT students in Turkey. Specifically, the research focuses on how these two types of anxiety manifest in students across different years of their education and whether prior exposure to intensive preparatory English courses impacts their anxiety levels. The study is limited to undergraduate ELT students from a Turkish university during the 2023-2024 academic year. Data was collected using two standardized anxiety scales, focusing only on the psychological dimensions of pronunciation and speaking anxiety rather than other potential factors such as cultural influences or external motivational factors. This scope was chosen to ensure the research remains focused on a manageable sample and can provide meaningful insights into the role of educational background in language learning anxiety.

In conclusion, this study aims to contribute to the creation of a more supportive and effective language learning environment, where students can overcome their anxiety levels and achieve greater success in learning foreign language pronunciation and speaking skills.

<center>**CHAPTER II**</center>

<center>**LITERATURE REVIEW**</center>

This chapter provides a comprehensive examination of the theoretical and empirical foundations concerning foreign language anxiety, particularly focusing on speaking and pronunciation anxiety. By reviewing both international and Turkish studies, the aim is to understand how these two types of anxiety impact learners and to build a foundation for the current study, which explores pronunciation and speaking anxiety among Turkish ELT students.

2.1. Underlying Theories

Foreign language anxiety (FLA) has long been a critical area of research within the field of second language acquisition. This concept was initially popularized by E. K. Horwitz, M. B. Horwitz, and Cope (1986), who defined FLA as a specific type of anxiety that arises in language learning situations, distinct from general anxiety. They identified three core components of FLA: communication apprehension, test anxiety, and fear of negative evaluation. These components form the foundation of FLA theory and have been extensively studied to understand their impact on learners' ability to communicate and succeed in language learning tasks.

The affective filter hypothesis developed by Krashen (1982) is one of the central theories related to FLA. According to Krashen, affective factors such as anxiety, motivation, and self-confidence influence the success of second language acquisition. Learners with high anxiety levels may experience an "affective filter," a mental barrier that prevents them from fully absorbing and processing the target language. This theory highlights how negative emotions, like anxiety, can significantly hinder language acquisition, making it difficult for learners to achieve desired proficiency.

MacIntyre and Gardner (1991) expanded on the understanding of FLA by focusing on its cognitive dimensions. Their cognitive interference model proposes that anxiety in language learning interferes with cognitive processes essential for successful language acquisition, such as attention, memory, and retrieval. When learners feel anxious, they are less able to focus on language tasks, and their cognitive resources are diverted toward managing their emotional

<center>9</center>

state, leading to poor performance. This framework helped solidify the understanding that FLA has both emotional and cognitive consequences, providing insights into how anxiety can negatively affect language performance across various skills, including speaking and pronunciation.

Dörnyei's (2005) motivational self-system theory further contextualizes FLA within the broader framework of language learning motivation. This theory emphasizes that learners' future self-images, including their desired level of language proficiency, interact with anxiety. Learners who imagine themselves as proficient speakers may experience anxiety if they perceive a significant gap between their current and desired abilities, which can either motivate them to work harder or, contrarily, lead to avoidance due to fear of failure. This interplay between motivation, anxiety, and self-perception highlights the complexity of FLA and its impact on the language learning process.

The theoretical framework surrounding FLA, particularly as it pertains to speaking and pronunciation anxiety, highlights the multifaceted nature of anxiety in language learning. From the affective filter hypothesis to self-efficacy theory, these foundational theories provide crucial insights into how anxiety can disrupt both cognitive and emotional processes, ultimately influencing learners' language performance. Understanding these theoretical groundworks is essential for developing effective pedagogical strategies to address and reduce anxiety in language learners.

2.2. Anxiety

Learning, in general, has its own challenges, and one of the challenges can be listed as anxiety. Anxiety is a sensation of discomfort, ranging from mild worry to intense fear (NHS, 2021). Anxiety that is within normal ranges can be a good motivator for developing adaptive coping mechanisms. An additional condition of acute fear, discomfort, and tension that seems out of step with conscious reality impairs effective cognitive functioning might also be included in the spectrum of anxiety responses (Tuma & Maser, 2019). In addition to these feelings and physical changes, the major distinction between anxiety disorders is the focus of the anxiety (Beesdo, Knappe & Pine, 2009). Addressing and managing anxiety is crucial for fostering an effective learning environment and promoting cognitive well-being.

Anxiety as a concept is an umbrella term, containing more than one component. Unfortunately, we cannot possibly put every anxiety disorder type into one general term to explain it. There are five types of anxiety disorders that can be classified as major. According to the National Institutes of Mental Health (2023), there are generalized anxiety disorder, obsessive-compulsive disorder (OCD), another is panic disorder, additionally, post-traumatic stress disorder (PTSD), and lastly social phobia – or social anxiety disorder could be named as five major types of anxiety. The general explanations of these anxiety types are as follows:

Generalized Anxiety Disorder entails extreme worry while there do not seem to be anything to trigger this reaction. Obsessive Compulsive Disorder, as most commonly known as OCD, is another type of anxiety that makes people who have this condition to have thoughts they do not want and/or a need to make the same repetitive movements. People with Panic Disorder have a more physical reaction than the other anxiety types. With OCD, people have physically repetitive behaviors, however, with panic disorder, the person could have a more visceral reaction to being exposed to anxiety-inducing situations such as heart problems, not being able to breathe, dizziness, etc. Post-Traumatic Stress Disorder, also named PTSD, as the name suggests, is linked to the person having traumatic events in the past. These events could be related to childhood trauma, wars, natural disasters, abuse, etc. Social Anxiety Disorder affects a person in daily social interactions. This disorder could cause one to have excessive lower self-esteem, not being able to eat, drink or even talk in front of people, whether it is irrelevant if they know the other person or not, or, in most severe cases, not being able to interact with people at all (National Institutes of Mental Health, 2023)

2.3. Foreign Language Anxiety

Foreign Language Anxiety (FLA) has been a central focus of language acquisition research since the seminal work of E. K. Horwitz, M. B. Horwitz, and Cope (1986). More recent studies have further refined and expanded the understanding of FLA. For example, Dewaele and MacIntyre (2014) conducted a large-scale study on FLA and enjoyment, revealing that students' emotional experiences in the classroom are not limited to anxiety but also include positive emotions that can mediate the impact of FLA. Their findings suggest that while FLA can interfere with the performance, positive emotions, such as enjoyment and motivation, can help counterbalance its negative effects. This nuanced view of language learning anxiety has led to a more holistic understanding of learners' emotional experiences in the classroom.

Similarly, Shao, Pekrun, and Nicholson (2019) explored the interplay between FLA, enjoyment, and academic achievement in a sample of Chinese high school students learning English. Their study found that FLA significantly projected a decline in academic success. However, this effect was moderated by the level of enjoyment experienced by the students. The authors argue that creating a positive and enjoyable learning environment can reduce the detrimental effects of anxiety, suggesting that both anxiety and enjoyment should be considered in language instruction (Shao, Pekrun & Nicholson 2019).

FLA continues to be a key topic in language learning, particularly as researchers explore how different learning contexts shape anxiety levels. For instance, Botes, Dewaele, and Greiff (2020) conducted a meta-analysis of recent studies on FLA, examining the global occurrence of anxiety in language learners. Their findings confirmed that FLA is present across diverse contexts but also indicated that its intensity can vary based on cultural and educational differences. The study highlighted the importance of understanding how specific classroom practices, cultural expectations, and teaching styles influence students' anxiety levels. Botes et al. (2020) emphasize that educators should be mindful of these factors when designing language programs to minimize anxiety and foster positive learning experiences.

In the context of technology-assisted learning, FLA has also been studied in virtual and blended learning environments. For example, Sun, Takacs, and Liu (2020) investigated FLA in online language courses and found that learners experienced similar levels of anxiety in virtual settings as they did in traditional face-to-face classrooms. However, they also noted that some learners reported increased anxiety in online settings due to the perceived lack of immediate feedback and increased self-consciousness during recorded speaking tasks. These findings underscore the need to address FLA not only in physical classrooms but also in virtual and hybrid learning environments, which are becoming increasingly common in language education.

Despite the widespread adoption of various methodologies (see pp. 22-25), learners face numerous challenges in acquiring English. These challenges can be broadly categorized into phonological (Demircioğlu, 2013), syntactic (Altunay, 1989), lexical (Çağlar, Ataman, & Kırkıcı, 2021), cultural (Kuo & Lai, 2006), educational system related (Çapan, 2021; Öztürk & Atay, 2010; Ulum & Uzun, 2020) and psychological (Bekleyen, 2004; Dörnyei & Ushioda, 2021; Gardner & Lambert, 1972) issues. This part of the current study explores these challenges with a particular focus on Turkish learners, incorporating relevant studies conducted in Turkey.

One of the language learning challenges for Turkish learners of English is phonological problems. The difference in vowel and consonant sounds between the two languages (Demircioğlu, 2013) is one of the prominent challenges for learners. English has a richer vowel inventory, which has around twenty, compared to Turkish, which has only eight vowel sounds. This difference can lead to pronunciation difficulties and misunderstandings. For instance, Turkish learners often struggle with the pronunciation of the English vowels /æ/ and /ʌ/ because these sounds do not exist in Turkish (Demirezen, 2008). Furthermore, the lack of certain consonant sounds in Turkish, such as the voiced dental fricative /ð/ and the voiceless dental fricative /θ/, results in substitution errors where learners might pronounce "this" as "dis" and "think" as "tink" (Bayraktaroğlu, 2008). These phonological challenges highlight the importance of targeted pronunciation practice and phonetic training in helping learners overcome these difficulties and improve their overall language proficiency.

Another language learning challenge could be considered syntactic differences between Turkish and English. Turkish is an agglutinative language with a Subject-Object-Verb (SOV) word order (Güngördü & Oflazer, 1995), whereas English follows a Subject-Verb-Object (SVO) word order (Dryer, 2005). This fundamental difference can lead to errors in sentence structure and word order for Turkish learners (Altunay, 1989). For example, a Turkish learner might incorrectly say "I to the store go" instead of "I go to the store." Additionally, the use of articles in English, which do not exist in Turkish, presents another syntactic challenge (Ürkmez, 2014). Turkish learners often omit articles or use them incorrectly, leading to sentences like "I have book" instead of "I have a book." This syntactic challenge, along with phonological issues, highlights the complexities faced by Turkish learners of English. Addressing these specific areas through focused instruction and practice can enhance learners' grammatical accuracy and overall fluency in English.

Additionally, there is another issue with lexical challenges. Lexical challenges arise from differences in vocabulary and word usage between Turkish and English. False cognates, or words that look similar but have different meanings in the two languages, can lead to misunderstandings (Çağlar, Ataman & Kırkıcı, 2021). For instance, the English word red refers to a color, while in Turkish, it means refusal or denial (Kırkıcı & Ataman, 2017). These lexical challenges underscore the importance of contextual learning and awareness of language nuances to avoid misunderstandings and improve overall communication skills. Moreover, the richness of English vocabulary and the presence of many synonyms can overwhelm Turkish

learners (Laufer, 1990). They might struggle to choose the appropriate word in a given context, leading to awkward or incorrect expressions.

Another prominent challenge for language learning arises because of cultural differences. Cultural differences significantly impact language learning, as language and culture are deeply intertwined (Kuo & Lai, 2006). Turkish learners often face difficulties understanding idiomatic expressions, cultural references, and pragmatic norms in English (Arıkan, 2011). For example, idioms like "kick the bucket" (meaning "to die") are difficult to comprehend and use correctly without cultural context. Integrating cultural awareness and competence into language learning could help Turkish learners navigate and understand the nuances of English more effectively.

Pragmatic differences, such as the use of politeness strategies, can lead to miscommunication (Kuo & Lai, 2006). Turkish culture places a high value on respect and formality, which can result in using more of formal language in English contexts where informal language is more appropriate (Utku & Köroğlu, 2020). This mismatch can make Turkish learners sound overly formal or awkward in casual conversations.

The educational system in Turkey presents its own set of challenges for English language learners. The traditional grammar-translation method, which is still prevalent in many Turkish schools (Ulum & Uzun, 2020), focuses on rote learning and translation rather than communicative competence. This method does not adequately prepare students for real-life communication in English, leading to a gap between theoretical knowledge and practical use.

The large class sizes in Turkish schools further exacerbate this issue, as teachers cannot provide individualized attention to students (Öztürk & Gürbüz, 2014). This situation hinders the development of speaking and listening skills, which are crucial for language proficiency Additionally, the lack of exposure to native English speakers limits students' opportunities to practice authentic communication and develop a natural accent (Çapan, 2021).

Psychological factors such as anxiety, motivation, and self-confidence also play a crucial role in English language learning. Language anxiety is a common issue among Turkish learners, often stemming from fear of making mistakes and negative evaluation by peers and teachers (Bekleyen, 2004). This anxiety can inhibit participation in class and reduce the overall effectiveness of language learning.

Motivation is another critical factor. Gardner and Lambert (1972) distinguish between integrative and instrumental motivation, where integrative motivation involves a desire to integrate into the TL community, and instrumental motivation is driven by practical benefits. Turkish learners often exhibit instrumental motivation, primarily focusing on passing exams and achieving academic success rather than genuine interest in the language and culture (Dörnyei & Ushioda 2021). This extrinsic motivation can result in superficial learning and lack of long-term retention.

Overall, the study of FLA has evolved to encompass not only the negative effects of anxiety but also the broader emotional landscape of language learners, including the role of positive emotions, cultural contexts, and new learning environments. These recent findings reinforce the importance of creating a supportive, low-stress learning atmosphere to reduce FLA and improve language learning outcomes. Additionally Turkish learners of English encounter a multifaceted set of challenges. These difficulties are not confined to one particular area but are spread across various domains, including phonological, syntactic, lexical, cultural, psychological, and technological aspects. Understanding these challenges can help educators and learners alike to develop more effective strategies for overcoming them, thereby facilitating a more comprehensive and encouraging language learning environment.

2.4. Speaking Anxiety

SA, a subset of FLA, refers specifically to the fear and apprehension learners feel when asked to speak in a foreign language. This form of anxiety is particularly pronounced in contexts where learners are required to perform in front of others, such as in classroom discussions, presentations, or oral exams. Horwitz et al. (1986) emphasize that SA often stems from fear of negative evaluation—learners worry that they will make mistakes, be misunderstood, or be judged unfavorably by peers and instructors.

Empirical research has consistently shown that SA negatively impacts learners' oral performance. A study by Tsiplakides and Keramida (2009) found that students with high levels of SA are less willing to participate in class discussions and more likely to experience communication breakdowns. In Turkish contexts, Aydın (1999) and Öztürk and Gürbüz (2014) identified similar patterns: Turkish EFL learners often avoid speaking opportunities out of fear of making mistakes, which limits their language practice and, consequently, their language

development. These studies highlight that SA is not only a psychological issue but also a significant barrier to language learning.

The ability of foreign language students to succeed in school and in their personal and professional lives is strongly tied to their capacity for clear and effective communication in a second language (L2) (Kayi, 2006). Unfortunately, language learning anxiety has been shown to negatively affect learners' language acquisition process, with SA being one of the most significant barriers. Research indicates that minimizing language learning anxiety is crucial to enhancing students' communication skills and overall success in acquiring an L2 (MacIntyre & Gregersen, 2012).

SA, a subset of foreign language anxiety (FLA), refers to the fear or apprehension learners experience when asked to communicate orally in a foreign language. This type of anxiety can manifest as a reluctance to speak in front of peers, fear of making mistakes, or heightened self-consciousness (E. K. Horwitz, M. B. Horwitz & Cope, 1986). These feelings are particularly prevalent in the Turkish context, where students learning English as a Foreign Language (EFL) often report elevated levels of anxiety when it comes to speaking (Aydın, 1999; Öztürk & Gürbüz, 2014). Understanding the factors that contribute to SA and its effects on learners can provide valuable insights into how to design pedagogical strategies to alleviate anxiety and improve language learning outcomes.

Several studies have identified key contributors to SA among Turkish EFL learners. Öztürk and Gürbüz (2014) argue that fear of negative evaluation, communication apprehension, and test anxiety are among the most significant factors. These fears cause students to worry excessively about making mistakes or being judged by their peers and instructors, leading to reluctance in participating in class discussions or oral tasks (Öztürk & Gürbüz, 2014). Such concerns, especially regarding the possibility of public failure, directly affect students' willingness to practice speaking, which in turn hinders their language development.

Pronunciation difficulties have also been recognized as a major factor contributing to SA (Baran-Łucarz, 2014). Turkish learners often face challenges in mastering English sounds, given the differences between the phonological systems of Turkish and English (Aydın, 1999). As a result, learners may feel self-conscious and fear that their pronunciation errors will be ridiculed, which can increase their anxiety levels. This issue is particularly pronounced in

formal speaking situations, such as presentations and oral exams, where learners are expected to demonstrate a high level of proficiency (Öztürk & Gürbüz, 2014).

Psychological factors also play a crucial role in SA. Balemir (2009) found that students with low self-esteem or self-confidence in their language abilities were more likely to experience anxiety during speaking tasks. Motivation levels and learners' perceived linguistic competence can either increase or reduce anxiety. For instance, Tsiplakides and Keramida (2009) argue that students who are motivated by intrinsic goals—such as a genuine interest in mastering the language—tend to experience lower anxiety than those who are driven by external pressures, such as academic achievement or societal expectations.

The cultural context also influences SA. Turkish students may experience anxiety as a result of a perceived disconnect between their cultural identity and the foreign language they are learning. Saltan (2003) and Öztürk and Gürbüz (2014) highlight the role of sociocultural factors in shaping learners' language experiences, noting that students who feel less connected to the culture of the target language may experience greater anxiety. This is compounded by the limited exposure to authentic English-speaking environments in Turkey, which further inhibits learners' ability to practice speaking in real-life contexts (Horwitz et al., 1986). Students often lack the opportunity to engage with native speakers, which contributes to their anxiety when such situations arise (Çağatay, 2015).

SA has significant implications for both academic performance and language learning outcomes. Ely (1986) observed that students with high levels of SA are more likely to engage in avoidance behaviors, such as skipping speaking tasks or remaining silent during class discussions. This avoidance reduces the amount of speaking practice learners engage in, thus limiting their opportunities to improve their skills. Öztürk (2012) supports this finding, noting that anxious students are less willing to take risks in speaking activities, which leads to fewer opportunities for meaningful language use and, consequently, slower language development.

The impact of SA extends beyond classroom participation; it also affects students' performance on oral exams and presentations. Research conducted by Öztürk and Gürbüz (2014) on Turkish university students showed that those with high levels of SA consistently performed worse on oral assessments. This underperformance can create a vicious cycle, where poor results lead to increased anxiety, which in turn leads to further poor performance. This

cycle underscores the importance of addressing SA early in learners' educational journeys to prevent it from becoming a long-term barrier to language acquisition.

In an effort to understand the depth of SA, Ay (2010) conducted a study on Turkish adolescents, revealing that speaking was the most anxiety-inducing language skill, compared to reading, writing, and listening. This finding highlights the unique challenges learners face when acquiring speaking skills, suggesting that targeted interventions are needed to reduce SA and improve overall language proficiency. Similarly, Çağatay (2015) found that students in preparatory programs experienced moderate levels of FLSA, with many participants reporting higher levels of anxiety when interacting with native speakers. These findings reinforce the need for practice opportunities that allow learners to engage in real-world communication without the fear of judgment.

In conclusion, SA poses a significant challenge for Turkish EFL learners, impacting both their willingness to communicate and their language learning outcomes. Addressing this anxiety through targeted interventions, such as creating a supportive classroom environment, providing ample opportunities for speaking practice, and reducing the emphasis on perfection, is essential for improving students' oral proficiency and overall confidence in using the target language.

2.5. Pronunciation Anxiety

While SA has been widely studied, PA has emerged more recently as a distinct form of language anxiety. PA is specifically related to learners' concerns about producing accurate and intelligible pronunciation in the target language. Baran-Łucarz (2014) defines PA as the fear of mispronouncing words or failing to achieve native-like pronunciation, which can lead to embarrassment, ridicule, or misunderstanding. This type of anxiety is particularly prevalent in languages like English, where there is often a strong emphasis on achieving native-like proficiency in pronunciation (Jenkins, 2007).

Learning a new language is an exciting yet often anxiety-inducing experience (Dörnyei, 2005; Horwitz et al., 1986). For many learners, one of the primary sources of anxiety is the correct pronunciation of words, which is an essential part of learning a foreign language. PA is particularly prevalent among learners who fear being judged for their mistakes in pronunciation. While both learners and teachers may view language learning as an opportunity for growth, they must recognize that pronouncing words correctly in the TL can trigger anxiety (Krashen,

1982; MacIntyre & Gardner, 1991). FL learners often face challenges not only with grammar and vocabulary but also with pronunciation, as mastering the phonological aspects of a new language requires conscious effort (Ellis, 1994; Nation, 2001). In contrast to the unconscious acquisition of one's native language, the conscious process of acquiring a L2 often intensifies anxiety (Krashen, 1982; Lightbown & Spada, 2013).

PA is a multidimensional structure, with fear of self-embarrassment and pronunciation self-perceptions being key subcomponents (Baran-Łucarz, 2014). Despite the fact that perfect pronunciation is not necessarily a requirement for effective communication, many language learners strive for perfection when acquiring a new language, leading to anxiety (Baran-Łucarz, 2014). This perfectionism can have negative effects on the language-learning process, as learners may become demotivated or even abandon their efforts altogether. Baran-Łucarz (2014a, 2016, 2017) outlines four components of PA: (1) fear of negative evaluation from interlocutors, classmates, or teachers; (2) self-assessment of one's own pronunciation in comparison to others; (3) self-image related to pronunciation, including how learners perceive themselves aurally and visually when speaking the TL; and (4) beliefs about the difficulty of the TL's phonological system and the importance of pronunciation for communication. These components reveal the complex nature of PA and highlight the various ways it can impact learners.

For many FL learners, pronunciation tasks are a source of significant anxiety, particularly at lower proficiency levels (Horwitz et al., 1986). This is compounded by the limited input learners receive in instructed L2 acquisition contexts, where opportunities for meaningful communication in the TL are often scarce. The frequent use of non-native accents by instructors and the lack of exposure to authentic language environments can worsen this anxiety (Candan & Inal, 2020). As a result, both learners and educators face challenges in developing pronunciation skills within the classroom, contributing to higher levels of PA.

Research has shown that PA is closely linked to learners' willingness to communicate in the classroom. Baran-Łucarz (2014) found that learners' self-assessment of their pronunciation abilities, fear of negative evaluation, and self-image all influence their willingness to communicate and the amount of speech they produce during lessons. Learners who perceive themselves as having poor pronunciation skills are less likely to engage in speaking activities, which limits their opportunities for practice and improvement.

A widespread misconception among Turkish EFL learners is that correct pronunciation is synonymous with having a native-like accent. This belief often leads to confusion between the concepts of pronunciation and accent, with many learners striving for an idealized, native-speaker model that is difficult to achieve (Erdel, 2023). This pressure to conform to native-speaker norms can intensify PA, as learners fear that their non-native accents will be judged negatively.

PA has been found to vary based on several factors, including gender, proficiency level, and exposure to the TL. Tekten (2020) found that female learners, lower-proficiency learners, those who had never traveled abroad, and those with less experience learning English exhibited higher levels of PA. Exposure to the TL and experience using it in authentic contexts were found to reduce anxiety levels. Similarly, Yılmaz (2019) concluded that learners who engaged in face-to-face or online interactions with English speakers experienced lower levels of PA, reinforcing the importance of meaningful practice opportunities in reducing anxiety.

Self-efficacy plays a crucial role in reducing PA. Learners with higher self-efficacy are more likely to seek out opportunities to improve their pronunciation and to find methods that work for them (Sardegna, Lee, & Kusey, 2017). These learners tend to view challenges as opportunities for growth, rather than sources of anxiety. Sardegna et al. (2017) suggest that enhancing students' self-efficacy by addressing the importance of pronunciation learning and providing constructive feedback can be an effective strategy for reducing PA. This approach allows learners to focus on step-by-step improvements rather than striving for unattainable perfection.

PA can also lead to communication breakdowns, as learners struggle to produce accurate pronunciation in real-time interactions. Szyszka (2016) highlights that learners often employ pronunciation strategies in an attempt to minimize communication errors, but these strategies can sometimes increase anxiety, particularly when learners feel pressured to articulate words correctly. Furthermore, the physical effects of anxiety, such as tense muscles and neuromuscular issues, can hinder learners' ability to produce clear speech, creating a cycle in which poor pronunciation increases anxiety, which in turn leads to even poorer pronunciation.

It is also known that PA can severely hinder learners' willingness to engage in spoken interactions. Baran-Łucarz (2014) found that students with high levels of PA were less likely to participate in speaking activities, even when they had sufficient linguistic knowledge. This

reluctance stems from a fear of being judged by peers or instructors for their pronunciation mistakes. Szyszka (2017) further emphasized that PA is often linked to learners' self-perception. Learners who believe that they must sound like native speakers in order to be understood are more likely to experience anxiety, especially in formal or high-stakes speaking situations.

In the Turkish context, PA is particularly notable due to the significant phonological differences between Turkish and English. Hismanoğlu (2010) notes that Turkish learners often struggle with the irregular spelling-to-sound correspondences in English, as well as its complex vowel and consonant systems, which differ significantly from the more phonetic Turkish language. This mismatch between the two languages contributes to heightened anxiety among Turkish learners, who fear that their pronunciation errors will lead to misunderstandings or social embarrassment.

Ultimately, PA is a multifaceted phenomenon that significantly affects learners' willingness to communicate and their overall success in acquiring a new language. Addressing PA through targeted interventions, such as providing learners with opportunities to practice pronunciation in a supportive environment and enhancing their self-efficacy, is essential for reducing anxiety and improving language learning outcomes. As research continues to explore the complex relationship between PA and language performance, educators can better tailor their approaches to meet the needs of anxious learners and help them build the confidence necessary to communicate effectively in the TL

2.6. Studies on Anxiety

Research on FLA has evolved over the past few decades, with early studies primarily focusing on the broad concept of FLA and more recent studies homing in on specific forms of anxiety, such as speaking and pronunciation anxiety.

Horwitz et al. (1986) conducted one of the earliest empirical studies on FLA, identifying its main components and demonstrating its negative impact on language learners' performance. MacIntyre and Gardner (1991) built on this work by showing that anxiety interferes with cognitive processes, such as attention and memory, which are essential for language acquisition. Their research provided strong evidence that higher levels of anxiety correlate with poorer language performance.

More recently, Baran-Łucarz (2011) and Kralova et al. (2017) conducted studies focusing on PA. Baran-Łucarz (2011) used both quantitative and qualitative methods to explore the relationship between PA and willingness to communicate in a Polish context. The findings indicated that learners with high PA were less likely to engage in speaking activities, which ultimately hindered their language development. Kralova et al. (2017) extended this research by examining how psycho-social training could reduce PA in EFL learners. Their results showed that targeted interventions, such as providing feedback on pronunciation in a supportive environment, can significantly reduce anxiety and improve oral performance.

Research on FLA has evolved considerably over the past few decades. Initially, studies focused on understanding FLA as a broad concept, but recent research has begun to hone in on more specific types of anxiety, such as speaking and pronunciation anxiety. This shift reflects a growing recognition of the complex and multifaceted nature of language learning anxiety.

As research progressed, scholars began to focus on specific subtypes of FLA, with SA and PA emerging as critical areas of study. Kralova, Rusnakova and Tirpakova (2017) extended this line of research by investigating the effects of psycho-social training on PA among EFL learners. Their study focused on providing learners with feedback on their pronunciation in a supportive, non-threatening environment. The results showed that targeted interventions, such as feedback and pronunciation training, can significantly reduce anxiety and improve oral performance. The study's findings emphasized the importance of creating a classroom environment that fosters positive reinforcement and reduces the fear of making mistakes. By helping learners build confidence in their pronunciation abilities, educators can encourage more active participation in speaking activities, which is essential for language acquisition.

In recent years, there has been an increasing focus on the role of technology in addressing PA. For example, Sardegna, Lee, and Kusey (2017) examined how self-efficacy and attitudes toward pronunciation learning influence anxiety levels in language learners. Their study revealed that learners who actively sought out pronunciation strategies and practiced using language learning technology were able to reduce their anxiety over time. This finding suggests that the integration of technology into language learning -whether through pronunciation software, online platforms, or virtual interactions with native speakers- can provide learners with valuable practice opportunities, ultimately reducing their anxiety and improving their pronunciation skills.

Additionally, recent studies have explored the impact of cultural factors on FLA, particularly in relation to PA. For instance, Yılmaz (2019) found that Turkish EFL learners who engaged in face-to-face or online interactions with English speakers experienced lower levels of PA. The study highlighted that exposure to authentic language use and regular interaction with native speakers can help learners overcome the fear of making pronunciation errors. These findings support the argument that the more learners engage in meaningful communication, the more their anxiety levels decrease, leading to improved oral proficiency.

Unfortunately, for some group of people FLA issue does not get solved in the later stages of language learning journeys. As learners' proficiency level increases, their anxiety about English pronunciation also rises (Kafes, 2018). This means that as they become more aware of the need for proper pronunciation, their anxiety levels increase correspondingly.

One way or another, they tend to get anxious while speaking and this anxiety leads them to pronounce their words in a "non-correct way." This "mistake" makes them feel more nervous, so they end up feeling this huge anxiety coursing through their bodies (Kralova, et al., 2017). This problem makes them stuck in an anxiety-filled loop that they cannot escape from. In one of the research conducted about the higher proficiency level learners, which was studied on the teacher trainee students', English PA levels was assessed before and after the training using a self–reported Foreign Language Pronunciation Anxiety (FLPA) questionnaire, and the students' English pronunciation was analyzed before and after the training (Kralova, et al., 2017). According to this study, both groups had identical levels of PA and quality before to the instruction. In the experimental group, anxiety was substantially reduced after the training, and speech quality was significantly greater (Kralova, et al., 2017).

A study done among Vietnamese non-English major students highlights the existence of FLA and its impact on EFL learning. Results show high anxiety levels, indicating FLA's existence in the country. The results suggest that FLA is a significant issue in EFL learning, and students and teachers should be aware of its existence. It was also highlighted that FLA is not just a personal struggle but a significant aspect of EFL learning (Tran, Baldauf, & Moni, 2012)

Preservice teachers also exhibit high FLA. According to the study done by Tum (2014), non-native English speaker teachers are particularly vulnerable to this concern. Preservice teachers who have high levels of anxiety attribute this problem to a concern of making mistakes, receiving a poor grade, and seeming foolish in front of their colleagues and pupils. Another

study done by Kralova, & Mala, (2018) aiming to research teacher anxiety, highlights the impact of FLA on teachers' communicative practices, job satisfaction, and overall well-being. It suggests that teaching experience does not correlate with low anxiety and giving good FL commands. The study suggests modifying FL teacher training curricula to incorporate psycho-social aspects and include targeted teacher training. Methodologists should focus on efficient methods for learning and teaching, considering learners' needs and English's global market importance.

The study done by Ewald (2007) investigated the anxiety experienced by advanced Spanish as a foreign language learner. Most students reported enjoying their upper-level classes but indicated that their satisfaction was influenced by their comfort and confidence in the classroom. Teachers need to be aware of these circumstances. Not all students felt confident in their Spanish proficiency; some even mentioned that their grammatical skills had declined in upper-level classes where speaking, grammar, and vocabulary were not emphasized. Findings from a separate study indicate that language anxiety and perfectionism can manifest similarly in anxious language learners (Gregersen & Horwitz, 2002). This implies that techniques used to address perfectionism might also be effective in reducing anxiety in FL or L2 learners. Additionally, there appeared to be a minimal correlation between the students' anxiety levels and their demonstrated language proficiency during the interview part of the data-gathering process for the study (Gregersen & Horwitz, 2002).

Another study by Kitano (2001) found that anxiety in a Japanese college FL classroom stemmed from learners' inherent fear of negative evaluation and their self-assessed speaking abilities compared to their peers and native speakers. For advanced students, anxiety was more significantly affected by the fear of receiving a poor grade compared to intermediate and elementary-level learners. Additionally, students who had traveled to Japan at least once experienced higher levels of anxiety than those who had never visited the country (Kitano, 2001).

Overall, the evolution of research on FLA reflects a growing recognition of the nuanced ways in which different forms of anxiety, particularly speaking and pronunciation anxiety, impact language learners. Early studies laid the groundwork by identifying the broad components of FLA, while more recent research has focused on understanding how specific anxieties, such as PA, affect learners' willingness to communicate and overall language performance. As studies continue to explore effective interventions, such as psycho-social

training and technology-based practice, educators can better support learners in managing their anxiety and achieving greater success in language acquisition.

2.7. Studies on Anxiety in Turkey

In Turkey, several studies have investigated FLA, particularly focusing on speaking and pronunciation anxiety among Turkish learners of English. These studies consistently highlight that both forms of anxiety significantly affect learners' ability to communicate effectively in English, especially in formal or high-pressure settings.

Recent research has reinforced the conclusions drawn by Öztürk and Gürbüz (2014). Ay (2010) explored the anxiety levels of Turkish adolescents and concluded that SA was the most prominent type of language-related anxiety, surpassing anxiety related to other skills such as reading, writing, and listening. This finding highlights the unique challenges faced by Turkish EFL learners when engaging in spoken language tasks, where mistakes are more visible and immediately judged. The study also found that learners with higher levels of SA were more likely to avoid speaking tasks altogether, leading to fewer opportunities to practice and improve their language skills (Ay, 2010). This avoidance behavior creates a recurring effect: the less learners practice, the more their anxiety intensifies, further inhibiting their language development.

PA, a subset of SA, has also been extensively researched in the Turkish context. Tekten (2020) investigated PA in adult EFL learners and identified several factors influencing anxiety levels, including previous language learning experiences, proficiency levels, and exposure to English outside the classroom. Learners with limited exposure to real-world English use, such as those who had never traveled abroad or had fewer opportunities to speak with native speakers, reported higher levels of anxiety. Conversely, those who had more practice with authentic language use in both formal and informal contexts, such as online interactions or face-to-face communication with native speakers, exhibited lower levels of PA (Tekten, 2020). Tekten's findings suggest that PA can be reduced by increasing learners' exposure to naturalistic language use, which helps to build confidence in pronunciation and oral communication.

In addition to these findings, Yılmaz (2019) conducted a study on Turkish EFL learners, focusing on the effects of both face-to-face and online communication on reducing speaking and pronunciation anxiety. The study found that learners who regularly engaged in interactive

speaking tasks, whether through in-person conversations or online platforms, showed significant reductions in both speaking and pronunciation anxiety (Yılmaz, 2019). This was particularly true for learners who practiced with native speakers, as these interactions provided them with feedback and allowed them to become more comfortable with real-world communication. The research highlights the importance of integrating technology-based language practice, such as virtual exchanges and language-learning apps, into the curriculum to offer learners more opportunities to practice pronunciation and reduce anxiety.

Furthermore, a study by Çağatay (2015) explored FLSA among Turkish students in preparatory programs. The study found that learners exhibited moderate levels of SA, which were heightened when interacting with native speakers. Learners expressed that their anxiety stemmed from the fear of making pronunciation errors, which they believed would lead to misunderstanding or negative judgment. Additionally, the study also noted that learners' anxiety levels decreased as they gained more exposure to the TL and participated in speaking activities regularly, further supporting the argument that consistent practice is key to reducing both speaking and pronunciation anxiety.

More recently, Erdel (2023) explored the common misconception among Turkish EFL learners that accurate pronunciation equates to having a native-like accent. This misconception often leads learners to focus excessively on their pronunciation, causing heightened levels of PA. Erdel's study emphasized the need for teachers to clarify the distinction between pronunciation (being understood) and accent (sounding like a native speaker), as the latter is not essential for effective communication (Erdel, 2023). This misunderstanding contributes significantly to learners' anxiety, as they feel pressured to achieve unrealistic pronunciation goals.

These studies on Turkish EFL learners suggests that pronunciation and speaking anxiety are closely intertwined, with factors such as exposure to English, cultural attitudes towards native-like proficiency, and learners' self-perception playing critical roles. These studies also highlight the importance of creating a supportive learning environment that encourages learners to practice speaking and pronunciation without the fear of negative evaluation. Providing learners with opportunities to engage in authentic communication, both face-to-face and online, is crucial for reducing anxiety and improving oral proficiency.

As can be seen from the aforementioned extant research on speaking and pronunciation anxiety in Turkey, several studies have been conducted on speaking and pronunciation anxiety of Turkish learners of English as a foreign language. However, no study to date has been carried out to explore the intricate relationship between speaking and pronunciation anxiety of pre-service English language teachers. Therefore, this study aims to examine if

1. there is a relationship between pre-service Turkish EFL teachers' pronunciation and speaking anxiety.

2. there are any similarities or differences in the pronunciation anxiety levels of freshmen and seniors.

3. There is any correlation between the pronunciation and speaking anxiety levels of students who received intensive preparatory English education and those who did not.

CHAPTER III

METHODOLOGY

In this chapter, the current study's research design is discussed. This will be followed by discussions about the specifications of the participating students and which data collection instruments were used. Afterwards, how the data collection and its analysis' process were conducted is discussed.

3.1. Research Design

The current study aims to better understand ELT students' anxiety levels while speaking and pronouncing the TL. This study uses a comparative survey study design to find if the Turkish students in the ELT department in Turkey have pronunciation and speaking anxieties. Two structured questionnaires, one for speaking and the other for PA, were used in the hopes of better understanding the underlying issue. Considering the research being done to understand the anxiety aspect of language usage, using questionnaires for this research was deemed appropriate. With using questionnaires, it was aimed to try and make the participating students to be more at ease while answering questions regarding the research topic. Additionally, research data was collected through Google Forms to make data collection process easier and make participants feel more comfortable while answering the questionnaires.

As in all areas of life, using only questionnaires while data collection has its own pros and cons. One could list these as follows:

According to Patten (2016), for an easier data collection process, using questionnaires is more effective than personal interviews or even telephone interviews. Interviews are deemed less efficient for the reason that both of these alternatives seek one-on-one communication while collecting data.

Anonymity while answering questions regarding research is another positive aspect of this data collection method. While using interviews for data collection, interviewees may feel unsure about their anonymity, even when the interviewer tries to ensure that their personal information will not be used in their research.

Another positive aspect of conducting questionnaires is the economic part. For both the respondents and the researcher, this method ensures that the data collection will not cause them more than necessary expenses. The only part that could cause an expense for this method is the duplication of the questionnaires –if the selected method requires offline data collection. On the other hand, interviews could require traveling, if the interviewee lives far from the interviewer. Even if the data collection could be done through telephone interviews, telephone chargers for distance communication could still create problems.

3.2. Participants and Sampling

For the Measure of Pronunciation Anxiety Scale (Baran-Łucarz, 2017), , 232 and for the Foreign Language Speaking Anxiety Scale (Horwitz et al., 1986), 253-1st, 2nd, 3rd and 4th-year students from a public university's English Language Department in Turkiye have responded to this research. Two of the respondents' answers for the Measure of Pronunciation Anxiety scale and two for the Foreign Language Speaking Anxiety scale were not used, for the reason that they did not provide sufficient answers. In each questionnaire, one of the participants did not complete the questionnaires to the fullest, and the other did not complete the questionnaires at all.

3.3. Data Collection Instruments

For this current study, two questionnaires were used for the data collection process. The Foreign Language Classroom Anxiety Scale (FLCAS) was originally developed by Elaine K. Horwitz (1986). The scale was developed to better understand students' worries about communication, test anxiety, and negative evaluation anxiety in the foreign language classroom. The scale items are formatted as a five-point Likert-type, allowing participants to rate their level of agreement or disagreement from 1 (strongly disagree) to 5 (strongly agree). The scale originally had 33 items, however, after careful consideration with the supervisor of the current study, it was deemed that 8 items did not contribute to the current study, and they were not included in the initial data collection. Deleting 8 items resulted in the final scale to have 25 items total. The participants could get a minimum of 25 and a maximum of 125 points after answering the questionnaire. The participants who had higher than 70 points after answering the questions were considered to have higher anxiety levels while speaking in the TL.

The Measure of Pronunciation Anxiety Scale was originally developed by Małgorzata Baran-Łucarz (2017). The permission to use the scale was obtained from the author (see Appendix-3). The scale was developed to better understand students' PA levels. The questionnaire items are formatted with a six-point Likert scale, allowing participants to rate their agreement or disagreement from 1 (strongly disagree) to 6 (strongly agree). The scale has originally 50 items and all of the items were used during the data collection process of this current study. The participants could get a minimum of 50 and a maximum of 300 points after answering the questionnaire. The same principles were used with the other questionnaire, as in the participants with a higher score than 170 were considered to have higher PA.

The design of the questionnaires and surveys was based on established theoretical frameworks in language anxiety research, ensuring that the content was relevant and aligned with the objectives of the study. The survey questions were carefully constructed to capture both speaking and pronunciation anxiety, drawing from recognized concepts within the field. Although no formal pilot testing was conducted, the clarity and relevance of the questions were confirmed through initial use with the participants. The data collected were cross-checked to ensure that the questions accurately measured the intended constructs.

Reliability in this study was ensured by maintaining consistency in how the data was collected across all participants. All participants completed the surveys under similar conditions, minimizing the risk of external factors influencing the responses. The instructions provided to participants were standardized, ensuring that each respondent understood the tasks and questions in the same way.

3.4. Data Gathering Procedure

Data were collected during the first semester of the 2023-2024 academic year at Akdeniz University's ELT Department. The questionnaires were filled out by 1st, 2nd, 3rd, and, 4th year students.

The questionnaires were executed through Google Forms in an anxiety-free environment for students, and for the researcher to safely collect the needed data and manage its storage to try and eliminate a potential human error. Before the participants answered the questionnaire, they were assured about their anonymity and that their answers would only be used for academic purposes. With the Measure of Pronunciation Anxiety Scale (Baran-Łucarz,

2017), participants' overall FL oral performance apprehension, confidence and self-evaluation in pronunciation, self-perception of pronunciation abilities, beliefs about the characteristics and sound of the TL, perceptions regarding the significance of pronunciation for effective communication, beliefs about the challenges of learning TL pronunciation for speakers of a specific first language, and PA when conversing with both native and non-native speakers outside the language classroom were measured. With the FLCAS (Horwitz, 1986) anxiety about speaking, test-related stress, and fear of negative judgment in the FL classroom were measured. After reading through the purpose of the questionnaires on the first page, participants were encouraged to select their grades. After they clicked the first question, participants were then redirected to the next page, where they were expected to answer the items in the questionnaires. Both of the questionnaires called for approximately 30-40 minutes to complete fully. The questionnaires and the voluntary participation statement were in English.

Table 3.1. *Speaking anxiety scale about the learners' grades, intensive preparatory English education status, participant numbers, and learners who have above class average anxiety levels percentages*

	Grade	Intensive education status	Participant number	Ratio
Speaking anxiety	1	27 = had 29 = didn't have	55	49%
	2	47 = had 50 = didn't have	96	51%
	3	22 = had 15 = didn't have	37	46%
	4	46 = had 20 = didn't have	66	53%

Table 3.1 shows the general information about the data of Speaking Anxiety Scale participants, their grades, intensive education status and the number of participants who had higher anxiety levels than the class average.

Table 3.2. *Pronunciation anxiety scale about the learners' grades, intensive preparatory English education status, participant numbers, and learners who have above class average anxiety levels percentages*

	Grade	Intensive education status	Participant number	Ratio
	1	11 = had 44 = didn't have	55	55%
Pronunciation anxiety	2	41 = had 36 = didn't have	77	57%
	3	20 = had 15 = didn't have	35	49%
	4	46 = had 19 = didn't have	65	49%

Table 3.2 shows the general information about the data of Pronunciation Anxiety Scale participants, their grades, intensive education status and the number of participants who had higher anxiety levels than the class average.

3.5. Data Analysis

The data for this study was collected through two online surveys administered via Google Forms. Afterward, the data were transferred to the Microsoft Excel program for initial preparation of the analysis. This preparation included organizing the data and setting up appropriate formats for subsequent analysis. Once the data was suitably formatted, they were transferred to SPSS software. A statistical analysis and necessary numerical coding were carried out.

Before the data analysis process started, the dataset was thoroughly examined for missing values. Any missing values detected were eliminated from the data analysis process. Additionally, outlier values were detected and removed to ensure the integrity of the dataset. Specifically, single-variable and multiple-variable outliers were identified and excluded. Once

outlier-exhibiting values, single variables, and multiple variables were eliminated, the total number of participants for the Measure of Pronunciation Anxiety Scale decreased from 234 to 232. On the other hand, the total number of 254 participants for the Foreign Language Speaking Anxiety scale, participant numbers stayed the same.

To determine the distributions of scale scores across various sub-levels of variables, three different approaches were employed. The first technique utilized was the Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) tests, which assess whether a dataset follows a normal distribution. KS and SP test the hypothesis that "H0 = the distribution is normal" and determine if the test statistic is significant. The null hypothesis is accepted and a normal distribution is demonstrated if the test findings have a significance level greater than 0.05 (Bryman & Cramer, 2001). When the subgroup's sample size is less than 30, the S-W test was utilized, when it is more than 30, the K-S test is employed. For the current study, every individual groups' number of participants were p>30, that is why only the Kolmogorov-Smirnov test was used.

For variables with more than two sub-groups and all sub-groups demonstrating normal distribution, a one-way analysis of variance (ANOVA) was used. ANOVA is a parametric test used to determine if there are any statistically significant differences between the means of three or more independent groups.

For the third question for this current study, after employing a normality test, it was determined the data set did not meet the criteria for parametric testing. Consequently, a non-parametric test, specifically the Mann-Whitney U test, was employed. The Mann-Whitney U test is used to compare differences between two independent groups when the assumption of normality is not met. This test evaluates whether there is a significant difference between the distributions of the two groups, providing a robust alternative to the independent samples t-test in case of non-normal distribution.

CHAPTER IV

FINDINGS

This chapter summarizes the quantitative data findings of the three research questions.

The first research question explored the connection between PA and SA scores of ELT learners with their grades. Considering the goal of this research question, the quantitative data was obtained from the Foreign Language Speaking Anxiety Scale (Horwitz et al., 1986) and the Measure of Pronunciation Anxiety Scale (Baran-Łucarz, 2017). The data findings gathered from these scales are presented below.

1. Is there a relationship between pre-service Turkish EFL teachers' pronunciation and speaking anxiety?

Table 4.1. and table 4.2. show the descriptive statistics of learners' PA and SA scores and their grades.

Table 4.1. *University students' pronunciation anxiety scores regarding their grades*

Subscale	Grade	N	Min	Max	K-S p	X̄
Pronunciation	1	55	81	252	,200	160,44
Anxiety	2	77	114	236	,200	170,51
Scores	3	35	86	244	,200	165,23
	4	65	78	243	,200	159,23

Table 4.2. *University students' speaking anxiety scores regarding their grades*

Subscale	Grade	N	Min	Max	K-S p	X̄
Speaking	1	55	40	101	,200	74,64
Anxiety	2	96	53	105	,018	76,65
Scores	3	37	43	102	,200	74,46
	4	66	44	109	,200	75,86

As demonstrated in table 4.1., the PA scale scores for 1st, 2nd, 3rd, and 4th-year ELT students' scores are distributed normally. Given that the number of participants for 1st-year students was 55>30 and 55<2000, 2nd-year students 77>30 and 77<2000, 3rd-year students 35>30 and 35<2000, and for 4th-year students 65>30 and 65<2000, the Kolmogorov-Smirnov Normality test was utilized. The normality test results for the participants' PA scores indicated sig. value of 0.200>0.05 for 1st, 2nd, 3rd, and 4th-year learners, indicating that the pronunciation scores for all the groups are normally distributed.

As shown in 4.2., 1st, 3rd, and 4th-year ELT students' SA scale scores met the criteria for normality. With participant numbers being 55>30 and 55<2000 for 1st-year students, 37>30 and 37<2000 for 3rd-year students, and 66>30 and 66<2000 for 4th-year students, the Kolmogorov-Smirnov Normality test was applied. The normality test results for the learners' SA scale scores indicated sig. value of 0.2000>0.05 for 1st, 3rd, and 4th-year ELT learners, indicating that the SA scores for all the groups are normally distributed. However, as shown in 4.2., 2nd-year ELT students' SA scores sig. value was found to be 0.018<0.05, this indicated that their SA scores did not meet the criteria for normality test and did not distribute normally.

Table 4.3. *ELT students' average PA level distribution in relation to their grades*

Subscale	Variable	N	$\bar{X}$	N($>\bar{X}$)	Ratio
	1	55	160,4363636	30	55%
Pronunciation	2	77	170,5064935	44	57%
Anxiety Score	3	35	165,2285714	17	49%
	4	65	159,2307692	32	49%

Table 4.3. shows that students' PA level score percentages increased in the 2nd-year [N($>\bar{X}$)=57%] compared to 1st-year students [N($>\bar{X}$)=55%], decreased for the 3rd-year students [N($>\bar{X}$)=49%], and continued to remain the same percentage in the 4th-year [N($>\bar{X}$)=49%]. This indicates that learners reduce their PA levels over time.

Table 4.4. *ELT students' average SA level distribution in relation to their grades*

Subscale	Variable	N	X̄	N(>X̄)	Ratio
Speaking	1	55	74,63636364	27	49%
Anxiety	2	96	76,64583333	49	51%
Score	3	37	74,45945946	17	46%
	4	66	75,86363636	35	53%

As demonstrated in 4.4., for SA scores in the 1st-year [N(>X̄)=49%], students who had higher PA scores than average had a lower percentage of SA. This percentage This percentage increases for the 2nd-year students [N(>X̄)=51%], decreases again for the 3rd-year students [N(>X̄)=46%], and finally, increases once more in the 4th-year ELT students [N(>X̄)=53%].

Table 4.3. and table 4.4. show that, while 55% of the 1st-year ELT students have PA levels above the class average [N(>X̄)=55%], in contrast, 49% of students have SA levels above the class average [N(>X̄)=49%]. As for the 2nd-year ELT students' 57% have PA levels above the class average [N(>X̄)=57%], while 51% of the 2nd-year students have SA levels above the class average [N(>X̄)=51%]. For the 3rd-year ELT students' PA levels 49% have PA levels above the class average [N(>X̄)=49%], on the other hand, 46% of them have SA levels above the class average [N(>X̄)=46%]. Lastly, 49% of the 4th-year ELT students have PA levels above the class average [N(>X̄)=49%], while 53% of the 4th-year students have SA levels above the class average [N(>X̄)=%53].

These results showed that while ELT students' PA levels decline as their academic journey advances, it is not a significant amount. On the other hand, the SA levels of the learners had a fluctuating pattern, albeit not being a significant amount as well. This could indicate that the PA and SA are both persistent problems through learners' education progress.

The second research question explored the relationship between learners' who are getting their education in the ELT department, PA levels regarding their grades. Considering the goal of this study question, the quantitative data was obtained from PA scale.

2. Are there any similarities or differences in the pronunciation anxiety levels of freshmen and seniors?

Table 4.5. shows the descriptive statistics of learners' PA scores and their grades.

Table 4.5. *Normality test results for pronunciation anxiety scores based on grade*

Subscale	Grade	N	Min	Max	K-S p	$\bar{X}$
Pronunciation	1	55	81	252	,200	160,44
Anxiety Score	4	65	78	243	,200	159,23

When examining the scores regarding normality in table 4.5., it is evident that the scores of the subscale measuring relationships with PA level among the 1st-year and 4th-year ELT students meet the established criteria for normality, as indicated by the significant K-S test (p=0.200). Since the participant numbers for 1st-year students were 55>30 and 55<2000, and for 4th-year students 65>30 and 65<2000, the Kolmogorov-Smirnov Normality test was used as the basis for this question. When the normality test was applied to the participants' PA scores, it could be concluded that for the 1st-year and the 4th-year learners sig. value is 0.200>0.05. These values show that the 1st-year and 4th-year's pronunciation scores are distributed normally.

Given the normal distribution of PA scores, a one-way analysis of variance (ANOVA) was conducted to compare the mean PA scores between 1st and 4th-year ELT students.

Table 4.6. *One-way analysis of variance results for 1st-year and 4th-year ELT students' pronunciation anxiety scores*

	Grade	N	$\bar{X}$	SD	F*	p	η^{2}**
Pronunciation	1st year	55	160.23	40.22	1.442	0231	0.02
Anxiety	2nd year	77	170.46	30.46			
	3rd year	35	165.23	42.97			
	4th year	65	159.23	36.66			

*One Way Analysis of Variance (ANOVA) ** Eta squared effect size

Table 4.6 presents a comparative analysis of participants' PA scores across different academic levels (1st, 2nd, 3rd, and 4th-year students). The results indicate that while there are observable differences in the average PA scores among the groups, these differences are not statistically significant.

The ANOVA results (F = 1.442, p = 0.231) reveal that the p-value exceeds the typical significance threshold of 0.05, meaning that there are no significant differences in PA scores across the different academic levels. This suggests that PA remains relatively stable across the academic progression of the ELT students.

The effect size (η^2 = 0.02) suggests a small effect, indicating that the variation in PA scores attributed to differences in academic levels is minimal. Therefore, it can be concluded that while students' experiences may fluctuate across their academic years, PA remains a consistent challenge throughout their education in the ELT program.

The third and final question for the current study explored the relationship between ELT students who had intensive preparatory English education and their PA and SA levels.

3. Is there any correlation between the pronunciation and speaking anxiety levels of students who received intensive preparatory English education and those who did not?

In the current study, the relationship between intensive preparatory English education and the PA and SA levels of ELT students was explored. The participants were divided into two groups: those who had received preparatory English education and those who had not.

The normality test was applied to determine whether the pronunciation and SA scores of those who had preparatory intensive English education and those who did not, were distributed normally among themselves. A total of 228 participants for the PA scale were included in this data analysis, a sample size that is appropriate for applying the K-S normality test, given that it falls within the range of 30 to 2000 participants.

Table 4.7. *Normality test results for pronunciation anxiety scores based on learners' preparatory intensive English education status*

Subscale	Intensive Education Status	N	$\bar{X}$	K-S p
Pronunciation	0	99	168,03	,187
Anxiety Scores	1	129	158,45	,200

Due to the fact that the number of participants who had intensive English education and those who did not was 228>30 and 228<2000, the K-S test was applied. When the PA scores of the participating learners were measured with the normality test, sig. value for those who did not receive preparatory education was 0.187>0.05, and for those who did, it was 0.200>0.05. This indicates that the scores of PA for learners who had intensive English education and those who did not are distributed normally.

A total of 253 participants for the SA scale were included in this data analysis, a sample size that is appropriate for applying the K-S normality test, given that it falls within the range of 30 to 2000 participants.

Table 4.8. *Normality test results for speaking anxiety scores based on learners' preparatory intensive English education status*

Subscale	Intensive Education Status	N	$\bar{X}$	K-S p
Speaking	0	111	160,44	,023
Anxiety Scores	1	142	159,23	,200

The normality of SA scores was also measured using the K-S test. When the SA scores of the participants were measured with the normality test, Sig. value of who did not receive preparatory English education was 0.025<0.05, and for those who did, it was 0.200>0.05. These results indicate that the SA scores of learners who had intensive English education and who did not, are not distributed normally. Since the PA and SA scores for those who did not have intensive English education and those who did, were not distributed normally, a non-parametric correlation test was applied to determine the relationship between the data.

Table 4.9. *U-test results for speaking anxiety scores based on learners' preparatory intensive English education status*

Subscale	Intensive Education Status	N	Mean Rank	Sum of Ranks	U	p
Speaking	0	111	134,50	14930,00	7048.000	0.149
Anxiety Scores	1	142	121,13	17201,00		

Table 4.9. shows the results of the Mann-Whitney U test comparing SA Scores between students who received intensive preparatory education and those who did not. The results show no statistically significant difference in SA scores between the two groups (U = 7048.000, p = 0.149). While students without preparatory education have a slightly higher mean rank (134.50) compared to those who received preparatory education (121.13), this difference is not significant at the 0.05 level.

Table 4.10. *Mann-Whitney U and Wilcon W test results for speaking anxiety scores based on learners' preparatory intensive English education status*

	Speaking Anxiety Score
Mann-Whitney U	7048,000
Wilcon W	17201,000
Z	-1,443
Asymp. Sig. (2-tailed)	,149

The difference is not statistically significant, as indicated by the p-value of 0.149, which is greater than the common sig. level of 0.05. The lack of statistical significance suggests that, while there may be a difference in SA levels between the two groups, this difference is not strong enough to be considered conclusive. This finding implies that other factors, possibly beyond the scope of this study, may influence SA levels among ELT students.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion

The current study aimed to better understand pre-service English language teachers' speaking and pronunciation anxieties The result of the quantitative data analysis was thoroughly addressed. The discussion is organized according to the sequence of the research questions to guarantee a clear framework.

5.1.1. ELT students' pronunciation and speaking anxiety levels

One of the main objectives of this current study is to explore ELT students' viewpoints on speaking and pronunciation anxiety. This study aimed to explore perceptions of ELT students' PA and SA levels regarding TL. The data analysis revealed that, while there are variations in PA and SA scores among 1st, 2nd, 3rd, and 4th-year ELT students, these differences are not substantial. Specifically, the percentage of students with PA scores above the class average slightly increased from 55% in the 1st-year to 57% in the 2nd-year, then decreased to 49% in the 3rd and 4th-years. These values suggest that PA levels do not show a significant decline as students advance in their academic journey. This indicates a persistent challenge in managing PA.

Similarly, the SA scores of the participants displayed a fluctuating pattern, with 49% of 1st-year students, 51% of 2nd-year students, 46% of 3rd-year students, and 53% of the 4th-year students having scores above the class average. These findings highlight that SA, like PA, remains a consistent issue throughout the students' educational process.

5.1.2. Pronunciation anxiety levels of different grade ELT students

The second research question for the current study aimed to explore whether there is a difference between 1st-year and 4th-year ELT students' PA levels. Data analysis of this specific question indicates that although there is a difference between these groups, with 4th-year students having lower PA levels than 1st-year students, this difference is minimal. This finding suggests that, despite the difference in their academic progress and presumed exposure to the

TL in the long term, both groups experience similar levels of PA. This outcome warrants a deeper exploration into the factors contributing to the persistence of PA throughout the learners' academic journey.

The consistency in PA levels between 1st-year and 4th-year students indicates that PA is a pervasive issue that does not decrease significantly with increased exposure and practice with the TL over time. Several factors could contribute to this phenomenon. Firstly, mastering pronunciation is inherently challenging for many foreign language learners. Pronunciation involves not only the accurate production of sounds but also intonation, stress patterns, and rhythm (Szyszka, 2016). This could be particularly difficult for non-native speakers to acquire. These elements of pronunciation require continuous practice and often individualized feedback, which is difficult to provide in typical language learning environments (Szyszka, 2016).

Language anxiety, in general, is influenced by various psychological factors such as fear of negative evaluation, low self-esteem, and lack of confidence (Papi, & Khajavy, 2023). These factors can be particularly seen when it comes to pronunciation, as errors in pronunciation are more noticeable and can lead to embarrassment and frustration. The fear of making mistakes and being judged by peers or instructors can increase PA, regardless of the learners' academic standing (Baran-Łucarz, 2016).

Additionally, individual differences such as personality traits, motivation, and previous language learning experiences play a significant role in shaping PA (Tseng & Gao, 2021). For instance, introverted students may experience higher levels of anxiety when speaking, while highly motivated students might actively seek opportunities to practice and improve their pronunciation despite their anxiety (Griffiths & Soruç, 2021). Understanding these individual differences is crucial for developing effective interventions to address PA.

5.1.3. Speaking anxiety levels between learners who had intensive English education and those who did not

The final research question of this study aimed to determine whether intensive English education influences the SA levels of ELT learners. The findings indicated that participants who had received preparatory English education exhibited lower levels of SA compared to those who did not receive such education. However, the difference in SA scores between the two groups was not statistically significant. This suggests that while preparatory English education

might have a positive effect on reducing SA, the observed impact is not substantial enough to be deemed statistically significant.

Intensive English education typically involves immersive learning experiences, focused language instruction, and increased exposure to the TL (Cleaver, 2017). Such programs are designed to boost language proficiency and confidence, which can theoretically help reduce language anxiety, including SA. Participants who undergo these programs might benefit from frequent speaking practice, feedback from instructors, and interaction with peers, all of which can contribute to a more comfortable and confident use of the language (Elliott, 2022).

However, the lack of statistical significance in the difference between the SA scores of those who received intensive education and those who did not suggests that other factors might be at play. One possible explanation is the variability in the quality and implementation of intensive English programs. The effectiveness of these programs can vary widely based on factors such as the curriculum design, teaching methods, instructor expertise, and the extent of individual student engagement (Reinke, Herman & Copeland, 2022).

SA is a multifaceted phenomenon influenced by a range of psychological and affective factors (Zhou, 2024). While intensive preparatory English education can provide students with the linguistic tools and practice needed to improve their speaking abilities, it might not fully address the underlying causes of anxiety. Factors such as fear of negative evaluation, lack of self-confidence, and past negative experiences with speaking can persist despite increased language proficiency (Szyszka, 2016). These deeply ingrained psychological factors require targeted interventions that go beyond language instruction alone.

Additionally, individual differences among learners, such as personality traits and prior language learning experiences, can significantly impact their levels of SA (Tseng & Gao, 2021). For example, more introverted students or those with a history of negative language learning experiences might continue to experience high levels of anxiety even after completing intensive English programs (Stewart, 2019). These individual differences highlight the need for personalized approaches in language education that cater to the specific needs and backgrounds of each learner.

The finding that the difference in SA scores between the groups was not statistically significant warrants a closer examination of what this implies. Statistical significance is influenced by several factors, including sample size, effect size, and variability within the data.

In this study, while the observed difference in SA levels was in the expected direction (with lower anxiety in the group that received intensive education), the effect size might have been too small to achieve statistical significance given the sample size.

This does not necessarily mean that intensive English education is ineffective in reducing SA; rather, it suggests that the effect might be modest or that there is considerable overlap in the anxiety levels of the two groups. It's also possible that the benefits of intensive education are more nuanced and might not be fully captured by a straightforward comparison of SA scores. For instance, qualitative improvements in learners' confidence and willingness to speak might not translate directly into lower anxiety scores but could still represent meaningful progress.

The results of this study have important implications for language education, particularly in the design and implementation of intensive English programs. While these programs appear to have some beneficial effects on reducing SA, their impact might be limited if not complemented by other supportive measures (Reinke, Herman & Copeland, 2022). Educators should consider integrating psychological support and anxiety management techniques into language instruction to address the affective dimensions of language learning. One effective approach is cognitive-behavioral strategies, such as reframing negative thoughts about language performance, which can help students challenge and replace anxiety-inducing thoughts with more constructive ones (Gregersen & MacIntyre, 2014). Another method is the use of systematic desensitization, where students gradually face speaking tasks in a low-stakes environment to reduce anxiety over time (Horwitz, 2001).

Moreover, it is crucial to recognize that reducing SA is a gradual process that might require sustained effort and a holistic approach (Claudia, 2021). Intensive English education can be an important component of this process; however, it should be part of a broader strategy that includes fostering a supportive learning environment, providing regular opportunities for speaking practice, and offering personalized feedback and encouragement.

In conclusion, while intensive English education seems to have a positive but modest effect on reducing SA, the findings underscore the complexity of language anxiety and the need for comprehensive approaches to language teaching. By acknowledging and addressing the multifaceted nature of SA, educators can better support their students in developing both the linguistic competence and the confidence needed to communicate effectively in a FL.

5.2. Conclusion

This thesis explored the relationship between pronunciation and speaking anxiety among university students who are getting their education in the ELT department. Through data collection using questionnaires, there are several key findings about the anxiety levels of the participants.

The study found a significant connection between speaking and pronunciation anxiety among participants. Students who struggled with SA were more likely to struggle with PA while speaking in the TL as well. SA levels of learners were found to be decreasing while their education levels increased, however, learners who were in their last year of education were found to be more anxious while pronouncing words, rather than speaking in the TL. This could be because of practice they had in the previous years of their education process. For future studies, the reason why they had this switch should be considered.

Data analysis revealed that 1st-year students reported higher levels of PA compared to 4th-year students. This suggests that as students' progress through their academic journey and gain more experience and exposure to the TL, their anxiety levels tend to decrease. This highlights the value of continued practice and language usage over time.

It was also found that students who received intensive preparatory English education before they started their selected major's education exhibited lower levels of both PA and SA compared to those who did not receive such training. This indicates that intensive TL programs, which often involve more frequent and immersive practice, as well as making learners spend more time consuming only the TL, could be effective in reducing anxiety and improving both pronunciation and speaking skills.

The findings of this study emphasize being exposed to the FL overtime, whether through regular coursework or intensive TL programs, appears to be a key factor in helping students overcome their anxiety. As students engage more frequently with the TL, they become more confident and proficient, which in turn lowers their anxiety levels.

In conclusion, this study shows how long-term exposure to the TL effects PA and SA levels and its positive impact on reducing PA and SA levels. By making a positive and supportive learning environment that emphasizes regular practice and addresses the specific needs of learners at different stages, educators could significantly improve both the linguistic competence and the emotional well-being of language learners.

5.3. Limitations of the study

While this study aims to provide valuable insights into the relationship between pronunciation and speaking anxiety among university students, several limitations must be acknowledged.

The collection of data for this research was questionnaires. This could lead to participants overestimating or underestimating their anxiety levels due to social desirability, memory recall issues, or personal perceptions. Related to this problem, anxiety is a subjective experience that can vary between individuals. The questionnaires may not fully capture the nuances of each learner's anxiety levels, leading to potential differences between reported and actual anxiety levels.

The current study's data-gathering procedure exclusively included ELT learners, which inherently restricted the scope of the research. This methodological choice provided somewhat narrow perspective on the PA and SA levels among FL learners in general. By focusing solely on ELT learners, the study may not fully capture the variability and complexity of PA and SA that could be present in learners of other foreign languages. Consequently, the findings are limited in their generalizability to a broader population of FL learners. Future research should consider including a more diverse sample of FL learners to gain a more comprehensive understanding of PA and SA levels across different languages and educational contexts. Such an approach would enhance the robustness of the findings and provide more nuanced insights into the cognitive and linguistic process involved in L2 acquisition.

For this study, data collection was made in a single point in time. As a result, it cannot establish causality or track changes in anxiety levels and pronunciation proficiency over time. Longitudinal studies would be necessary to observe how these variables interact and improve. In the same aspect, the current study is conducted within a specific university context, which may limit the generalizability of the findings to other contexts like other universities or populations. Differences in educational environments, cultural contexts, and student demographics may influence the relationship between pronunciation and speaking anxiety.

Participants' willingness to respond honestly may be influenced by their comfort level with the topic or their relationship with the researcher. The study also relies on self-reported data for pronunciation and speaking anxiety, which may not be as accurate as objective

assessments conducted by language experts. Incorporating objective pronunciation evaluations could enhance the reliability of the findings.

Specifically, only using quantitative data while measuring PA and SA may be limited. More precise tools or a combination of qualitative methods, such as interviews or observational studies, could provide a deeper understanding of the issue. In the same manner, for this study, there are two questionnaires to measure PA and SA. These questionnaires do not have the same sample size, meaning one questionnaire was completed more than the other one. Variations in the sample sizes lead to challenges in comparing results.

Various external factors, such as academic pressure, personal issues, or previous language learning experiences, may influence learners' anxiety levels. These were not controlled for in this study. These factors could confound the results and should be considered in the interpretation of the findings.

By recognizing these limitations, future research could build on this study's findings and address these problems to provide a more comprehensive understanding of the relationship between pronunciation and speaking anxiety in university contexts.

In the same book, Patten (2016, pp. 2-3) discusses the negative aspects of using questionnaires. The first of these negative aspects is related to the low response rates to the questionnaires. Usually, respondents give higher responses while the researcher uses interviews. If the respondents do not know the researcher, their feedback could lack accurate responses or they could even give back incomplete questionnaires.

Questionnaire responses may only show a sneak peek of an underlying issue. With this method, the researcher is not able to use follow-up questions while collecting information about their research. While using this method, researcher should ensure the questions are objective to not have unreliable information about the research.

Lastly, respondents could feel the need to give "socially desirable responses." Even when the researcher ensures the respondents that they will have their privacy, they could answer the questions according to what is expected of them from a social point of view. This is why the interviews give more accurate data to use in research.

5.4. Pedagogical Implications and Suggestions for Future Research

The results of this study offer important insights into the challenges that Turkish EFL learners face concerning speaking and pronunciation anxiety. Based on these findings, several teaching strategies can be applied to help students overcome these difficulties. First, it is recommended that pronunciation-specific courses be integrated into the language curriculum. These courses should not only focus on phonetic exercises but also include interactive pronunciation tasks, allowing students to practice in communicative settings. Whether these courses are mandatory or offered as electives, they would give learners structured and supportive environments to receive ongoing feedback, which could help them build confidence and reduce their anxiety over time.

Additionally, the study highlights the need for psychological support within the language classroom. Incorporating techniques such as gradual exposure to speaking tasks, positive thinking strategies, and mindfulness exercises can help students manage their anxiety during oral activities. Teachers can further support this by using positive reinforcement, emphasizing students' successful communication efforts rather than focusing solely on pronunciation errors. This approach encourages students to participate more freely, creating a classroom atmosphere that promotes confidence in communication rather than fear of making mistakes.

Furthermore, providing students with more opportunities to engage in authentic language use is crucial. Schools should consider incorporating language exchange programs or immersion experiences, where students can interact with native speakers. Such experiences would allow learners to practice speaking in real-world situations, gradually reducing their fear of miscommunication. Using technological tools, such as language learning apps or speech recognition programs, can also offer additional practice outside the classroom, helping students improve their pronunciation and speaking skills independently.

The results also have important implications for FL educators and curriculum developers. Incorporating more opportunities for practice, specifically focused on speaking, can significantly enhance learners' learning journeys and outcomes (Erlam, Philp & Feick, 2021, pp. 44-63). This could be achieved through various methods such as interactive speaking exercises, pronunciation and speaking workshops, and opportunities for real-life language use.

Furthermore, the current study emphasizes the need for early and consistent practice (Horwitz, 1986), particularly for 1ˢᵗ-year students who are at a higher risk of experiencing speaking and pronunciation-related anxiety. Providing additional support and resources at the beginning of their language-learning journey could help reduce anxiety and set a positive trajectory for their language-learning journeys through the years.

Although this study has provided valuable insights into the relationship between speaking and pronunciation anxiety among Turkish ELT students, there are several areas where further research could be beneficial. One area for future exploration is the use of long-term studies to observe how speaking and pronunciation anxiety changes over time, especially when specific interventions are used. By tracking learners across different stages of their language learning journey, researchers could gain a deeper understanding of how anxiety develops and whether it can be reduced with ongoing support.

Another area for further research is the examination of how different teaching methods influence speaking and pronunciation anxiety. Comparing methods such as task-based learning or technology-enhanced language teaching could provide clearer insights into which approaches are most effective in reducing anxiety and improving learners' oral proficiency. Additionally, future studies could focus on the cultural factors that influence anxiety, exploring how learners' cultural backgrounds and their perceptions of English as an international language affect their levels of anxiety in the classroom.

Finally, future research could also look at cross-cultural comparisons, investigating how Turkish learners' experiences with speaking and pronunciation anxiety compare to those of learners in other countries. This would provide a broader understanding of the issue and offer valuable insights into whether the challenges faced by Turkish EFL learners are similar to those of learners in different cultural contexts.

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APPENDICES

Appendix-1. The Measure of Pronunciation Anxiety Scale, originally developed by Małgorzata Baran-Łucarz (2017)

Measure of Pronunciation Anxiety (*Małgorzata Baran-Łucarz, 2017***)**

Please indicate the extent to which you agree/disagree with the statements below by writing a digit next to each statement.

6 – strongly agree (completely true about me)
5 – agree
4 – slightly agree
3 – rather disagree
2 – disagree
1 – strongly disagree (definitely not true about me)

0. Example: I get nervous every time I am asked to answer a question in the foreign language.	2
1. During oral tasks in the foreign language classroom, I tend to have difficulties with concentration.	
2. When I speak English during the lesson, my performance is usually at a lower level than when I try (rehearse) speaking at home.	
3. I can feel my heart pounding, have a dry mouth, or clammy hands (or have other symptoms of being stressed) when I am asked to respond in English at the whole class forum.	
4. I frequently volunteer to answer questions in English.	
5. I feel shy when I am asked to read aloud in English.	
6. I feel more comfortable during classes that involve less talking and more writing (e.g. grammar or lexical exercises).	
7. Usually I feel embarrassed when asked to repeat after the teacher.	
8. I avoid eye contact with the teacher when he/she is looking for a learner to answer his/her question in the foreign language.	
9. I find it more difficult to improve my pronunciation than grammar or vocabulary.	
10. I remember the pronunciation of new words easily.	
11. My pronunciation is at a lower level than that of my classmates.	
12. I believe that after a 2- or 3-year course of English with a native foreign language speaker, my accent could become target language nativelike.	
13. I am satisfied (happy) with my present level of English pronunciation.	
14. I have a talent to pick up the pronunciation of foreign languages.	
15. My pronunciation of English is far from that of native speakers.	

16. I look funny pronouncing the 'th' sound.	
17. I like singing and/or speaking to myself in English.	
18. I do (would) not mind pronouncing English sounds and/or words with my native language accent.	
19. I like imitating English actors/singers.	
20. I look natural speaking English.	
21. The comprehensibility of a speaker depends on his/her level of pronunciation.	
22. I (would) feel uneasy pronouncing English sounds and/or words as they should be pronounced.	
23. I do not like listening to myself reading in English aloud.	
24. I think I sound unnatural speaking English.	
25. I would rather my classmates did not hear me making pronunciation mistakes.	
26. Some words in English sound awkward and/or funny.	
27. I feel stressed when the teacher corrects my pronunciation mistakes at the class forum.	
28. I fear my classmates might find my pronunciation of English strange or funny.	
29. The pronunciation of English is difficult for speakers of my first language.	
30. Some sounds of English seem silly and/or strange.	
31. English sounds like music to me.	
32. The level of pronunciation affects the ability to understand spoken language.	
33. I am worried what others might think of me when they hear my English pronunciation.	
34. Usually it bothers me when I mispronounce a word in English during a lesson.	
35. A speaker that mispronounces many sounds can still be understood by his interlocutor quite easily.	
36. There are several aspects of English pronunciation that are difficult for speakers of my mother tongue.	
37. I get nervous and feel shy of the teacher when making a pronunciation mistake.	
38. I feel stressed knowing that other students are listening to me.	
39. I feel more embarrassed making a pronunciation mistake than any other type of mistake (grammatical or lexical).	

40. Mastering correct word stress of English is not particularly difficult for speakers of my native language.	
41. I (would) worry about what other non-native speakers of English could think of me hearing my pronunciation of English.	
42. I can feel my heart pounding, have a dry mouth, or clammy hands (or have other symptoms of being stressed) when I have to join a conversation In English with other non-native speakers of English.	
43. Talking to another non-native speaker of English, I would fear that he could consider my English pronunciation funny or awkward.	
44. Usually I am embarrassed when talking to other non-native speakers of English.	
45. When talking to a non-native speaker of English, I worry that I might not be understood.	
46. I (would) feel comfortable and relaxed talking in English to native speakers .	
47. I (would) worry about what my native speaking interlocutors could think of me on the basis of my pronunciation of English.	
48. When I have to join a conversation In English with native speakers of English, I can feel my heart pounding, have a dry mouth, or clammy hands (or have other symptoms of being stressed).	
49. When talking to a native speaker of English, I worry that I might not be understood.	
50. Talking to a native speaker of English, I would fear that he could consider my English pronunciation funny or awkward.	

Appendix-2. The Measure of Pronunciation Anxiety Scale, originally developed by the Foreign Language Speaking Anxiety Scale (Horwitz, E. K., Horwitz, M. B., & Cope, J., 1986)

Foreign Language Speaking Anxiety Scale

1) Name & Surname:

2) When did you start learning English?

Primary school ☐   Secondary School ☐   High School ☐   University ☐

3) Do you like speaking in English lessons?

Yes ☐   No ☐   Sometimes yes, sometimes no ☐

4) Do you like speaking English after class?

Yes ☐   No ☐   Sometimes yes, sometimes no ☐

The following statements concern the situations of foreign language speaking anxiety. There are no right or wrong answers. Please read the statements carefully and rate how much these statements reflect how you feel or think personally. (Put a cross to the choice corresponding to the degree of your agreement or disagreement.)	Strongly Disagree	Disagree	No comment	Agree	Strongly Agree
I would feel anxious while speaking English in class.					
I would feel less nervous about speaking English in front of others when I know them.					
I feel very relaxed in English class when I have studied the scheduled learning contents.					
I am anxious in class when I am the only person answering the question advanced by my teacher in English class.					
I start to panic when I know I will be graded in English class.					
I fear giving a wrong answer while answering questions in English class.					
I enjoy English class when I know that we are going to discuss in English.					
I feel shy when I speak in English on the stage in front of the class.					
When it comes to being corrected by my teacher, I am afraid of taking English class.					
I am so nervous that I tremble when I am going to attend the English oral tests.					
I get frustrated when I am asked to discuss with classmates in English in a short period of time.					
I worry about the oral test in English class.					
I would feel better about speaking in English if the class were smaller.					
I feel relaxed in English class when I preview very well.					
I am more willing to speak in English class when I know the scheduled oral activities.					
I stumble when I answer questions in English.					

I like going to class when I know that oral tasks are going to be performed.					
I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others.					
I like to volunteer answers in English class.					
I am more willing to get involved in class when the topics are interesting.					
I don't feel tense in oral tests if I get more practice speaking in class.					
I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class.					
I feel pressure when my teacher corrects my oral mistakes in class.					
Going to English conversation class makes me more nervous than going to other classes.					

Appendix-3. Permission from the author to use the original scale

Pronunciation Anxiety Questionnaire Permission Inbox

me Oct 5, 2022
to malgorzata.baran-lucarz

Dear Małgorzata Baran-Łucarz,

I am writing to inquire about whether I can use your Pronunciation Anxiety Questionnaire for a scientific study. I am Çisemnaz Özkal and I am an MA student in the English Language Teaching Department at Akdeniz University, Turkey. I am interested in pronunciation anxiety and would like to write my thesis about it. I was wondering if I could use the questionnaire you used in your study entitled "FL Pronunciation Anxiety and Motivation: Results of a Preliminary Mixed-Method Study". I am looking forward to hearing from you. Thank you for your time and your consideration.

Kind regards,
Çisemnaz ÖZKAL

MB-Ł Oct 6, 2022
to me

Hi,
Yes, you can. Please remember to quote the reference properly. You might pilot it first and see which items might need modification or deletion in your cultural and educational context.
Good luck.
Best
MBL

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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Çisemnaz ÖZKAL

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KURUL KARARI

TOPLANTI TARİHİ	: 21.11.2022
TOPLANTI SAYISI	: 20
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Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Doç. Dr. Hüseyin KAFES**'in danışmanlığını, **Çisemnaz ÖZKAL**'ın araştırmacılığını üstlendiği, *"Türkiye Bağlamında İngilizce Dil Eğitimi Alan Üniversite Öğrencilerinin Telaffuza Bağlı Konuşma Kaygıları"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucuya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

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