



T. C.
İNÖNÜ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCE
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM

THE EFFECT OF SPEAKING CLUB ACTIVITY ON ELT STUDENTS'
FOREIGN LANGUAGE SPEAKING ANXIETY

MASTER'S THESIS

BASRİ ŞİMŞEK

Malatya-2025

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ**

**THE EFFECT OF SPEAKING CLUB ACTIVITY ON ELT STUDENTS'
FOREIGN LANGUAGE SPEAKING ANXIETY**

DANIŞMAN

HAZIRLAYAN

Dr.Öğr. Üyesi Namık ÜLKERSOY

Basri ŞİMŞEK

Jürimiz tarafından 20/01/2025 tarihinde yapılan tez savunma sınavı sonucunda bu tez **oybirliği /oyçokluğu** ile başarılı bulunarak **Yabancı Diller Eğitimi AnaBilim** Dalı Yüksek Lisans Tezi olarak kabul etmiştir.

Jüri Üyelerinin Unvanı Adı Soyadı

İmza

1. Dr.Öğr. Üyesi Namık ÜLKERSOY - Danışman
2. Doç.Dr. Gülten GENÇ
3. Dr.Öğr. Üyesi Volkan DARMAZ

O N A Y

Bu tez, İnönü Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin ilgili maddeleri uyarınca yukarıdaki jüri üyeleri tarafından kabul edilmiş ve Enstitü Yönetim Kurulu'nun/...../..... tarih ve/..... sayılı kararıyla da uygun görülmüştür.

**Prof. Dr. Eyüp İZCİ
Enstitü Müdürü**

DECLARATION OF HONOR

I hereby declare that this study, titled **The Effect of the Speaking Club Activity on Foreign Language Speaking Anxiety of English Language Teaching Students**, which I prepared as a master's thesis under the supervision of Assistant Prof. Namık ÜLKERSOY, has been written by me without resorting to any assistance contrary to scientific ethics and traditions. I also confirm that all the works I have referenced are properly cited both within the text and in the bibliography, in accordance with academic standards. I declare this with my honor.

Basri ŞİMŞEK

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ÖZET

KONUŞMA KULÜBÜ AKTİVİTESİNİN İNGİLİZCE ÖĞRETMENLİĞİ
ÖĞRENCİLERİNİN YABANCI DİL KONUŞMA KAYGILARI ÜZERİNDEKİ
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Hem psikolojik hem de sosyolojik bir fenomen olan kaygı, kişide meydana getirdiği bazı fiziksel tepkimeler ve psikolojik etkilerle öğrenme sürecini olumlu ya da olumsuz olarak etkileyebilmektedir. Dil öğrenmede temel iletişim yöntemlerinden biri olarak önemli bir rol oynayan konuşma yeteneği, kişinin yaşadığı yabancı dilde konuşma kaygısı nedeniyle arzu edilen seviyeye ulaşamamaktadır. Karma yöntemle yapılan bu çalışmanın amacı, ana dili Türkçe olan ve İngilizceyi yabancı dil olarak öğrenen İngilizce öğretmenliği bölümü öğrencilerinin yaşadığı İngilizce konuşma kaygısının seviyesini ve İngilizce Konuşma Kulübü'nün öğrencilerin 'İngilizce Konuşma Kaygısı' üzerindeki etkilerini incelemektir. Araştırmanın evrenini Türkiye genelinde İngilizce öğretmenliği bölümünde okuyan üniversite öğrencileri oluşturmaktadır. Araştırmanın örneklemini evrendeki öğrenci grubundan kolayda örnekleme yöntemi ile belirlenen, bir devlet üniversitesinde İngilizce 1.sınıfta okuyan 61 öğrencidir. Veri toplama aracı olarak Yaikhong ve Usaha (2012) tarafından geliştirilen Sınıfta Topluluk Önünde Konuşma Ölçeği (PSCAS), demografik form, ön test ve son test, yarı yapılandırılmış mülakat ve öğrenci deneyim formları kullanılmıştır. Araştırmada nicel verilerin analizi IBM SPSS İstatistik 26 kullanılarak, nitel verilerin analizi ise sürekli karşılaştırma yöntemi kullanılarak yapılmıştır. Bulgular; deney grubunun hem müdahale öncesi hem de müdahale sonrası yabancı dil konuşma kaygısı (YDKK) seviyesinin daha düşük olduğunu, YDKK ile yaş, mezun olunan okul arasında anlamlı bir ilişkiye rastlanmazken, cinsiyet arasındaki ilişkinin anlamlı olduğunu göstermiştir. Ayrıca müdahale sonrası kontrol grubunun YDKK seviyesinde bir değişim

gözlenmezken, deney grubunda azalma yönünde bir eğilim tespit edilmiştir. Son olarak uygulamanın, öğrencilerin konuşma yeteneği ve konuşma kaygısı kapsamında etkilerine dair çıkarımlara ve benzer konularda çalışacak gelecek araştırmalara tavsiyelere yer verilmiştir.

Anahtar Kelimeler: Konuşma kulübü, Kaygı, Konuşma Becerisi, İletişim, Uygulama



ABSTRACT

THE EFFECT OF SPEAKING CLUB ACTIVITY ON ELT STUDENTS' FOREIGN LANGUAGE SPEAKING ANXIETY

ŞİMŞEK, Basri

M.S., İnönü University, Institute of Educational Sciences

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Anxiety, which is both a psychological and sociological phenomenon, can affect the learning process positively or negatively with some physical reactions and psychological effects it creates in the individual. Speaking skill, which plays an important role as one of the basic communication methods in language learning, cannot reach the desired level due to speaking anxiety in a foreign language. The purpose of this mixed-method study is to examine the level of English speaking anxiety experienced by native Turkish EFL learners and the effects of English Speaking Club on students' 'English Speaking Anxiety'. The universe of the study consists of university students studying in the department of English language teaching throughout Türkiye. The sample of the study consists of 61 first-year English students at a state university selected by convenience sampling method from the student group in the universe. The Public Speaking in Classroom Scale (PSCAS) developed by Yaikhong and Usaha (2012), demographic form, pre-test and post-test, semi-structured interview and student experience forms were used as data collection tools. Quantitative data were analyzed using IBM SPSS Statistics 26 and qualitative data were analyzed using constant comparison method. The findings showed that the experimental group had lower levels of foreign language speaking anxiety (FLSA) both before and after the intervention, and that there was no significant relationship between FLSA and age and school of graduation, while the relationship between gender was significant. In addition, while no change was observed in the FLSA level of the control group after the intervention, a tendency was found in the direction of decrease in the experimental group. Finally,

conclusions about the effects of the intervention on students' speaking ability and speaking anxiety and recommendations for further research on similar topics were given.

Key Words: Speaking Club, Anxiety, Speaking Skill, Communication, Activity



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LIST OF ABBREVIATIONS

EFL:	English as a Foreign Language
ELT:	English Language Teaching
FLA:	Foreign Language Anxiety
FLCA:	Foreign Language Classroom Anxiety
FLCAS:	The Foreign Language Classroom Anxiety Scale
FLSA:	Foreign Language Speaking Anxiety
GAD:	Generalized Anxiety Disorder
IMDB:	Internet Movie Database
PSCAS:	Public Speaking Class Anxiety Scale
SAD:	Social Anxiety Disorder
SLA:	Second Language Acquisition
STAI:	The State-Trait Anxiety Inventory

CHAPTER I

INTRODUCTION

1.1. Background of the Study

One of the most essential purposes of learning a foreign language is to enable the exchange of messages between people who do not know each other's language. English is the dominant means of communication among languages today (Anyadubalu, 2010). Since English has become the Lingua Franca in the world in all areas of life, such as business, sports, diplomacy, learning English to communicate effectively is seen as a standard expectation for every world citizen (Crystal, 2012; Zhiping & Paramasivam, 2013). Moreover, globalization drives nations to collaborate with each other to reach a mutual understanding in different aspects of life (Puyod et al., 2020).

1.2. Communication Apprehension

Speaking stands out as one of the most critical skills of communication because it takes place in real-time and often requires spontaneous reactions (Nunan, 2015). Making it even more difficult is the nature of speech in that it cannot be taken back or edited once it has been said (Hermayani & Mbato, 2020). Not only is speaking viewed by people as a benchmark for assessing English proficiency, but it is also a priority for many language learners to master skills (Richards, 2008). An atmosphere in which English is spoken sufficiently to contribute to the development of this skill is necessary for learning English and improving speaking skills. However, in countries like Türkiye, which is in the expanding circle in Kachru's (1992) theory, it can be difficult to find the appropriate environment to develop communicative skills such as speaking. Because this lack of opportunity hinders the improvement of EFL learners' speaking ability, some artificial speaking environment is made to cope with this problem in schools and courses. This pedagogical strategy fosters an environment wherein learners engage in

communication with one another in the target language. Through constructive group work and dialoguing in pairs, learners can enhance their spoken proficiency (Bailey, 2005). According to some researchers, supporting speaking skills with some communicative methods, such as speaking practices, will contribute significantly to the development of this ability (Bailey, 2005; Hornsby, 2015). While students improve their speaking skills, they not only enhance their linguistic skills, such as vocabulary, pronunciation, and grammar, which enable them to speak English correctly, but also shape their personality qualities, such as self-confidence, fear, and anxiety, which enable them to speak this language fluently (Asysyifa et al., 2019).

1.3. Foreign language anxiety and speaking skill

However, while conversation practices may be beneficial for some students, such factors have the potential to induce feelings of anxiety in others (Galante, 2018). That's because speaking, while being the most critical element of communication, is also described as the skill that creates anxiety at the highest level (Melouah, 2013; Suparlan, 2021; Tsiplakides & Keramida, 2009). MacIntyre (1995) defines anxiety as a negative emotion resulting from worry when using language. The existing literature indicates a significant increase in the amount of work in the area of anxiety. This trend is in line with the findings of past research that anxiety is an important factor in both skill learning and use (Gardner & MacIntyre, 1993). Studies indicate that a multitude of effective components have been identified as contributors to the generation of anxiety, thereby impeding students' engagement in English language acquisition both within the instructional setting and in their extra-curricular activities. Although the individual and the environment cause these barriers to effective learning, the attitude and approach of the teacher also cause anxiety from time to time. Recent studies in the field of foreign languages have demonstrated an undeniable correlation between anxiety and its significant impact on the academic performance of language learners. Although few studies are showing that lower anxiety levels may be beneficial (Kleinmann, 1977; MacIntyre, 2002; Moyer, 2008; Scovel, 1978), there is a large body of evidence showing a negative relationship between anxiety level and language achievement (Aida, 1994; Foss & Reitzel, 1988; Gardner et al., 1976; MacIntyre & Gregersen, 2014; McCoy, 1979; Woodrow, 2006).

Creating a stress-free environment for EFL learners could be beneficial in reducing their anxiety (Lotherington, 2007). As previously mentioned, while an increase has been observed in research on foreign language speaking anxiety, a similar trend has not been observed in studies that offer solutions to reduce the anxiety level of second language learners (Al Hosni, 2014; Hermayani & Mbato, 2020; Tsiplakides & Keramida, 2009). One strategy to enhance students' speaking proficiency and reduce their foreign language speaking anxiety is to provide them with a topic to discuss by engaging them in structured or semi-structured conversations. In such a way, they use their internal language acquisition for speaking ability and meet the learning requirements to speak with well-planned materials and practices that contain sufficient vocabulary and are organized according to needs (Hermayani & Mbato, 2020; Hornsby, 2015). Achieving proficiency in a foreign language requires extensive exposure to the target language in authentic or realistic settings (Kendon, 2014).

Focusing on decreasing anxiety by using some tools, researchers have used both technological methods such as virtual platforms, digital videos, asynchronous video-recorded speaking applications, etc., and non-technological methods like dramas, debates, role plays, etc., to create a carefree environment (Ülkersoy & Şimşek, 2022). Extracurricular activities such as conversation clubs, held outside regular school hours, support students' language skills and give them extra time to explore the language (Virawan et al., 2021). The English Speaking Club, an extra-curricular activity administered through the school, aims to help students develop and improve their English language skills, thereby encouraging their motivation to pursue further learning in this domain. According to Virawan et al. (2021), the after-school activity is a specific arrangement that takes place out of school during a certain period of time in order to support and improve the skills of learners.

Another aspect of anxiety that has interested researchers is its negative consequences. Consequently, a substantial body of research has emerged in recent years, focusing on the phenomenon of speaking anxiety. Nevertheless, owing to the relatively small number of qualitative research studies, their collective contribution to the understanding of the subject remains inadequate. In addition to quantitative analyses, the support of qualitative research will be helpful in better understanding foreign language speaking anxiety. Moreover, knowing how controlled speaking practices have an effect on reducing speaking anxiety will be beneficial in increasing

English speaking ability. For the reasons listed above, the study is expected to shed light on the understanding of speaking anxiety. In addition, the study will contribute to the literature by examining the relationship between foreign language speaking anxiety and different variables such as gender and age.

1.4. Significance of the Study

English as a Foreign Language (EFL) pre-service teachers are not merely English language learners who are currently engaged in the process of acquiring the language; they are also future educational practitioners who will be in a position to teach the language in the near future. Consequently, their cognitive, emotional, and interpersonal skills are both crucial for their academic success and for their future professional careers. Consequently, efforts directed towards these competencies are mutually inclusive of the challenges encountered by both language learners and instructors. This study is of particular significance to language trainers, as it offers them a valuable source of data on effective methods to decrease anxiety among EFL learners when speaking in a foreign language. Furthermore, it sheds light on the common factors that give rise to anxiety regarding the use of English in the classroom setting. This study provides a chance for the staff who are in the executive position in English language teaching to see the beneficial aspects of the speaking club practice and to transfer it to their lessons.

This research might help students overcome their FLSA and become better English speakers by practicing speaking out of the class. It could also help teachers focus extracurricular activities on teaching speaking. Apart from that, this research may also help further researchers who are going to do work on foreign language speaking anxiety and speaking skills.

In conclusion, this study aims to offer a solution to the problem of speaking anxiety and seek ways to reducing it by means of a speaking club activity. The solution proposed also builds a connection between cinema and language teaching. The outcomes of this study contribute to the possibility that the speaking club can address different areas of English language teaching. Additionally, this investigation could be regarded as a framework for other researchers seeking to examine the FLSA levels of their own students. That way, they might seek ways to reduce negative feelings towards speaking English in class.

1.5. Purpose of the Study

Given these reasons and the fact that there is a need to reduce English speaking anxiety for effective communication, this study aims to develop a solution in this context through a speaking club activity to create an anxiety-free environment. The objective of this initiative is two-fold: first, to offer students a platform to engage with the English language and develop confidence in their verbal skills; and second, to provide an opportunity for them to apply their language skills in a real-world setting. This study aims to provide a solution to the FLSA problem experienced by Turkish EFL learners and to look for ways to reduce it by creating an anxiety-free environment through the English Conversation Club activity. The study also aims to find out whether there is a difference in FLSA levels between students who are active members of a speaking club and those who are not.

1.6. Research Questions and Sub-Questions

Question 1

- What is the level of 'Foreign Language Speaking Anxiety' experienced by EFL learners'?

Sub-Questions

- Does the 'Foreign Language Speaking Anxiety' level differ according to age?
- Does the 'Foreign Language Speaking Anxiety' level differ according to gender?
- Does the 'Foreign Language Speaking Anxiety' level differ according to the type of high school graduated from?

Question 2

- What is the effect of English speaking club activity on EFL learners' 'Foreign Language Speaking Anxiety'?

Question 3

- What are students' opinions about their 'Foreign Language Speaking Anxiety'?

Question 4

- What are students' reflections on their English Speaking Club experience?

1.7. Limitations of the Research

1. The research was limited to the 1st year students of the English Language Teaching Department of İnönü University.
2. This research was limited to certain demographic information.
3. This research was limited to the scale of 'Public Speaking Class Anxiety Scale.'
4. The speaking club applied in the research is limited to a period of 8 weeks.



CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

In this chapter, information about anxiety, speaking skills, foreign language anxiety, and foreign language speaking anxiety from the relevant literature was provided. At the same time, the beneficial and detrimental aspects of anxiety in speaking English were examined. Different types of anxiety in various classifications, the differences between them, and their relevance to learning speaking skills were taken into consideration. Then, specific to speaking anxiety, factors that increase and decrease anxiety were investigated. In the final stage, previous studies with common characteristics with the current research were presented by classifying them according to the places where they were conducted.

2.2. Anxiety

The term anxiety derives from the Latin expression *anxius*, which means 'a state of worry and sadness' (Beck et al., 2005). The word *anxietas*, which means worry, fear, and curiosity in ancient Greek, is a relative of the word anxiety in another ancient language (Köknel, 2013). As articulated by E. L. Phillips (1977, p.1), anxiety, conceptualized as a form of discomfort, manifests across both psychological and physiological domains. Freud described anxiety as a feeling of dread that arises from repressed feelings, memories, and desires (Köknel, 2013, p.19). Stating that anxiety is also a state of uneasiness about the event that is expected to happen, Freud adds that, in this case, an eternity and objectlessness are at the stage. Freud, who divides anxiety into two according to known and unknown situations, points out that real anxiety is related to a danger we know (Burkovik, 2009).

In contrast, neurotic anxiety points to a threat we do not know. This perspective emphasizes the internal psychological conflict as the source of anxiety, distinguishing between reality anxiety, neurotic anxiety, and moral anxiety. Anxiety refers, on the one hand, to the expectation of a worrying event and, on the other hand, to its repetition. It is a response to the powerlessness of fear. Accordingly, it is considered an involuntary thought process and a protective mechanism in the human brain (Freud, 1936). By showing how serious the danger is, it serves as a warning to the individual to take appropriate measures. However, the exact nature of the threat, including its origin and source, remains unclear and its origin within the organization and its source is unknown (Sümer, 2016).

In accordance with Barlow's (2002) viewpoint, anxiety serves as a preparatory mechanism for potential adverse events that may arise in the future. The American Psychiatric Association (APA) (2013) describes anxiety as "anticipation of future threat," highlighting its distinction from fear, which is a response to an immediate threat. Köroğlu (2006), based on the fact that anxiety is about the expected danger, compared fear and anxiety and stated that anxiety is more common and more difficult to define. Its emergence process is slower, but it affects the patient longer. According to Beck et al. (2005), anxiety is characterized by a state of heightened awareness, both physical and mental, directed towards potential future threats. According to cognitive behavioral therapy, anxiety is caused by maladaptive beliefs and thought patterns. The tendency to worry excessively, the tendency to expect the worst possible outcomes and a growing sense of pessimism that negative events will happen are the sources from which it feeds. Accordingly, Köknel (2013) states that anxiety is a state of emotional concentration, but the direction of this intensity is in the direction of pain.

Anxiety is often seen as a survival mechanism that prepares the body to face or flee from perceived threats (Pliszka, 2003). It is regarded as an evolutionary adaptation that has been selected for its role in facilitating coping with threats to survival. According to Buss (1991), this perspective highlights the notion that anxiety-related behaviors, such as vigilance and risk avoidance, have been shaped by natural selection as they enhance survival.

As demonstrated in Köknel's (2013) book, a direct correlation exists between an individual's anxiety level and the environmental factors that surround them. He states

that variables such as the intensity of physical and chemical stimuli in the environment and the concentration of chemical substances increase the level of anxiety. He adds that in such an environment, the messages conveyed to the recipients and the difficulty of understanding these messages are also factors that negatively affect Anxiety. Freeman (2013) approaches anxiety with a focusing on cause and points out four primary reasons: safety, survival, peace, and pleasure (avoidance of pain).

Funk and Wagnalls (1963) prefer the following definition for anxiety; "an emotional state that involves tension." Likewise, Simpson et al. (2010) stress that it is a universal human emotion. The argument is that this phenomenon functions as an alert system, signaling potential threats and motivating individuals to adopt a state of readiness in anticipation of challenges.

Although Simpson et al. (2010) positively approach anxiety, it is commonly seen as a debilitating factor and was mentioned in some disorders such as social anxiety disorder (SAD) or generalized anxiety disorder (GAD). Social anxiety is a persistent and irrational fear or compulsive avoidance of situations in which one may be subjected to inquiry by others (American Psychiatric Association, 2013, p.228). Beck et al. (2005) underline that an essential feature of social anxieties is that the actual fear seems plausible before the anxiety occurs, and the person finds the possibility of it occurring acceptable.

In social anxiety disorders, the phenomenon that causes anxiety to emerge is the stimulus. In addition to feeling ashamed of what they fear, people with SAD also worry about being judged and labeled by others. Inability to control moving body parts, such as hands and arms, or worrying that others will understand the biological symptoms caused by anxiety, are among the factors that increase these people's anxiety and prevent them from communication. Koroğlu (2006) stressed that anticipatory anxiety may arise in the person in advance about the upcoming event or the situation in which the person will participate shortly. This anxiety can disturb the person intensely every day and interfere with their daily activities. This situation can lead to a vicious circle in the person's life, causing them to show deficiencies in social skills such as school success and participation in the classroom.

The predominant concern among individuals experiencing social anxiety is the perception of being subject to evaluation by others. Social anxiety disorders may occur

in people who interact with others in social life and perform as witnessed by others. The most obvious response in these situations is avoidance. The person avoids interacting or performing or endures the situation under automatic reactions caused by anxiety (Stein & Hollander, 2001). It is the most common anxiety, and unlike other anxiety disorders, it directly affects human relationships (Heimberg, 2002). People who experience this type of anxiety are afraid of the conditions of the situation, not the panic symptoms (Schneider & Ruhlman, 1997). Köknel (2013) establishes a connection between social anxiety and state anxiety. According to him, individuals suffering from social anxiety demonstrate increased levels of anxiety in the presence of others or during interpersonal interactions.

Conversely, "general anxiety" could be conceptualized as a basic anxiety disorder or tension disorder. This state of tension can manifest itself with psychological symptoms such as cognitive inefficiency or physical symptoms such as tremors (Brown & Barlow, 1992). Additionally, Freeman (2013) noted that in this anxiety type, the source could be identified easily, and it isn't specific to a situation. However, Koroğlu (2006) underlines that people cannot prevent their sadness and worrying thoughts from preventing them from paying attention to the tasks they need to do and that they have problems ending their sadness.

Anxiety is frequently characterized by the presence of bodily symptoms, including tension, tremors, accelerated heart rate, and high pulse (Webster's Third International Dictionary, 1981). Beck et al. (2005) state that functional systems that produce adaptive responses to endangered situations might be divided into four categories. These are cognitive symptoms, such as the feelings of unreality and inability to control thought; emotional symptoms, such as impatience and being on alert; behavioral symptoms, such as backwash and watchfulness; and psychological symptoms, such as increased reflexes and sweating in a specific area. Likewise, Köknel (2013) stated that anxiety causes specific changes in the human body through the sympathetic nervous system and adrenaline.

The connection of anxiety to second language (L2) acquisition has been thoroughly examined in the domain of applied linguistics and language education. The impact of anxiety on the process of acquiring and performing in a new language is multifaceted. Krashen (1982), in what he conceptualizes as the Emotional Filter

Hypothesis, suggests that certain emotional variables, such as anxiety, motivation and self-esteem, function as filters that aid or hinder language acquisition. In the event that students demonstrate significant levels of anxiety, it raises the affective filter, thereby obstructing the input necessary for language learning.

Horwitz et al. (1986) distinguished three unique forms of anxiety that are particular to the domain of language learning. These forms include communication apprehension, test anxiety, and the fear of negative evaluation. These anxieties have the potential to impact the full range of language skills; however, they are particularly debilitating for speaking and listening comprehension.

Anxiety can impact L2 learning and performance in several ways. This phenomenon has the potential to diminish learners' inclination to engage in communication in the target language, restrict their participation in class activities, and influence their capacity to process and internalize new information. MacIntyre and Gardner (1994) revealed a negative correlation between anxiety levels and language proficiency, suggesting that heightened anxiety is accompanied by diminished performance on both oral and written second-language tests.

Several strategies have been proposed to reduce L2 learning anxiety, including creating a supportive classroom environment, employing relaxation and desensitization techniques, and fostering positive attitudes toward mistakes. As Oxford (1999) posits, the implementation of language acquisition techniques, including self-directed, mental, and interpersonal methodologies, can facilitate the management of anxiety experienced by learners.

2.3. Types of Anxiety

This section discusses types of anxiety, which are categorized according to their types and whether they are useful or not. Anxieties categorized according to their types will be examined under the subheadings of trait anxiety, state anxiety and state-specific anxiety. Anxieties categorized based on their usefulness will be presented under the headings of facilitating anxiety and debilitating anxiety.

2.3.1. Trait Anxiety

Anxiety, which is examined under this heading, is a type of anxiety felt in response to a wide variety of situations that may pose a threat or cause feelings of fear.

This phenomenon is indicative of a more enduring impact on the individual's personality. It shapes how they perceive and respond to stress and anxiety-inducing situations over time. Spielberger (1972) defined trait anxiety as a personality trait that causes individuals to regard various conditions either physically or psychologically dangerous and leads to a tendency to suffer from anxiety at a higher frequency and intensity than the general population. This particular anxiety type is distinct from state anxiety, defined as a transient mental disposition or status that emerges in reaction to particular circumstances.

The most commonly used instrument to measure trait anxiety is the State-Trait Anxiety Inventory (STAI), developed by Spielberger et al. (1983). The STAI distinguishes between state and trait anxiety, allowing investigators and practitioners to measure the stability and intensity of an individual's anxiety over time.

A high degree of trait anxiety has been demonstrated to be correlated with a variety of psychological consequences. The aforementioned outcomes encompass an elevated vulnerability to the development of anxiety disorders, mood disorders, and associated psychological distress. As Barlow (2002) has demonstrated, individuals with high trait anxiety exhibit a heightened tendency to perceive ambiguous circumstances as threatening, a tendency that can result in pervasive worry and avoidance behaviors.

The degree to which an individual exhibits trait anxiety can offer significant insight, which can inform the creation of suitable interventions. Kabat-Zinn (2023) states that Cognitive-Behavioral Therapy (CBT), which encourages the development of adaptive thought patterns and effective coping strategies, is a practical approach for people with high trait anxiety. Furthermore, mindfulness and relaxation techniques have been shown to mitigate the physiological and psychological symptoms of trait anxiety.

A substantial body of research has identified a robust correlation between trait anxiety and the acquisition of a second language (L2). The concept of foreign language classroom anxiety (FLCA), which is closely linked to some negative personality traits, shows how an individual's traits may influence the process of language acquisition, especially their anxiety status. Research shows that neuroticism is significantly correlated with FLCA, and this correlation suggests frequency of FLCA ratings among the different languages that students know (Dewaele, 2013). This evidence suggests an

inherent tendency to anxiety may influence language learning experiences. Thus, it emphasizes the link of trait anxiety with the effectiveness of target language learning.

To better understand the involvement of anxiety in language acquisition, the distinction between trait anxiety and situational anxiety is important. Trait anxiety may be described as a general tendency towards anxious behaviors, while state anxiety is context-specific and occurs in particular situations, like language tasks. It's suggested by Horwitz et al. (1986) that the unique forms of anxiety experienced in language learning, distinct from general trait anxiety, encompass fears such as making mistakes, fear of negative evaluation, and communication apprehension specific to the L2 learning environment.

The relationship between characteristics like trait anxiety and L2 learning experiences highlights the influence of both trait and state anxiety on SLA. It is therefore essential to recognize the various factors that cause language learning anxiety. Horwitz (2010) suggests that such an analysis should include an examination of students' personality traits and an exploration of the specific situations they face.

Trait anxiety constitutes a fundamental aspect within the field of personality psychology, exerting a profound impact on how individuals perceive and respond to stress and situations that induce feelings of anxiety. It can be seen that the individual's personality structure and their susceptibility to anxiety are influential on the degree of trait anxiety they experience. Köknel (2013) claims that a more profound comprehension of trait anxiety will enable researchers and clinicians to devise and implement more efficacious interventions to assist individuals in managing their anxiety more effectively.

2.3.2. State Anxiety

State anxiety is a temporary state of high nervousness or worry that is a direct response to external stimuli or situations. It is a dynamic emotional response whose intensity can change depending on the conditions the individual encounters. According to the definition of Spielberger et al. (1983), it is a trait that emerges in response to certain situations perceived as threatening or anxiety-provoking and then diminishes or disappears. It involves tension, apprehension, nervousness, and heightened autonomic nervous system activity. Individuals experiencing state anxiety may report physical

complaints of elevated pulse rhythm, perspiration, trembling, and gastrointestinal discomfort, as well as cognitive symptoms like worry, negative thoughts, and concentration difficulties.

The State-Trait Anxiety Inventory (STAI), developed by Spielberger et al. (1983), is one of the most widely used instruments for measuring state anxiety. Spielberger (2010) claims that the STAI distinguishes between state anxiety (STAI-S), which assesses the current level of anxiety and can fluctuate over time, and trait anxiety (STAI-T), which measures a more stable predisposition to experience anxiety.

Existing research suggests that state anxiety can significantly affect cognitive performance, particularly on tasks that require attention, memory and decision-making abilities. Individuals who exhibit high levels of state anxiety may experience impaired performance due to cognitive irregularity in certain situations. This may give rise to difficulties in information processing and decision-making (Eysenck et al., 2007). Physiologically, state anxiety is related to the activation of the sympathetic nervous center and leads to a “fight or flight” response (E. L. Phillips, 1977). Thayer et al. (2012) state that this activation prepares the body to face or escape perceived threats but can also result in physical symptoms that are uncomfortable or even debilitating in the absence of actual danger.

The interconnection between state anxiety and the acquisition of a second language (L2) is nuanced and multidimensional. It has a multifaceted impact on L2 learners and this impact can be seen especially in areas related to motivation, learning processes, behavior and L2 outcomes. Existing literature suggests how anxiety may adversely influence the students' L2 acquisition process and their performance on specific tasks, and may result in avoiding attitudes. For example, learners experiencing increased anxiety may choose to hold back from using the second language in order to avoid making mistakes. Such avoidance behaviors can become a negative factor in the language acquisition process by reducing opportunities for practice. Conversely, learners exhibiting lower anxiety levels may demonstrate a greater willingness to communicate despite potential errors, which can positively influence their learning experience. Papi and Khajavy (2023) emphasize that the impact of anxiety upon performance varies according to several aspects of language learning, with listening and writing anxiety showing stronger negative correlations with achievement than reading

and speaking anxiety. These views emphasize the significance of understanding and addressing language anxiety in L2 education in order to improve learning outcomes.

Moreover, the contribution of self-perception and social aspects to the experience of language anxiety cannot be ignored. Lindberg et al. (2023) reported that students who were perfectionists or less satisfied with their oral performance had a tendency to experience greater degrees of language anxiety. Similarly, the desire for perfect pronunciation and error-free speech resulting from perfectionism can trigger anxiety. On the contrary, students expressing more confidence in their L2 abilities were more likely to experience less L2 speaking anxiety. These feelings are also shaped by variables such as the social status or intimacy of the students' interlocutors. Speakers who perceive their interlocutors negatively or find themselves in unfamiliar social interactions may experience greater anxiety.

State anxiety related to SLA can significantly influence learners' motivation, behaviors, perceptions, and, ultimately, their language achievement. For teachers and students, it is highly important to be aware of the psychological barriers that can hinder effective language acquisition. Recognizing these barriers holds the possibility to enhance the quality of L2 learning (Teimouri et al., 2019). Moreover, these barriers are complex and dynamic and can trigger a variety of stressors that can significantly affect individuals' cognitive, emotional and physical well-being. Therefore, as Köknel (2013) states the ability to recognize and manage state anxiety is crucial to improve performance and overall quality of life.

2.3.3. Situation Specific Anxiety

Situation-specific anxiety may be characterized as a type of anxiety that arises in response to certain external factors or situations. In contrast to generalized anxiety, situation-specific anxiety is triggered as a result of specific, narrower situations, such as public speaking or taking an exam. Except for these special conditions, the patient has no anxiety. Köknel (2013) describes situation-specific anxiety as "an unrealistic, irrational and persistent fear of an object or environment, and a constant, strong compulsion to escape from this object or environment." It is defined as being nervous, fearful or anxious about being in a certain situation or facing a certain situation. It is often anticipatory, occurring in the lead-up to the event, and is typically resolved once the situation is avoided or overcome. Furthermore, (Spielberger, 1972) noted that

symptoms can involve bodily signs of anxiety including sweating, trembling and rapid pulse, as well as cognitive symptoms such as worry, negative thoughts or fear of failure or embarrassment.

Common examples of situation-specific anxiety include test anxiety, in which individuals experience intense stress and worry about their performance on exams or assessments; performance anxiety, which relates to fears of speaking or acting in public, such as in theater performances; and more broadly, social anxiety, which can be situation-specific when related to specific social scenarios, such as parties or meetings (Beidel & Turner, 2007). One prominent example in the field of second language learning is Foreign Language Speaking Anxiety (FLSA), a specialized form of anxiety specifically linked to second language acquisition and use (Price, 1991). It is the feelings of excitement, nervousness or fear that arise when a person has to speak a second language. It can trigger negative reactions in the individual and potentially have a significant impact on language learning and performance. For example, it can prevent the person from communicating effectively, engaging in conversations and participating in oral presentations in the target language.

Driscoll (2006) emphasizes that the assessment of situation-specific anxiety often requires the use of instruments such as scales or questionnaires specifically designed to assess levels of anxiety in a particular context. For example, the Westside Test Anxiety Scale is used to assess test anxiety, while the Personal Report of Confidence as a Speaker scale (PRCS) can measure public speaking anxiety.

Taking a cognitive-behavioral perspective on state-specific anxiety, Clark and Wells (1995) argue that it is understood in terms of learned relationships between specific situations and anxiety responses. Thus, it posits that maladaptive thought patterns and beliefs about the situation (e.g., overestimating the threat or underestimating one's coping abilities) contribute to the anxiety experienced.

Treatment for situation-specific anxiety typically involves cognitive-behavioral therapy (CBT) techniques aimed at challenging and changing the negative thoughts associated with the specific situation and teaching coping strategies to manage the anxiety. Exposure therapy, a type of CBT, is particularly effective by gradually introducing the individual to the frightened situation in a supervised and safe way to desensitize them to anxiety triggers (Hofmann et al., 2012).

Situation-specific anxiety can significantly influence L2 acquisition, often leading to a decrease in performance in those very situations where the learner feels anxious. For example, MacIntyre and Gardner (1994) showed that language anxiety can negatively affect L2 learners' performance in oral presentations and that there is a direct relationship between situation-specific anxiety with L2 performance. The results suggest that anxiety can interfere with the processing of linguistic information and thus affect learners' capacity of performing in the L2 in certain situations.

Furthermore, Horwitz et al. (1986) introduced the concept of Foreign Language Classroom Anxiety (FLSA), which relates to a situation-oriented type of anxiety occurring in the classroom setting. According to their research, learners experiencing higher degrees of FLCA tend to be less engaged in class, have lower confidence in their language skills and ultimately reach lower levels of proficiency in the L2.

Situation-specific anxiety can also affect students' eagerness towards communicating in the second language, which is an important component of language acquisition. MacIntyre (1995) argued that the desire for communication is significantly shaped by anxiety levels and that high anxiety reduces the likelihood of learners choosing to communicate in the L2, especially in situations where they feel most vulnerable.

Various approaches are proposed by scholars and teachers to address the detrimental effect of situational anxiety on second language (L2) acquisition. These include the establishment of a supportive classroom atmosphere, the integration of anxiety-minimizing pedagogical techniques, and the guidance of students in the formulation of efficacious coping mechanisms for the regulation of their anxiety in particular contexts (Gregersen & Horwitz, 2002).

2.3.4. Facilitating Anxiety

Facilitative anxiety refers to a manageable level of anxiety or arousal that can improve performance on tasks or activities (Freeman, 2013). In other words, productivity only grows by stimulating the body or mind up to a certain level. If stimulation levels get really intense, productivity suffers. The optimal level of alertness (or anxiety) for peak performance varies depending on the complexity and nature of the task. This concept also contrasts with the more commonly discussed detrimental effects

of anxiety, such as impairment in cognitive function and performance. The concept of facilitative anxiety suggests that stress or tension at a reasonable point can have beneficial effects by increasing focus, motivation and productivity (Yerkes & Dodson, 1908).

Facilitative anxiety utilizes the body's stress response to increase cognitive alertness and energy levels, which can prepare the individual to face challenges. This has been shown by Diamond et al. (2007) to improve attention, memory use and problem solving abilities, which are essential for effective task performance. For example, some research on educational psychology has shown that learners who experience moderate levels of test anxiety demonstrate better performance than those who experience high or low levels of anxiety. This finding stresses the idea that a moderate level of anxiety can encourage learners to focus during exams and to work well on preparing for them (Putwain, 2007).

Understanding the role of facilitating anxiety can help educators design assessments and learning environments that stimulate students just enough to enhance their learning and performance without causing overwhelming stress (Zeidner, 1998). Therapists and counselors can help clients identify their optimal level of anxiety for various tasks, encouraging strategies to utilize facilitating anxiety for improved performance in work, academics, or personal goals (Hofmann et al., 2012).

Facilitating anxiety offers a detailed examination of the correlation between distress and functionality. This emphasizes the beneficial outcomes associated with moderate anxiety. Determining the optimal level of anxiety can contribute to performance and productivity in a variety of situations. As noted by Morrison and Heimberg (2013), it is possible to reduce the impact of anxiety by focusing one's attention and in this way to improve the educational process by taking advantage of it. However, determining the level of productive anxiety that positively affects performance is an issue that needs further research. A balanced approach to anxiety is necessary, one that recognizes its potential benefits under certain conditions.

The relationship between anxiety that is perceived to facilitate learning and second language (L2) acquisition is nuanced and complex. In addition, including motivation, performance and the overall language acquisition process, it is shaped through a series of factors. In contrast to its debilitating counterpart, facilitative anxiety

may positively influence L2 outcomes. Research highlights the mixed impacts of anxiety upon SLA, showing that while intrinsic motivation is generally negatively correlated with anxiety, the specific relationship between motivation and anxiety can vary.

Scovel (1978) argues that a specific degree of anxiety could enhance L2 learning and work as a stimulus that prevents distraction and enhances cognitive processing in learners. This concept is reinforced by the research of MacIntyre and Gardner (1994), who distinguished between facilitating and debilitating anxiety. They suggested that facilitative anxiety can contribute to increased L2 learning outcomes through motivating learners to persevere against challenges, while debilitating anxiety hinders performance.

Horwitz et al. (1986) also contribute to this discussion by introducing the notion of Foreign Language Classroom Anxiety (FLCA), within which they acknowledge that not all anxiety is harmful. The authors argue that recognizing anxiety as a double-edged phenomenon, both facilitative and debilitating, is essential for the construction of teaching strategies for SLA that take this fact into account.

Moreover, Oxford (1999), in his study emphasizing the role of anxiety in increasing L2 proficiency, points out the importance of strategic language learning and encourages the adoption of more effective learning strategies. The idea is that a manageable level of anxiety can encourage learners to engage more deeply in the language learning process.

The potential of facilitating and debilitating anxiety to affect the individual may contribute to understanding the different findings observed in the literature. If facilitative anxiety is more effective than debilitating anxiety, the overall impact of anxiety on language learning may be positive. In contrast, if debilitating anxiety is dominant, this is likely to have a negative impact. This balance between facilitative and debilitating anxiety highlights the complexity of the impact of anxiety on L2 acquisition and emphasizes the need for a better understanding of its role (Luo et al., 2020).

Educators can familiarize students with this feeling by creating language environments that can lead to mild anxiety. For example, supportive learning environments that encourage risk-taking and active engagement with the language can make anxiety management practically easier. This method can help students transform

anxiety into constructive capacities such as motivation and improved performance. Facilitative anxiety can enhance the L2 learning process and motivate students to engage more actively within L2 interactions. In this respect, it is possible to say that anxiety, contrary to being always labeled as a negative emotion, can make positive contributions to language learning at a manageable level.

2.3.5. Debilitating Anxiety

Debilitating anxiety is a severe form of anxiety that significantly impacts daily functioning and quality of life. It's characterized by intense, persistent worry and fear disproportionate to the actual threat or situation. When the anxiety that many individuals have in daily life begins to prevent them from doing the things they need to do, this situation is called anxiety disorder (Sümer, 2016). Anxiety-related disorders are among the most common psychological disorders affecting millions of people worldwide. Unlike the normal anxiety experienced by individuals in response to stress or threatening situations, debilitating anxiety is excessive and can be crippling, persisting for extended periods (American Psychiatric Association, 2013).

A multitude of factors have been identified as contributing to the development of anxiety disorders, with hereditary factors representing a significant aspect of this complex phenomenon (Hettema et al., 2001). Extant research has demonstrated that external factors, encompassing experiences of traumatic events, chronic tension, and specific medical conditions, have the capacity to initiate or intensify symptoms (Kendler et al., 1999; Stein & Nesse, 2015).

Symptoms of debilitating anxiety can manifest physically, psychologically, and behaviorally. Physical symptoms may include palpitations, sweating, trembling, and gastrointestinal issues. Psychologically, individuals may experience persistent worry, intrusive thoughts, and fear. Behaviorally, they are expected to avoid anxiety-provoking situations that may lead to significant disruptions in interactions with others, such as social participation, occupational participation (American Psychiatric Association, 2013). Debilitating anxiety poses a significant challenge to a person's mental health and therefore to their functioning. For this reason, it is valuable to know the underlying causes of this anxiety in order to manage it.

Debilitating anxiety in the context of second language (L2) learning refers to the type of anxiety that negatively impacts students' ability to learn and perform in a language other than their native one. This form of anxiety can hinder various aspects of language acquisition, including speaking, listening, reading, and writing skills. The relationship of debilitating anxiety and L2 learning is the subject of much research in the field of applied linguistics. Moreover, education and academics aim to understand its causes, manifestations and effects on language learning outcomes.

Debilitating anxiety affects L2 learning by reducing self-esteem, increasing anxiety about failure and leading to avoidance behaviors. Such anxiety is often associated to negative learning outcomes, including lower grades, reduced engagement in class, and slower progress in language acquisition. For example, Horwitz et al. (1986) used the concept of Foreign Language Classroom Anxiety ("FLCA") in their research and made inferences about how this particular form of anxiety can significantly reduce students' capacity to acquire a foreign language effectively. They highlighted the importance of understanding and addressing FLCA to improve language teaching methodologies and enhance student learning experiences.

Further, Scovel (1978) and MacIntyre and Gardner (1994) have contributed to the understanding of how debilitating anxiety interferes with L2 learning by suggesting that it can be attributed to both individual learner differences and the learning environment. These researchers pointed out that anxiety can be caused by personal and environmental issues including the classroom setting.

The literature has several studies on the negative impacts of debilitating anxiety on L2 achievement. For example, MacIntyre (1995) explored an inverse relationship of language anxiety and learners' willingness to communicate in the L2 and suggested that high anxiety is connected to less L2 use outside the classroom. This relationship highlights the significance of a thorough grasp of anxiety in order to build a more suitable climate for communication and a more conducive educational environment that fosters participation, which is so important in SLA.

Studies have also investigated strategies to reduce the impacts of debilitating anxiety on L2 learning. Techniques such as anxiety-reduction training, supportive classroom environments, and positive teacher-student relationships have been identified as effective ways to decrease anxiety levels and improve language learning outcomes

(Young, 1991). Also, including anxiety-reducing activities such as relaxation exercises and group work in the curriculum may be able to make learners more relaxed and confident in using the L2.

Debilitating anxiety significantly affects L2 learning by reducing learners' ability to engage with and acquire the new language. Understanding this kind of anxiety in the context of cause-effect and management requires a multifaceted approach that takes into account both the student, the educator and the educational triad. Educators can increase the effectiveness of language teaching by creating supportive learning environments and strategies to reduce anxiety.

2.4. Foreign Language Anxiety

Foreign Language Anxiety (FLA) is a specific form of anxiety that affects individuals learning or using a second or foreign language. It is reflected in emotions such as tension, irritability and anxiety that manifest themselves in language learning environments. This anxiety can undermine students' language learning experience by negatively affecting language acquisition and proficiency and the language learning process. Research in applied linguistics and educational psychology has explored the various dimensions, reasons and impacts of FLA, along with strategies to reduce it.

FLA is an anxiety and negative cognitive response that occurs when practicing a foreign language. The construct encompasses various dimensions, including communication apprehension, fear of negative evaluation, and test anxiety specific to language learning situations (Horwitz et al., 1986). These components highlight how FLA can be triggered by the learners' perception of their performance being judged, the challenges of expressing thoughts in a new language, and the anxiety associated with language testing situations.

Several factors contribute to the development of FLA, including personal and interpersonal acts, teaching methods, and classroom environment. Young (1991) examined the personal factors and stated that students' beliefs about their language skills, self-esteem and perfectionist tendencies can be considered in this context. Examples of interpersonal factors include relationships between teachers and students and peers, and these dynamics have the potential to significantly influence anxiety levels. Teaching methods that do not accommodate diverse learning styles or

overemphasize correction and assessment can exacerbate FLA (MacIntyre & Gardner, 1991).

Research has demonstrated repeatedly that FLA is inversely correlated with language learning outputs. High anxiety learners' success in language courses decreases, their attendance declines, their desire to interact in the target language reduces, and their interest in taking language-related risks diminishes (MacIntyre & Gardner, 1994). This relationship emphasizes the necessity of considering FLA in SLA in order to promote more effective learning environments. It can hinder language acquisition, affect grades, and lower self-esteem and motivation among learners (MacIntyre, 1995).

The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986), is a widely used for measuring FLA. It identifies learners' levels of anxiety in the SLA process and helps to gain an understanding of the specific drivers of anxiety. There are several strategies that have the potential to reduce FLA. Some of these include creating a supportive classroom environment, using teaching methods that reduce anxiety, encouraging constructive response to mistakes, and building self-confidence. Techniques such as relaxation exercises, positive reinforcement, and peer support can also be beneficial (Gregersen & Horwitz, 2002). Teachers are key to mitigating FLA by creating an environment that values mistakes as learning opportunities and encourages open communication. Adapting teaching methods to take into account different learning preferences and creating a supportive classroom culture can help reduce anxiety (Horwitz, 2010).

In sum, FLA is a combination of personal, interpersonal and pedagogical factors that pose a serious obstacle to effective language acquisition. Addressing this anxiety through supportive teaching practices and classroom environments is fundamental to enhance language learning outputs and develop students' learning experiences.

2.4.1. Foreign Language Writing Anxiety

Foreign language writing anxiety (FLWA) can be defined as the anxiety and tension that foreign language learners experience when writing in the target language. This anxiety, which is widespread among students, can affect students' performance on writing tasks and to some extent affect their willingness to participate in such tasks. For

this reason, researchers have been trying to understand this barrier to the language learning process by investigating FLWA.

2.4.1.1. Factors Contributing to Foreign Language Writing Anxiety

Lack of confidence in language proficiency can be said to be an important contributing factor to FLWA. Cheng (2002) found that learners often feel anxious about their limited vocabulary, grammatical knowledge, and language structure, which creates a barrier to effective writing. Similarly, Cheng's Second Language Writing Anxiety Inventory (SLWAI) has been instrumental in assessing students' FLWA. It has been shown that students with low self-esteem in their language competencies have higher levels of writing anxiety (Cheng, 2004).

Another significant factor is the fear of negative evaluation. According to Aripin (2023), students worry about how teachers and peers will judge their writing, which is often intensified by comparing their work with native speakers. This fear can prevent students from sharing their ideas freely by creating the idea that accuracy is more important than content.

2.4.1.2. Impacts of Foreign Language Writing Anxiety

FLWA is thought to be detrimental not only to students' writing quality but also to their overall language development. Horwitz et al. (1986) stated that anxiety can create negative factors such as not participating in writing tasks by pushing students into avoidance behaviors. This avoidance behavior leads to less writing practice and thus a lack of development in writing in the learning process. In addition, research by Kormos (2020) has shown that writing anxiety often leads to reduced writing fluency in students, producing shorter and simpler sentences, and generally spending less time writing. Erkan and Şaban (2011) investigated the effect of motivation on writing anxiety and concluded that there is an inverse relationship between the two. The results of their research point to the fact that students with high writing anxiety are less motivated to participate in language activities.

2.4.1.3. Strategies to Reduce Foreign Language Writing Anxiety

Among the various strategies suggested by research to reduce FLWA, a supportive learning environment is particularly prominent. A sine qua non of such constructive environments is peer collaboration in the writing process, which fosters a contributory rather than a judgmental atmosphere and allows students to share their positive thoughts. Yastıbaş and Yastıbaş (2015) found that group writing activities provide learners with a feeling of safety and mutual support, reducing their anxiety and helping them feel less alone in the difficulties they experience.

Additionally, mindfulness practices and cognitive-behavioral techniques have been shown to reduce anxiety. Jalongo and Hirsh (2010) examined in their research the benefits of mindfulness training that can help students reduce excessively long thinking about the given topic, which is common in FLWA. Furthermore, teachers can encourage students' self-confidence and reinforce the importance of improvement in the foreign language rather than perfection. This can reduce students' fear of making mistakes and increase their engagement in the tasks they face in the language learning process.

2.4.2. Foreign Language Reading Anxiety

Foreign language reading anxiety (FLRA) refers to the anxiety that students experience for certain reasons during reading activities in the foreign language they aim to learn. Research in the field shows that this form of anxiety is an obstacle to reading comprehension and thus to general language acquisition. FLRA can be detrimental to the student's competence in translating and interpreting texts when reading in the target language, which in turn can negatively affect the person's self-confidence and language development.

2.4.2.1. Factors Contributing to Foreign Language Reading Anxiety

Research highlights that lack of vocabulary knowledge and unfamiliarity with the language structures necessary for the reading level matched to language proficiency are some of the factors contributing to FLRA. Saito et al. (1999) found that students' anxiety levels often increase when they encounter unfamiliar words or phrases, which

affects reading comprehension speed. Moreover, this anxiety is even more apparent when the writing system in the learner's native language is very different from the writing system in the target language (e.g. alphabet or direction of writing). Recent studies confirm that these linguistic barriers make foreign language reading a stressful task, especially for beginners or those with limited vocabulary (Zhao et al., 2021).

Other significant factors are cultural content and references. In this context, it is possible to say that not being familiar to the foreign language culture could boost reading anxiety because students may have difficulties in grasping cultural references and subject-specific meanings in foreign language texts. According to Matsuda and Gobel (2004), cultural differences in the reading material that students cannot make sense of can cause students to move away from the reading passage. This distanced stance towards reading can lead to increased anxiety for students who struggle with the meaning of unfamiliar expressions.

2.4.2.2. Impacts of Foreign Language Reading Anxiety

FLRA can lead to students experiencing ambiguity about the material they are reading and feeling insecure in this ability. Sellers (2000) states in his research that readers with high anxiety levels may over-focus on the details in the reading and miss the context of the passage. This tendency to "over-analyze" due to anxiety causes reading speed to slow down and comprehension of main ideas to decrease. Sellers' study also showed that anxious readers are more likely to have less foreign language-specific knowledge than their less anxious counterparts, indicating the direct impact of FLRA on reading comprehension.

In addition, students whose attitudes towards reading in a foreign language are affected by FLRA can be expected to develop a reactive attitude towards reading activities as a result of the avoidance behavior they exhibit. Consequently, as Zhao et al. (2021) noted in their study, high-anxious learners are more prone to avoid reading in the L2, which inevitably leads to reduced opportunities for language exposure and practice. As a result of this avoidance, students' reading skills in a foreign language may decline, their anxiety may be fueled and their language development may be hindered, and eventually this may turn into a cycle and repeat itself.

2.4.2.3. Strategies to Reduce Foreign Language Reading Anxiety

Research suggests several effective strategies for reducing FLRA, which negatively affects reading and is a barrier to language acquisition, such as gradual exposure and specialized support. For example, extensive reading, where students read texts slightly below their proficiency level for enjoyment and practice, has been shown to reduce reading anxiety by getting students to immerse themselves in familiar content in a low-pressure environment. Extensive reading helps build vocabulary and confidence day by day, making more challenging texts less intimidating (Jeon & Day, 2016).

Additionally, incorporating pre-reading activities can help lessen FLRA by preparing students for the material. Researchers have found that giving students context about the text, including key vocabulary and cultural background, can reduce anxiety through equipping them with the essential instruments to understand the content more efficiently (Khodadady & Khajavy, 2013). When students clearly understand the topic and language structure beforehand, they can approach reading with less anxiety and greater confidence.

2.4.3. Foreign Language Listening Anxiety

The type of listening-specific anxiety that emerges during listening activities that individuals perform in the target language can be characterized as foreign language listening anxiety (FLLA). FLLA is considered to be an area worthy of research by researchers due to its negative effects on listening comprehension and general language acquisition in foreign languages. This anxiety may arise as a result of the learner's difficulty in understanding what they hear in the spoken language. Therefore, it can negatively affect personality emotions like motivation and self-confidence and prevent the individual from participating effectively in listening activities.

2.4.3.1 Factors Contributing to Foreign Language Listening Anxiety

While there are many factors that contribute to FLLA, speed and complexity of speech are prominent among them. Kim (2000) discovered that L2 learners often experience high degrees of anxiety when listening to native speakers because of the fast pace and natural flow of speech, which can make processing difficult for learners. He

also stated that this anxiety is intensified when speakers of the target language use complex words, non-standard accents or idiomatic expressions, making comprehension more difficult for listeners.

Another factor contributing to FLLA is the lack of visual cues to aid comprehension during listening. Research by Gonen (2009) suggests that without non-verbal signals like facial expressions or gestures, learners struggle to infer meaning solely from auditory input. Lack of contextual information increases anxiety and makes listening more intimidating, primarily when students cannot rely on their existing knowledge to fill in gaps in understanding.

2.4.3.2. Impacts of Foreign Language Listening Anxiety

For the reasons mentioned above, FLLA has significant effects on students' listening comprehension and overall language learning processes. Vogely (1998) emphasized that anxious listeners often use avoidance strategies such as listening only to certain points or closing oneself to what is being listened to when they have trouble comprehending the content. As a result of this avoidance response, it could be challenging for students with insufficient listening practice and less exposure to the spoken part of the language to make the desired progress in their listening skills.

Moreover, the student whose feelings of inadequacy have been diminished by the FLLA may experience a decrease in self-confidence and a reluctance to participate in verbal interactions. According to Elkhafaifi (2005), high levels of listening anxiety are correlated with low self-confidence in language learners, making them less inclined to participate in listening tasks that require active listening, such as class discussions or group work. This lack of engagement can turn listening activities into undesirable events for anxious and poor listeners, creating fewer opportunities to practice and develop listening skills.

2.4.3.3. Strategies to Reduce Foreign Language Listening Anxiety

There are various strategies to reduce FLLA, such as gradual exposure and supportive techniques. A practical approach to solving the problem is for students to get an overview of the topic, master the key vocabulary and get an overview of the main ideas before the listening task. These activities help learners feel more prepared and less anxious about unknown content. Chang and Read (2008) demonstrated that pre-

listening activities significantly reduce listening anxiety by assisting students to build context and predict the information they will hear.

Another helpful strategy is to incorporate extensive listening practice, where learners engage with spoken language at a manageable difficulty level for enjoyment and gradual improvement. Renandya and Farrell (2011) argued that frequent listening activities in a low-pressure environment help students gain confidence in listening by increasing the intensity of their exposure to the L2. With regular practice, learners can become more accustomed to the sounds (especially those not in their own language), pace and word patterns of spoken language and, over time, their anxiety can be reduced to a manageable level.

2.4.4. Foreign Language Speaking Anxiety

The specific type of anxiety that foreign language learners feel when they have to speak in the target language is called Foreign Language Speaking Anxiety (FLSA). This anxiety can significantly affect a learner's rate of involvement in speaking practices, including communicating and participating in oral activities, which are considered essential for a language. According to Horwitz et al. (1986) FLSA is considered a subset of Foreign Language Anxiety (FLA), focusing mainly on the stress and discomfort associated with speaking tasks. FLSA refers to the fear, nervousness and anxiety that learners experience while communicating in a second language. This anxiety may emerge from worries about making mistakes when speaking, negative evaluations as well as a general insecurity in their language skills. It is closely related to communication anxiety and fear of negative evaluation, which have a particular impact on the speaking process.

2.4.4.1. Causes of Foreign Language Speaking Anxiety

Several factors contribute to the formation of the FLSA, including negative experiences, low self-esteem, perfectionism, the level of difficulty of the topic being discussed and expectations. The classroom environment, teacher attitudes, and the nature of the speaking tasks can also influence speaking anxiety levels (MacIntyre & Gardner, 1994).

Research focusing on the causes of Foreign Language Speaking Anxiety (FLSA) has shown that several key factors predominate, in particular the fear of negative

evaluation plays an important role in this context. Students may often worry about being evaluated negatively by others, especially peers with whom they do not have a close connection or instructors. As Young (1991) points out, simple grammatical errors, pronunciation mistakes in common words, or misplacing words in a simple sentence, or fear of making such mistakes can lead to anxiety. As Horwitz (2016) notes, this fear is especially prevalent in unsupportive classroom environments where students may feel as if they are speaking in front of people on stage or in front of a judge in court.

Because low self-efficacy is considered to be an important factor in language proficiency, students who perceive themselves as inadequate in language skills are more likely to experience anxiety during speaking activities. Cheng et al.'s (1999) study has important implications for the relationship between lack of self-confidence and anxiety, such that students who lack confidence in their language proficiency have higher levels of anxiety during oral tasks. Studies underline that self-efficacy, like self-confidence, is one of the important determinants of speaking anxiety (Raoofi et al., 2012).

Since language cannot be separated from culture and society, intercultural differences and social norms also play an active role in the FLSA. Students from cultures with different speech norms, such as turn-taking or communication style depending on factors such as age and gender, may experience a conflict in this sense, as they may want to feel the need to follow these norms in the target language. For instance, Tanaka and Ellis (2003) observed that Japanese students learning English felt uneasy with the more "direct" communication style common in Western cultures, which increased their anxiety in oral interactions.

Lastly, high-stakes classroom settings can exacerbate FLSA. Ohata (2005) points to exam-oriented language education and programs organized for certification as the reasons for the increase in students' anxiety levels. Since such programs usually put students under intense pressure to perform flawlessly and may cause them to show perfectionist behaviors in the future. As MacIntyre and Gardner (1994) emphasize, instructors' focus on correctness rather than fluency creates a rigid or stressful environment that can significantly increase speaking anxiety.

2.4.4.2. Impacts of Foreign Language Speaking Anxiety

Foreign Language Speaking Anxiety (FLSA) has the power to have a far-reaching influence on students, affecting their attendance, performance and emotional well-being. As a result of this negative impact, reactive behaviors such as prevention and avoidance may emerge in students. Students often exhibit silence and listening behaviors during speaking activities to avoid anxiety-provoking situations. As Gregersen and Horwitz (2002) observe, students with speaking anxiety often avoid speaking in class or do not answer questions unless they have to, thus reducing opportunities for practice. As a result, the students may find themselves in a dilemma in which they find himself both inadequate compared to others and unable to find the will to practice adequately.

Fluency and pronunciation, important factors in speech, have not escaped the debilitating impact of the FLSA. MacIntyre and Gardner (1991a) concluded that undesirable behaviors in speaking such as hesitant speaking, frequent pauses and self-correction caused by high anxiety levels prevent fluency and effective communication. Anxiety also negatively affects pronunciation, with nervousness compromising the clarity and coherence of speech, making it harder for learners to convey their intended meaning.

FLSA also diminishes academic performance in foreign language classes. Saito et al. (1999) found that there was a significant negative relationship between speaking anxiety and oral exam success, and that students with high levels of anxiety were less likely to participate in speaking activities. Moreover, Zhang et al. (2004) point out that this can lead to demotivation and have the unintended consequence that learners may give up learning or practicing the language altogether.

Students with high levels of speaking anxiety may also be negatively affected emotionally and psychologically, including stress, frustration and feelings of inadequacy, which are common in such students. According to Dewaele and MacIntyre (2014), these emotions can trigger the formation of negative reactions such as feelings of defeat and burnout, making the language learning process a distressing one for learners.

2.4.4.3. Strategies to Reduce Foreign Language Speaking Anxiety

Measures to decrease FLSA include practical tools such as creating anxiety-free speaking environments, raising awareness among peers and instructors, and developing solutions to eliminate difficulties with students. Among these, prioritizing the creation of a supportive classroom environment can be seen as a first step in improving the environmental conditions of anxious students. In his study, Horwitz (2010) showed that a constructive rather than judgmental atmosphere in which errors are seen as learning opportunities rather than as deficiencies in language proficiency can significantly reduce anxiety. She also argue that such an environment facilitates more effective language acquisition by reducing the emotional filter that sometimes pushes learners into escape-avoidance behavior. Teachers can increase communication and support among peers by shifting the direction of the conversation from teacher-student to student-student, and incorporate activities such as small group work into their lessons to reduce the stress of speaking in front of a large audience.

Among the practical tools that can be used to manage anxiety, relaxation and desensitization techniques come to the fore. Relaxation methods such as deep breathing, muscle relaxation and guided imagery work can help reduce the body's reactions to anxiety. Similarly, desensitization, which involves gradually exposing students to speaking activities, can reduce fear over time if done in a controlled and supportive way. Young (1991) emphasizes the importance of these psychological approaches in managing anxiety felt during public speaking in the classroom and states that different approaches can be used at each level and for each individual.

Gradually increasing the amount of exposure and practicing in a carefree environment are also important in reducing the FLSA to a manageable level. E. M. Phillips (1992) advocates starting with low-pressure speaking tasks, such as rehearsed dialogues, and progressively advancing to spontaneous discussions. This method of scaffolding teaches students that challenges are manageable at a certain level and allows them to build confidence while reducing anxiety. Besides, Dörnyei (2001) underlines the motivational and anxiety-reducing benefits of these group-based approaches and emphasizes that group work is a sine qua non for the communicative aspect of language.

Another effective approach to reducing and controlling FLSA is the utilization of cognitive-behavioral strategies. Techniques like positive self-talk, visualization of

successful speaking experiences, and relaxation methods, such as deep breathing and mindfulness practices, have proven beneficial. MacIntyre and Gregersen (2014) found that reframing negative thoughts about speaking helps learners maintain composure and focus during oral tasks. Likewise, J. Arnold (1999) emphasized in his study that the motivation variable shows a positive orientation and the anxiety level exhibits a behavior in the direction of decreasing in students who have positive experiences in language activities.

Another important method that can be used in this context is to learn how to make a healthy self-assessment and to encourage accurate goal setting. Personal goal charts, where students can compare their progress and determine whether they are succeeding or not, can prevent negative self-perceptions by making them aware of their progress. Woodrow (2006) showed that such implementation promoted a feeling of achievement in students and encouraged participation in speaking tasks.

Moreover, the inclusion of technology and multimedia tools, which are an important factor in speaking and listening, can also facilitate the FLSA. Shih (2019) underlines that web-enabled alternatives to traditional speaking practices such as video conferencing and online language learning applications provide a comfortable and supportive environment for students to practice speaking and gain confidence. These tools allow the learner to practice speaking in a non-judgmental, non-pressured, supportive and instructive environment. Similarly, Kessler (2010) presented findings on how technology supports language learning by providing an opportunity for an adaptive learning environment.

Instruments like the Foreign Language Classroom Anxiety Scale (FLCAS) and more specialized tools, such as the Foreign Language Oral Performance Anxiety Scale, allow educators to assess speaking anxiety directly and tailor interventions to address specific challenges (Woodrow, 2006). Together, these strategies form a holistic approach to managing and reducing FLSA, supporting students to develop conversation abilities more easily and confidently. Accordingly, educators can help students cope with their anxiety by creating a supportive learning environment, emphasizing communication-oriented and authentic teaching, and utilizing technology.

2.4.4.4. Speaking Skills

The capability to communicate competently in the target language is a very important aspect of overall language proficiency. This ability is about communicating effectively in spoken language on different topics and for a variety of purposes. To improve speaking skills, it is crucial to master various language skills such as pronunciation, vocabulary and grammar, which are sub-variations of speech. It is also necessary to overcome various psychological barriers to effective communication, such as speech anxiety, and environmental barriers, such as an unsupportive classroom environment.

In the field of second language acquisition (SLA), there are a variety of strategies that have emerged from theoretical frameworks and empirical studies and that provide answers to various questions in language learning. Communicative Language Teaching (CLT), which emphasizes the fundamental place of interaction and communication in SLA, is one of these approaches. CLT concentrates on the improvement of practical communication abilities and prioritizes the use of the target language in daily life, instead of memorizing specific structures in language teaching. As Richards and Rodgers (2014) emphasize, it motivates learners to actively participate in the language and thus increases the functional and contextual applicability of the language.

Task-Based Language Teaching (TBLT) is an extension of the principles of Communicative Language Teaching (CLT) that structures learning around tasks designed to simulate authentic language use. Since Task-Based Language Teaching (TBLT) focuses on real-life communicative scenarios as the focal point of language learning, it provides students with practice opportunities that they can encounter in daily life and promotes the improvement of conversational competence in particular. In his 2003 study, Ellis emphasizes that organizing the tasks to be applied in TBLT in unique way increases participation and helps students gain practical skills. Together, CLT and TBLT appear to be useful approaches that address the communicative feature of language with their practical approach focusing on speaking skills.

2.4.4.4.1. Components of Speaking Skill

Developing speaking skills in a foreign language requires the ability to make the right combination of a number of interrelated elements that facilitate effective communication. In particular, the pronunciation of words using the correct sounds functions as a fundamental element in speech that ensures that the message intended to be conveyed to the other party is understood. It involves not only the formation of individual sounds in the mouth, but also the acquisition of speech elements such as stress, rhythm and intonation, which are necessary for natural and intelligible communication (Celce-Murcia et al., 1996).

Fluency and accuracy are two elements of equal importance that make speech understandable and listenable. Fluency relates to the capacity to speak fluently while maintaining the necessary rhythm for the specific topic, setting and audience. Accuracy, on the other hand, involves the correct and appropriate use of grammar and vocabulary in speech. In this context, Segalowitz (2010) states that both dimensions are necessary for achieving communicative competence as they ensure that speech is both comprehensible and accurate in terms of the intended message.

Vocabulary is a critical language component that enables learners to both accurately convey their ideas and properly understand the messages of others. Schmitt (2000) believes that a wide vocabulary provides flexibility to express what is meant in communication in different ways and depth to enrich meaning. In addition to vocabulary, grammar, which is one of the essential factors for speaking ability, provides the basis for the formation of coherent and unified sentences. Internalized grammar rules facilitate the transfer and understanding of complex meanings and broader interactions (Larsen-Freeman, 2003).

In sum, developing effective communication skills requires a complex and multifaceted process with theoretical, pragmatic and psychological aspects related to L2. Students need regular and purposeful practice to develop these skills. As Hattie and Timperley (2007) emphasize, the employment of a range of assessment systems allows students to recognize particular domains of development and address any weaknesses in a systematic and effective way. In doing so, they can recognize their inadequacies and achieve certain gains by correcting these areas.

2.4.4.4.2. *Learning Speaking Skills*

Gaining proficiency in a second language requires the development of a multitude of skills, including cognitive, social and cultural abilities. Although vocabulary and grammar are considered to be essential for speaking ability, cultural differences, the utilization of L2 in daily life and the reality of the living language are also elements that influence language proficiency. The effective improvement of conversational competencies depends on the development, assimilation and blending of several key elements in speaking.

Sufficient input and engagement in L2 are important elements to acquire language proficiency. Proficiency is developed through immersion in the second language and using it to produce new sentences at every opportunity, i.e. through oral use of the language. According to Long (1983), interaction plays an important role in the processes of feedback, discussion of meaning and facilitation of practice in a communicative context. Collectively, these processes enhance language learning.

The Output Hypothesis, as put forth by Swain (1985), highlights the significance of language production, whether in spoken or written form. This process forces learners to embark on an inner journey through their language use, so that learners who engage in deep cognitive analysis of their language proficiency can make useful inferences about their linguistic competence.

Task-Based Language Teaching (TBLT), mentioned earlier, provides a constructive framework for developing speaking skills and answers the question of what to do about it. The difference that TBLT makes in this respect is that the communication tasks provide a realistic environment that stimulates students to practice language in authentic situations. Similarly, Ellis (2003) emphasizes the usefulness of this method in facilitating SLA through the aforementioned tasks as a distinctive feature.

The challenge of striking a balance between fluency and accuracy is perhaps one of the most important challenges second language learners face. Segalowitz (2010) attributes fluency, which can be defined as speaking without pausing or hesitation, to the automatic processing of language in the brain, just like in the native language. Although the role of fluency in speaking ability is such that the role of accuracy, which is directly proportional to grammar and vocabulary, in this ability cannot be ignored.

Incorporating these speaking strategies into language learning processes and making them available to learners can help them overcome their communication difficulties. For example, techniques such as rephrasing the intended thought in different words or asking for feedback on whether it has been understood are useful instruments that speakers can use to maintain the flow of communication. Indeed, Cohen (1998) focused on similar strategies and their application in the educational context and observed an increase in the self-confidence and communication skills of students using these techniques.

Finally, feedback and constructive error correction are two very important aspects of developing speaking skills. As Lyster and Ranta (1997) observe, the effectiveness of corrective feedback depends on timely and appropriate responses to errors, and error correction in a constructive manner without offending the speaker. Students who receive constructive feedback can make progress in their speaking skills by recognizing and correcting their mistakes.

It can be concluded that the improvement of conversational competence in second language is a comprehensive process involving a variety of teaching techniques and learner-centered strategies. Being understandable in communication, correct pronunciation, a balanced approach between fluency and accuracy, knowing and practicing speaking strategies, and constructive feedback are essential components of effective speaking instruction. Collectively, these methods provide learners with the requisite tools to succeed in developing their speaking skills while navigating the intricacies of language acquisition.

2.5. Speaking Club

A speaking club is a forum or gathering where individuals come together to practice and enhance their public speaking, communication skills, and language abilities. Speaking clubs can vary in focus, such as language learning (e.g., English speaking clubs), professional communication, or public speaking skills like those practiced in Toastmasters International clubs. These clubs provide an environment where members can interact with each other in the target language and thus support the acquisition of target language-specific speaking and listening skills.

The main purpose of foreign language speaking clubs is to improve participants' oral communication skills through the various interaction opportunities they offer, and to provide an environment that is both socializing and anxiety-free. The main activities of these clubs can be summarized as speaking practice, feedback and providing a safe and supportive environment. By promoting a supportive and interactive environment, speaking clubs help to develop participants' speaking skills through a variety of pre-activity designed activities. These activities are designed to increase the involvement of the participants in the club activities and aim to increase their fluency and practical use of language, which will help them gain self-confidence and improve their communication skills. The group members meet regularly and practice speaking in real situations by discovering the limits of their comfort zones (Suharsih & Supriatna, 2020). Led by experienced language experts, speaking clubs could provide purposeful and genuine interactions among students.

Although speaking clubs offer some structured programs, impromptu speaking exercises during meetings are a cornerstone of these clubs and encourage members to express their thoughts with minimal preparation. These exercises, such as giving an opinion on a topic of the moment, storytelling or brainstorming, offer multiple benefits such as fluency, quick thinking and the ability to communicate spontaneously. Dale (2013) emphasizes that such activities with an emphasis on communication develop the ability to express what they think in the target language, and that members improve their ability to speak with confidence even under pressure and reduce their anxiety.

Prepared talks provide members with the opportunity to work on pre-prepared and structured presentations. Participants can increase their time in the target language by organizing their ideas and practicing their use of the language as they prepare their speeches on the topics identified. Similarly, Lucas (2015) points out the importance of the speaking club in developing both speaking and presentation skills.

Peer feedback sessions, usually held immediately after traditional meetings, are an integral part of conversation clubs, offering members constructive criticism and positive reinforcement. These sessions are valuable in helping participants become aware of their deficiencies in the target language and identify areas for improvement, while seeing the impact of a culture of mutual support and constructive criticism.

Similarly, Hattie and Timperley (2007) underline the importance of feedback in ensuring healthy language development.

Language games and role-plays, such as word quizzes, guessing games or team-based activities, make learning fun and interactive and encourage active participation and practice. Richards and Rodgers (2014) state that role-play exercises and simulated real-world scenarios allow participants to practice specific dialogues, cultural nuances and functional language use in a dynamic and engaging way.

Group discussions promote spontaneous speaking and interactive communication. In these discussion meetings, members converse on pre-selected topics, sharing their views, experiences and ideas, while at the same time increasing their subject-specific vocabulary and learning the pronunciation of these words. Ur (2012) points out the benefits of such discussions, especially in the areas of promoting the functional use of language for a particular topic and developing a collaborative learning environment. As various studies have pointed out, these activities are an indispensable part of speaking club practices, providing opportunities for participants to develop speaking skills and socialize in a constructive environment. The findings of the referenced studies confirm that speaking clubs have positive outcomes in terms of speaking skills, language proficiency, public speaking skills, self-confidence and anxiety.

2.5.1 The Role of Speaking Club on Speaking Skills

Speaking clubs, with their unique structures and interaction-oriented activities, play an important role in the development of specific language skills and the acquisition of public speaking competencies. The main benefit of these clubs, which also allow flexibility in a structured environment, is that they offer individuals the opportunity to practice speaking in a supportive and interactive setting. This approach is founded on principles of communicative language teaching and experiential learning, where the emphasis is on using language as a tool for communication in real-life contexts.

The importance of speaking clubs in developing speaking skills can be explored from multiple perspectives. First, the role of practice and feedback in skill acquisition emphasizes that structured and well-framed practice is fundamental to mastering any skill, as embodied in the conversation club. As Ericsson et al. (1993) point out this

proposition makes sense in speaking clubs, which provide their members with opportunities for intensive practice and feedback from peers and teachers. Secondly, from the perspective of social interaction in language learning, Vygotsky's (1978) theory of social development emphasizes the importance of social interactions such as conversation clubs in cognitive development. Speaking clubs function as a practical application of this theory by creating environments that promote language acquisition and communication skills through collaborative interaction among members.

Speaking clubs also play a vital role in developing speaking fluency and confidence through the intensive speaking activities they expose students to. As Thornbury (2005) emphasizes, speaking clubs provide students with opportunities to speak on a regular schedule and structured by the organizer, developing their ability to communicate in an effective and stress-free environment. Additionally, the exchange of peer feedback within speaking clubs is an integral component, allowing learners to reflect on their performance and pinpoint areas for improvement, as discussed by Hattie and Timperley (2007). Lastly, speaking clubs align closely with the principles of Communicative Language Teaching (CLT). Socially focused on the real-life use of language, these clubs promote communicative competence through interaction and practice among members to make positive changes in participants' speaking skills.

By joining conversation clubs, individuals can significantly capitalize on these benefits and add some fun to their language learning while socializing in a healthy way. The multifaceted benefits of clubs addressing practice, feedback, social interaction and communicative competence might contribute to the effective development of speaking skills. Through regular participation, students can make significant progress in speaking fluency, increased confidence and effective communication.

2.6. Related research on FLSA

A number of studies in the academic literature have attempted to identify the etiology of foreign language speaking anxiety and to develop effective treatment methods. These studies represent a significant component of research conducted within the domain of anxiety research concerning the acquisition of foreign languages. In this section, the research conducted outside and inside Türkiye was examined.

2.6.1. Studies carried out abroad

Foreign language speaking anxiety (FLSA) has been widely recognized as a significant barrier to effective language learning and communication. Internationally, a wealth of research has examined the causes, effects, and strategies to diminish FLSA, ranging from psychological interventions to pedagogical innovations. Studies abroad often emphasize the role of cultural, social, and individual factors in shaping anxiety levels, as well as the importance of creating supportive and low-stress learning environments. This section reviews key international research on FLSA, providing insights into the global understanding of this phenomenon and its implications for foreign language education.

N. Arnold (2007) aimed to find the relationship between computer-mediated communication (CMC) and communication anxiety. He divided participants, 56 university students at a US university, into two groups, an experimental and control groups, and joined six group discussions. While the control group participated in the discussions face to face, the experimental group participant discussions were held synchronously or asynchronously. He collected data through Horwitz et al.'s Foreign Language Classroom Anxiety Scale (FLCAS) (1986), which was also used pre and post-test and McCroskey's Personal Report of Communication Apprehension (1970), and student self-reports. He suggested that regular student-centered discussions could trigger a lasting reduction in communication anxiety.

In his research, Kruk (2016) investigated changes in motivation, language anxiety, and boredom while learning English in Second Life. The study's participants were 16 second-year students of English philology. He asked the participants to use Second Life and practice English there during a semester. He collected the data through a background questionnaire and session logs which include three parts: before, during, and after. According to the results, learning English in Second Life significantly increases motivation and relatively reduces anxiety and boredom.

Melchor-Couto (2017) aimed to reveal the relationship between Foreign Language Anxiety (FLA) and the virtual world of Second Life for oral interaction in his mixed-method research. The participants were fourteen university students at a

university in London. The researcher formed participants into two groups. The first group called the experimental group, completed four verbal interaction sessions with a group of native speakers. The second group called the control group, had similar verbal interactions to the first group, but with one difference: they had this conversation with each other, not with native speakers. A demographic survey consisting of sixteen questions, Horwitz et al.'s Foreign Language Classroom Anxiety Scale (1986), a reduced version of the previously mentioned survey, and open-ended questions were used as data collection tools. At the end of the research, the analysis of data showed while the FLA levels decreased considerably for the experimental group, they remained unchanged for the control group.

In a different study, Felicity (2018) focused on the relationship between FLSA and group discussion. He conducted his study in a sample of 21 public secondary schools in Bungoma County, Kenya. Three hundred and seventy-eight learners participated in the study. He used two data collection tools: the Foreign Language Classroom Anxiety Scale (FLCAS) survey, which was administered to all participants, and semi-structured interviews with 21 participants. Research findings have shown that group discussion as a learning strategy has a significant effect on speaking anxiety.

In another study, Ordoñez and Holguín (2021) aimed to find out whether the online speaking club contributed to students' listening and speaking skills. They chose to conduct active research during the COVID-19 period. Twenty-five university students from six different countries participated in the study. Six 1-hour sessions were held for participants to practice the target language. They received feedback on their performance by watching the recorded sessions. Researchers collected data through in-depth interviews, classroom observation, and a PET pre-English test used twice at the beginning and end of the study to measure participants' listening and speaking skills. The results revealed that language learners who worked with clear goals benefited from conversation clubs to improve their speaking and listening skills. Additionally, the findings showed that in terms of socialization, these clubs could help students socialize more in a healthy environment.

Hanafiah et al. (2021) inspected the relationship between Computer Assisted Language Learning and EFL learners' vocabulary learning, speaking skill, and speaking anxiety. They conducted their study with 103 English foreign language students who

took the Oxford Rapid Placement Test and divided 60 into two groups: experimental and control, according to their placement test results. As a pre-test of the study, vocabulary tests, speaking tests and Foreign Language Classroom Anxiety Scale (FLCAS) surveys were introduced to all participants. Using an English textbook's conversation parts and vocabularies, they conducted 17 online lessons with the experimental group using a CALL-based instruction and the same amount of face-to-face lessons with the control group. Completing the sessions, they implemented a vocabulary test, speaking test, and Foreign Language Classroom Anxiety Scale (FLCAS) as a post-test. Based on the results of the study, it is possible to say that CALL-instructed language education has positive effects on students learning English as a foreign language, and it reduces the speaking anxiety of EFL students.

Pan et al. (2022) conducted an experimental study aiming to reveal the effect of Massive Open Online Course (MOOC) and flipped instruction on EFL learners' foreign language speaking anxiety. The Oxford Rapid Placement Test was applied to the participants, who were divided into three groups: two experimental and one control groups, each consisting of 40 students. All participants whose English level was upper-intermediate did a speaking anxiety questionnaire as the pre-test of the research. One experimental group received online-based instruction via Skype, while the other received the course via flipped-based instruction. After the treatment sessions, speech anxiety post-tests were administered to all groups to see the effectiveness of the training methods. The findings revealed that there were significant differences between the post-test of the experimental groups and the control group. The results showed that the experimental groups significantly outperformed the control group after getting technological-based instructional courses.

Bashori et al. (2022) investigated the level of FLSA in students and the impact of web-based language learning on FLSA. 573 vocational high school students participated in their mixed-method study. One hundred sixty-seven of them also experienced ASR-based web experiments. They surveyed participants to measure their FLSA before the experiment and found a relatively high score in most participants. Additionally, the study showed that self-assessment of English skills and frequency of speaking English were two explanatory factors significantly related to FLSA. Scores from the post-survey stated that web-based language learning had no impact on the FLSA. However, qualitative data showed that participants felt less conversational

anxiety when using web-based language learning compared to face-to-face communication in and outside the classroom. This experiment with ASR-based learning websites showed that it can bring fun to the classroom and help improve students' vocabulary and speaking skills.

In her 2024 study, Ding explored the potential of high-immersion virtual reality (HiVR) to lessen foreign language speaking anxiety (FLSA) among 140 Chinese EFL learners, comparing HiVR-based and classroom-based learning with situated or teacher-centered approaches. Although statistical analyses showed no significant impact of HiVR on real-life FLSA, qualitative data revealed that most students perceived HiVR as a useful and engaging tool for reducing anxiety in a virtual environment. However, the benefits were difficult to transfer to real-world interactions, partly due to communication barriers created by avatars. While HiVR offered authentic and enjoyable learning experiences, Ding concluded that its integration with traditional methods and improved design could better support learners in overcoming FLSA and enhancing language acquisition.

2.6.2. Studies carried out in Türkiye

Foreign language speaking anxiety (FLSA) is a prevalent issue among learners in the national context, often exacerbated by cultural and educational factors unique to the country. Research conducted locally has focused on identifying the primary triggers of FLSA, such as fear of negative evaluation and lack of confidence, and exploring strategies to address these challenges within traditional and modern educational settings. This section examines the studies conducted within the country, highlighting the shared and unique aspects of FLSA in the local context and their implications for language learning practices.

Ataş (2014) researched the effect of drama techniques on high school students' FLSA. The participants were twenty-four 12th graders studying at a Medical Vocational High School. The study lasted six weeks, including the drama activities as well as famous films, fairy tales, and a final performance show. She also used the soundtracks of the movies to motivate students better. Regarding drama techniques, she used language games, role play, mime, and improvisation drama scripts. She collected the

data through pre and post-questionnaires, semi-structured pre- and post-interviews, student diaries, Foreign Language Classroom Anxiety Scale (FLCAS), designed by Horwitz et al. (1986), and teacher reflections. At the end of the process, it was determined that the drama activity reduced the participants' speaking anxiety. At the same time, the participants felt better in English lessons and were willing to participate in FL lessons. They also began to speak without fear of making mistakes and willingly took part in English-speaking situations.

Studies on the effect of an interactive online program called Second Life (SL), which offers an artificial educational space, on foreign language learners' English speaking anxiety constitute the subject of Güzel and Aydın's (2014) research. To this end, this study analyzed studies that approach SL from a language teaching and learning perspective and examine the relationship between this platform and foreign language speaking anxiety. According to the findings of the researchers, studies have shown that SL is an useful multimedia application that can be used by English language learners and instructors in their educational processes. Moreover, the fact that SL decreases learners' anxiety is one of the areas highlighted by researchers as an educational advantage of the platform. Nonetheless, the findings of the investigation indicated a deficiency of empirical studies that would allow for the formulation of comments regarding the relationship between this practice and the FLSA.

Zerey (2018) aimed to find out whether theater implementation has any impact on the FLSA. She conducted his research with 39 ELT second-year students. She used two different texts for the pilot and main study. The study lasted 9 weeks: 3 weeks of general information as part of the in-class course and 6 weeks of rehearsal phase as an extracurricular activity. At the end of this whole process, the students performed the play 'Living Like Pigs' professionally on stage in front of the audience. She collected data through several different data collection tools; qualitative tools were interviews and diaries, and quantitative tools were the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986). At the end of the research, she discovered that staging a play had positive effects on reducing students' speaking anxiety and gave them the confidence and courage to speak English in public, helped students discard their negative feelings towards speaking English in front of others, and also provided them a sense of accomplishment and self-confidence in completing tasks successfully.

Akel Oğuz and Külekçi (2018) investigated the outcomes of a 'Speaking Club' activity regarding speaking skills, writing reflections, teaching speaking English, and participants' perceptions of being an English teacher. Twenty-seven junior pre-service teachers (PST) volunteered in this qualitative study. The 'Speaking Club' was organized in a secondary school in Izmir within the scope of PST's Community Service Practices course. The clubs consisted of 2-6 secondary school students and lasted 10 weeks. Data were collected through reflection journals and focus group discussions and analyzed using thematic analysis. The findings of the research show that the participants gained many benefits from the project by becoming more aware of their strengths and weaknesses, and that the project also contributed to their speaking and teaching skills.

Altın and Saraçoğlu (2019) aimed to reveal the relationship between foreign language speaking skills and speaking anxiety with the quantum learning model. They designed their research in an experimental model, which includes experimental, control, and placebo groups; pre-test, post-test, retention test, and retention monitoring test. The participants were 108 7th-grade secondary school students. They collected data through the Foreign Language Speaking Anxiety Scale developed by Horwitz et al. (1986), the Speaking Skill Grading Key, semi-structured interview form, field notes, and student diaries. The process lasted ten weeks. According to the results of the research, the model positively affected the students' feelings towards the English lesson by attracting their attention, arousing their curiosity, motivating them and also reduced their anxiety.

In their experimental study, Güzel and Aydın (2019) have aimed to examine the effects of the use of Second Life (SL) on speaking anxiety. During the process, they collected data through a background questionnaire and an anxiety scale from 44 EFL learners. They divided participants into the control and experimental groups. The participants performed speaking activities in traditional and SL settings. The research showed no significant relationship between speaking activities performed in traditional environments and speaking activities performed in the SL environment considering speaking anxiety levels.

Güvendir et al. (2020) examined the effect of counselor candidate support based on the cognitive-behavioral approach on English teacher candidates' public speaking anxiety and foreign language speaking anxiety in the classroom environment. Sixteen third-year ELT students at a state university participated in the study. They collected

quantitative and qualitative data, including two different scales; the Personal Report of Public Speaking Anxiety developed by McCroskey (1970) and the Public Speaking Class Anxiety Scale by Yaikhong and Usaha (2012) used as pre-test and post-test, counseling sessions, and interviews. Each counselor conducted eight sessions and an interview session with the same participant. The findings of the research revealed that the psychological counseling process supported by various techniques was effective in reducing the anxiety levels of the participants.

Dariyemez's (2023) study examined how the flipped classroom model affects EFL learners' independence, readiness to interact, and anxiety in speaking English in a mixed-methods study. The participants were 55 EFL students studying in a public university. He separated them as an experiment and a control group. He used learner autonomy, willingness to communicate, and L2 speaking anxiety scales as pre and post-test for the quantitative part of the study. He collected qualitative data through the open-ended interview. The result showed that the Flipped Classroom Model could decrease students' speaking anxiety significantly. This model can also help students improve their speaking skills.

Zambak's 2024 study investigated foreign language speaking anxiety (FLSA) among 228 high school students, focusing on factors influencing their anxiety levels. Using the Foreign Language Speaking Anxiety Scale and demographic data, the study found that participants experienced moderate FLSA. Key factors such as students' interest in English, prior experience abroad, and engagement with English outside academic settings significantly impacted their anxiety. Popular anxiety-reducing activities included games, movies, songs, and collaborative tasks in the classroom, as well as listening to songs, watching subtitled movies, and playing English-based games outside the classroom. The research highlights the importance of personal interests and the dynamic interplay of in-class and extracurricular activities in shaping students' FLSA, underscoring the need to address these factors in language education.

CHAPTER III

METHODOLOGY

3.1. Research Design

Mixed research design was preferred to answer research questions. According to Creswell and Plano Clark (2011), mixed methods research is a methodology that combines qualitative and quantitative data collection and analysis to gain a deeper understanding of research questions, using integrated designs guided by theoretical and philosophical frameworks. Mixed methods help researchers to integrate and utilize these data collection systems and to examine in depth a phenomenon whose dimensions are quantified using quantitative methods (Dawadi et al., 2021). During the integration process, the data could also be used to describe, compare, and control another and to reach better results. In this way, where each method is insufficient, it is expected to obtain a more detailed and consistent result by supporting the other method, thus minimizing the limitations of both systems. The aim is to gain a deeper understanding of the research problem by combining qualitative data subjectivity with quantitative data's objectivity. It is accepted that this is the ideal method if it is possible to access both qualitative and quantitative data (Creswell, 2014).

The convergent parallel design was employed in the research, in which qualitative and quantitative data were collected and analyzed separately and then brought together to explain the research problem (Creswell & Plano Clark, 2011). The flowchart in Figure 1 shows the data collection, analysis and explanation stages of this design. The basic assumption in this model is that different types of data are obtained for analyzing the same problem (Creswell, 2014).

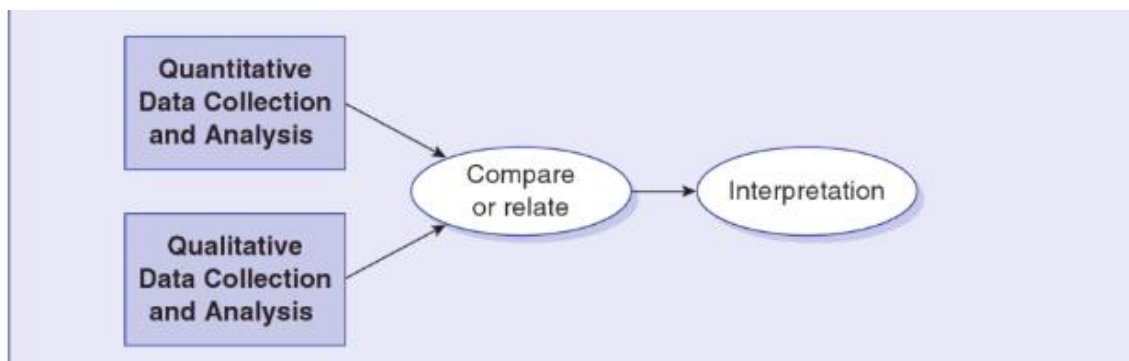


Figure 1. The convergent parallel design flowchart

This study was designed using a quasi-experimental model, taking into account the literature review. Experimental models are research models that are carried out under the control of the researcher and aim to reveal the cause-effect relationships of the data. There are many types of experimental models in the literature on the subject. Such studies are classified according to the number and level of variables, the number of groups and the measures that can be applied to control variables (Karasar, 2016, p.94). Shadish and Luellen (2012, p.539) describe the quasi-experimental model as "experiments that lack random assignment of units to conditions but otherwise have similar purposes and structural attributes as all other experiments." The design of the model was the nonequivalent control group design with pretest and posttest. As seen in Figure 2, the design includes experimental and control groups, pre-test and post-test applications. It allows to compare both groups and see the impact and size of the intervention.

$$\begin{array}{cccc} NR & O_1 & X & O_2 \\ \hline NR & O_1 & & O_2 \end{array}$$

Figure 2. The diagram of the nonequivalent control group design with pretest and posttest

The figure below shows the process in general terms. It consists of three stages: before the intervention, during the intervention, and after the intervention. Since the treatments applied to the control and experimental groups during the procedure were different, they are shown separately in the figure.

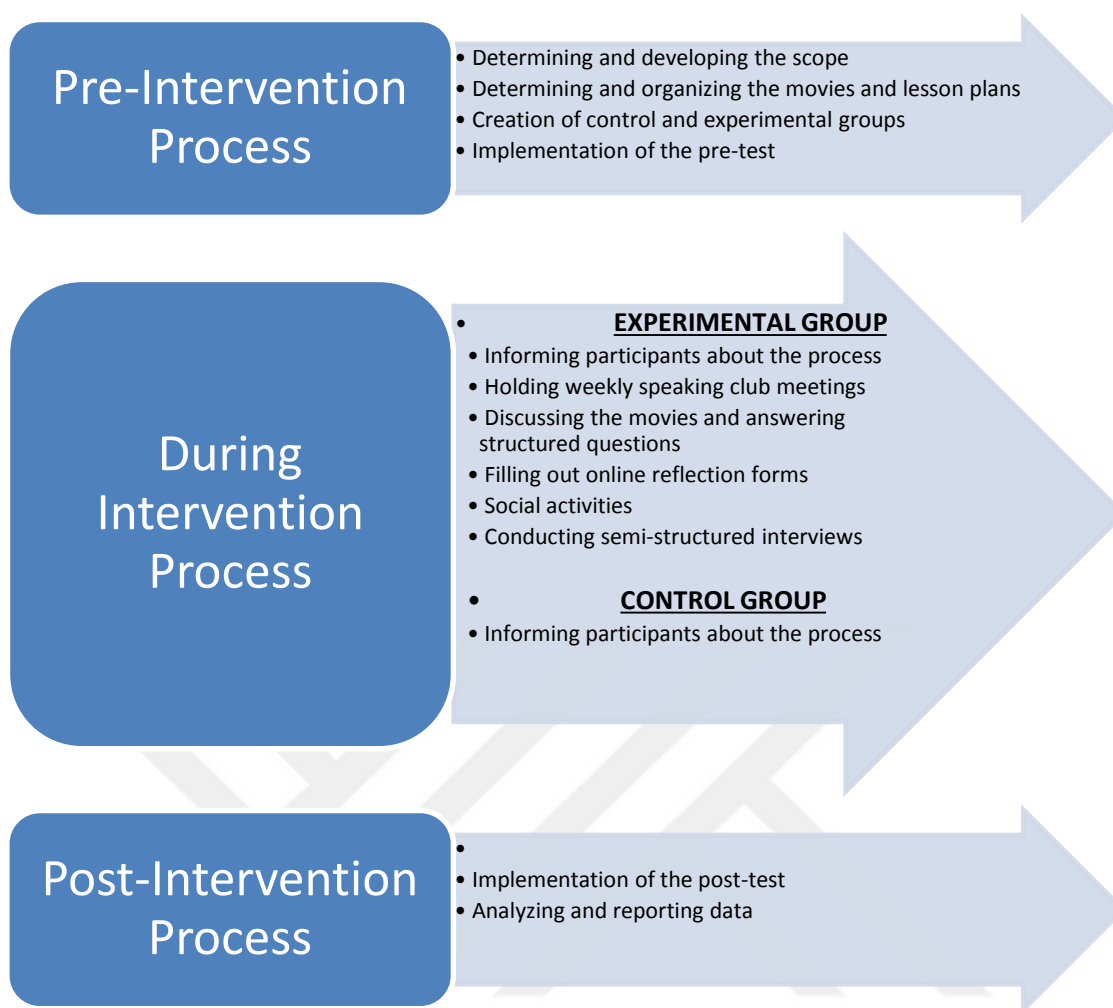


Figure 3. Intervention Procedure of the Study

3.2. Participants

The participants of the study were 62 first-year pre-service English language teachers at a state university who volunteered to participate the study. In order to reach as many students as possible in order to maximize the level of participation in the English Speaking Club, which forms the basis of the study, Purposive Sampling Method was preferred in the selection of participants. The reason why only first year students were included in the study was that the speaking course in the ELT curriculum is offered in the first year.

Initially, 62 students participated in the study, 25 in the experimental group and 37 in the control group. However, after attending the first session, 7 students in the experimental group did not participate in other activities related to the speaking club

and 1 participant in the control group refused to complete the questionnaire. As a result, both the total number and the distribution of participants have changed. In conclusion, while the number of students who wanted to participate in the experimental group was 18, 43 students participated in the control group. This distribution shows that the total number of participants was 61. The demographic characteristics of the participants are shown in Table 1.

Table 3.1
Demographic Information of Participants

<u>Categories</u>	<u>Sub-Categories</u>	<u>Frequency</u>	<u>Percent (%)</u>
Group	Experimental	18	29.50
	Control	43	70.50
Ages	18-20	47	77
	21-25	13	21.30
	26-30	1	1.60
Gender	Female	46	75.40
	Male	15	24.60
High School	Anatolian High School	46	75.41
	Vocational High School	1	1.64
	Project Science and Social Sciences Anatolian Imam Hatip High School	1	1.64
	Private School	1	1.64
	Social Sciences High School	7	11.48
	Science High School	1	1.64
	Imam Hatip High School	3	4.92
	Open High School	1	1.64

As seen in Table 3.1, the majority of the participants were aged 18-20 (47 participants, 77%), while the rest were aged 21-25 (13 participants, 21.3%) and 26-30 (1 participant, 1.6%). In terms of gender, 46 participants (75.4%) were female, and 15 participants (24.6%) were male. Regarding educational background, most participants graduated from Anatolian High Schools (46 participants, 75.41%), followed by Social Sciences High Schools (7 participants, 11.48%), and Imam Hatip High Schools (3

participants, 4.92%). Fewer participants came from five other high schools, each representing 1 participant (1.64%).

3.3. Setting

The Department of English Language Teaching at the university where the study was conducted has offered both graduate and undergraduate education. Students are admitted to the undergraduate program based on their scores in the Basic Proficiency Test (TYT) and the Foreign Language Test (YDT), administered by the Student Selection and Placement Center (ÖSYM). Upon enrollment, students must take a proficiency exam per the Compulsory and Elective Foreign Language Preparatory Classes Education-Teaching and Exam Regulations. Students can begin courses after completing or being exempted from the preparatory program.

The undergraduate program is designed around three core areas: subject-specific knowledge, teaching profession knowledge, and general cultural knowledge, divided into mandatory and elective courses. With an interdisciplinary and progressive approach, the program integrates up-to-date teaching methods, promoting students' ability to apply theoretical knowledge in practical contexts. Courses like Oral Communication Skills, Listening and Pronunciation are designed to improve their language fluency and confidence. They also expand students' vocabulary, including idiomatic and figurative language, and emphasize public speaking techniques. Furthermore, these courses integrate various communication-focused activities such as discussions, role-playing, and group work, enabling students to practice English in real-life and simulated contexts.

3.4. Data Collection Tools

To gather quantitative data, the 'Public Speaking Class Anxiety Scale' (PSCAS) and a 'Demographic Information Form' including 4 items were used as quantitative data collection tools. In addition, a 'Students' Reflection Form', and a 'Semi-Structured Interview Form' were used as qualitative data collection tools to obtain the participants' opinions about the process. In order for the participants to feel more comfortable and for the data to be more reliable, Turkish, the native language of the participants and the researcher, was used as the language of the data collection tools.

3.4.1. 'Public Speaking Class Anxiety Scale' (PSCAS)

The 'Public Speaking Class Anxiety Scale' (PSCAS) (See Appendix E), which measures only speaking anxiety in a public speaking class was developed by Yaikhong and Usaha (2012). They developed PSCAS by adapting the items from four different scales: the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) (17 items were taken), the Personal Report of Communication Apprehension (PRCA-24) by McCroskey (1970) (4 items), the Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970) (1 item), and the Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992) (6 items). After item selection and initial revision, the first version consisted of 25 items, but after a second revision the number of items was reduced to 17.

It is a 5-point Likert-type measurement tool consisting of 17 items, ranging from 5 "Strongly Agree" to 1 "Strongly Disagree." The scale consists of four sub-dimensions: Fear of Negative Evaluation (6 items include the items 6, 9, 11, 13, 14, 16), Communication Anxiety (4 items include the items 2, 3, 5, 15), Test Anxiety (3 items include the items 1, 7, 17), and Comfort in Speaking English (4 items include the items 4, 8, 10, 12). While the maximum score that could be obtained from PSCAS is 85, the minimum score is 17. Scores higher than 68 were considered high anxiety, scores between 68 and 51 were considered moderate anxiety and scores lower than 51 were considered low anxiety. The scores of some items (4, 8, 10, 12) of the PSCAS were used in reverse to fit the construct (Yaikhong & Usaha, 2012). The internal consistency of the scale was reported as 0.84 Cronbach's alpha coefficient by the developers of the scale. However, the Cronbach's alpha reliability coefficient calculated for this study was 0.95.

To ensure that the scale accurately measures the intended construct in Turkish, a forward translation was first performed. Accordingly, the original scale was translated into the target language by the researcher in the light of existing literature. This was followed by a back-translation in which four academics who are native-like at a public university translated the target language version back into the source language. These final versions and original scale were then compared to identify inconsistencies and ensure conceptual equivalence. After making sure that the Turkish version of the scale

addressed all the points that the original scale aimed to reveal, the scale was administered to all participants twice: pre-test and post-test.

3.4.2. Semi-Structured Interview

Semi-structured interviews are especially effective in qualitative research when exploring complex phenomena or personal experiences that might not be captured through structured questionnaires. The researcher typically uses a set of predefined open-ended questions to ensure key topics are covered but has the flexibility to adapt the conversation based on the interviewee's responses. Gill et al. (2008) underlines that this format allows the interviewer to inquire deeper into specific emerging areas during the conversation, enabling rich, contextual data collection. It also offers the flexibility to ask follow-up questions or clarify responses, enhancing the data's depth (Kallio et al., 2016). This method is commonly employed in social sciences, education, and healthcare research, particularly when studying behaviors, attitudes, or motivations (Adams, 2015).

Considering the benefits mentioned above, semi-structured interviews (See Appendix F) were used by the researcher as one of the data collection tools. The interviews included 12 questions that focused mainly on students' thoughts on FLSA they experienced. The researcher prepared the interview questions by reviewing the existing literature. The prepared questions were then consulted with two academics who are experts in the field of English language education. In line with the recommendations of the experts, 2 questions of the form that did not question the results of anxiety were removed, while the content of 4 questions was changed. Through interviews, the researcher aimed to gain a deeper understanding of the speaking anxiety the participants experienced and the speaking club's effectiveness. In addition, the interview was not limited to pre-prepared questions; additional questions were asked when details were needed.

3.4.3. Student Reflection Form

The student reflection forms help researchers understand what the participants experience behind the scenes. The written messages that the participants sent to the researcher about their experiences of the intervention ensured that the researcher was regularly informed about the participants' experiences. Thanks to these messages, the researcher can intervene in the process when necessary and solve problems that have occurred or might occur in the future. One of the most essential benefits of student

reflection forms is that they enable researchers to be aware of the entire process that participants experience from beginning to end.

The researcher utilized the literature and prepared a student reflection form (See Appendix D) for the participants to write about their weekly experiences with the intervention. This form was then submitted to the opinions of academics working in the English department of a state university. After the opinions of the academicians were received, these opinions were adapted by the researcher to find answers to the research questions. In the end, a form was created that consisted of 8 open-ended questions.

Regarding the method for participants to share their experiences, online Google forms were chosen because they are user-friendly and cost-effective. It allowed the researcher to see the responses as soon as the participants respond and to react accordingly for the next session.

3.5. Data Collection Procedure

As a first step to start the research, permission (See Appendix H) was obtained from the developers of the Public Speaking Classroom Anxiety Scale (PSCAS) (See Appendix E) to administer the scale to the participants. Second, İnönü University Ethics Committee approved the research application form for the conducting of the study (See Appendix A). Afterwards, İnönü University Faculty of Education gave permission (See Appendix B) for the research in order to include first-year pre-service English teachers as participants in the study. After getting the permissions, the researcher made a presentation to the first year students in the Department of English Language Teaching at İnönü University to inform them about the research process.

After the experimental and control groups were formed according to their consent, each participant signed the informed consent form (See Appendix G) to receive the necessary information about the research and to confirm voluntary participation. An English Speaking Club was established for the experimental group. Before the club selection process, the researcher held a meeting to inform the participants explaining the research and intervention phase. The presentation covered purpose of the research, the experimental phase, details about the English Speaking Club and its duration,

participants' legal rights, the advantages and disadvantages of participation, and the forms and scales to be completed.

The researcher then created an online network group for all participants in the experimental group to keep in touch. All correspondence in this network was conducted in the target language. In the next stage, participants in both the control and experimental groups answered the questions in the demographic form and questionnaire. After that, an 8-week speaking club process was planned. The first stage was to create a pool of films that the participants in the experimental group would discuss in weekly speaking club meetings. The researcher selected 15 films with the help of his advisor, taking into account theme and philosophy of the film, Internet Movie Database (IMDB) scores, understandability of the language, year of release, genre, and appropriateness for learners. After the second review, eight films were chosen for speaking club sessions. Next, movie plans were prepared to set a course for sessions. In the next stage, questions covering different thinking skills and specific to each movie were created following Bloom's Taxonomy. The stages covered by the taxonomy, which is a framework for categorizing educational objectives, are: knowledge, comprehension, application, analysis, synthesis and evaluation (Flinders, 2010). Digital presentations (See Appendix C) were prepared for each session, including new sections such as film plans and scene photos from the film, words, idioms, quotes and proverbs used in the film, the philosophy of the film and character analysis. A movie discussion plan was presented in Table 3.2 as an example of the topics discussed and the process followed in Speaking Club sessions.

Table 3.2

An Example of Weekly Movie Discussion Plan

MOVIE DISCUSSION PLAN
<p>Class Profile</p> <p>10 freshmen students from the ELT department. Level: A2-B1 Time: 1 hour Materials: Pictures – Videos- Laptop – Worksheets-Projection-Curtain-Speaker Aim: To foster Ls' speaking and micro-skills in the primary EFL classroom by creating an 'anxiety-free' communicative setting.</p>

Table 3.2

An Example of Weekly Movie Discussion Plan (continued)

MOVIE DISCUSSION PLAN		
Objectives: <ol style="list-style-type: none"> 1. The participants will be able to use movie specific vocabulary. 2. The participants will be able to express their opinion about the topic under discussion. 3. The participants will be able to pronounce the words correctly. 4. The participants will be able to answer the questions about the topic under discussion. 5. The participants will be able to express their ideas fluently. 6. The participants will be able to produce sentences in accordance with the rules of grammar. 		
Procedure	Objectives	Time
A) Pre-Speaking Stage		
Step 1. Warm Up Questions <ol style="list-style-type: none"> 1. What do you think about its IMDB score? 2. Which one is true? It's a true story, adapted from a book, or fictional. (based on a novel) 3. What about the year it was released? 4. Budget: ? Earning: ? 5. What about the awards that the film received? 6. Can you summarize the movie? What is happening in the film? 7. What is the genre of the movie? (Action-Drama-Dark Comedy) 	- The objective of this preliminary exercise is twofold: firstly, to stimulate the activation of pre-existing world cognition and conceptual frameworks pertinent to the desired cultural awareness, and secondly, to instill a sense of anticipation among learners.	10 min.
Step 2. New Words: <ol style="list-style-type: none"> 1. Have you learned any new words after you watched the film, and could you share them with us? 2. If you introduced this film to your friends, what three words would be most common in your speech? 	- To supply learners with the adequate language knowledge	5 min.
B) While-Speaking Stage		
Step 3. Comprehension Questions <ol style="list-style-type: none"> 1. Why does the narrator go to the meetings? 2. Did Tyler offer any solutions to society's problems? 3. What problems does the main character have? 4. Where does the narrator meet Tyler? What do they talk about? 5. Where does the narrator work before he meets Tyler Durden? 6. What kind of groups does the narrator attend before starting Fight Club? 7. What do we learn about narrator and Tyler's fathers? 	- Getting Ls to perform a dialog - Using visual aids to motivate Ls - Integrate skills - To monitor progress - To facilitate interaction - Engage Ls in a speech activity - To reinforce mutual feedback	10 min.

8. What are 8 rules of Fight Club? 9. Why do the police call the narrator? 10. What homework does Tyler give to the members of Fight Club? 11. What is Project Mayhem?		
Step 4. Analysis Questions 1. What are the men in fight club looking for? Why are they unable to find it in their daily lives? 2. Why do you think the Narrator has never released his name? 3. What is the significance of soap in the film?	- To consolidate vocabulary - To engage Ls in 'real life' dialogue - To encourage collaborative working - To establish a 'real life' situation for communication - To encourage Ls to interact	10 min.
Step 5. Evaluating Questions 1. Do you think the movie glorifies violence? 2. Is there any particular scene or character that impressed you? Could you describe him/her or it and explain why you were affected? 3. Tyler Durden often refers to 'Hitting Rock Bottom' as a goal in life. What does he mean by this? 4. What does Tyler Durden mean with this quote: 'We are a generation of men raised by women?'	- To improve Ls' conversational skills & sub-skills - To get Ls to see how they can apply their understanding of visuals to explain something - Skills integration	10 min.
C) Post-Speaking Stage Step 6. This stage will be peer or group study so that they can cooperate to overcome the challenging demands. They will be given 5 minutes to discuss and organize their ideas, and for a presentation, they will be given 10 minutes. 1. If you found a secret organization, what would it be? Why?	- To develop Ls' high order thinking by force them to reorganize elements into a new pattern or structure through planning	15 min.

The movie discussion plans, an example in Table 3.2, were designed to create a dynamic, anxiety-free communicative environment for learners, integrating speaking, critical thinking, and collaboration. The first film was watched together to establish a close bond between the participants and the researcher.

Meetings were planned according to available times in participants' weekly schedule. When determining the meeting day and time, such factors such as fatigue and accessibility were taken into account to keep the participation rate at the maximum

level. A suitable place was arranged and a U-shaped seating arrangement was adopted to encourage participants to talk during the sessions.

Initially, a timetable with the time and venue of the meetings was created and sent to the participants. However, one week before each session, the researcher shared the necessary information again so that they would not miss the session. In case they had problems connecting to the internet and could not watch the movies, the facilities of a language course were arranged so that they could watch the movie together or alone. However, during the intervention process, except for the first movie they watched together, most people preferred to watch the movies alone.

Every meeting started with the soundtrack of the movie, or a related poem or a song used as a warm-up activity. The second topic was the movie's poster and the message implied in it. Then it was time for the facts and figures. Everyone shared interesting facts about the movie. The next step was to play a game involving the movie's vocabulary. After the warm-up rounds were completed, it was time to answer the questions prepared according to Bloom's Taxonomy. After answering these questions, some scenes were discussed and the meanings of some quotes used by characters in the movie were explored to relax a bit before finishing.

For the most part, participants felt themselves free to speak. However, the researcher sometimes gave the opportunity to participants who spoke less during the meeting by using a wheel with the participants' names on it to speak equally. He also gave small gifts to some participants who gave detailed answer for questions that were difficult to understand and answer. To get a healthy result, they had to talk at every session, and the researcher did his best to ensure this. In this context, he intervened with the reluctant participants and helped the participants who had difficulty expressing themselves while speaking or who could not find the right word to overcome these difficulties. When the participants were able to have a good conversation with each other, he took a step back and explained some points in detail so that the message of the movie could be understood by everyone.

After each meeting, they had to fill out online reflection forms that included structured questions about each film. Before the next meeting, the researcher checked their answers and tried to make some changes based on their suggestions. By doing this,

they strongly felt that they were active members of the process and could contribute to the experiment with their suggestions, which the researcher took into account.

As the last part of the research, the interviews were conducted and the questionnaire was administrated. Before the interview, the researcher informed the participants about the process. Each participant was then shown the questions to help them feel calm and able to talk about the topic comfortably. For the interviews, a classroom large enough to allow students to speak freely was arranged at the university. Then, a meeting date and period was set according to their schedules. Each interview lasted approximately 15-20 minutes, totaling 5 hours. Every participant's interview was recorded in a separate audio file on the computer, and participants began the interviews by stating their names to avoid mixing their files with others. They were allowed to say whatever they wanted and were encouraged to provide as much detail as possible during the interview.

Table 3.3
The List of the Movies in Order

Week	Movie Name	Genre	Release Date
1	The Bucket List	Comedy-Drama	2007
2	Leon The Professional	Action-Thriller	1994
3	Fight Club	Drama-Crime	1999
4	Joker	Psychological Thriller	2019
5	Dances With Wolves	Western	1990
6	The Green Mile	Fantasy-Crime-Drama	1999
7	Dead Poets Society	Comedy-Drama	1989
8	The Shawshank Redemption	Prison-Drama	1994

Table 3.3 shows the list of the films, their genres, and the years they were released. It also shows which weeks they were watched in order and some details about them. However, since each movie has its own characteristics, detailed information is presented separately in order of watching.

1st Week: The Bucket List

1. **Movie Name:** The Bucket List
2. **Release Year:** 2007
3. **Country:** United States
4. **Genre:** Comedy-Drama
5. **Director:** Rob Reiner
6. **Main Actors/Actresses:** Jack Nicholson, Morgan Freeman
7. **Themes:** Friendship, mortality, self-discovery, adventure
8. **Messages:** Life is short, and it's never too late to pursue your dreams; the importance of friendship and seizing every moment.
9. **Vocabulary:** Bucket list, seize, legacy, terminal illness, exhilaration, friendship, enlightenment, regret, house of refuge , mortality, perspective, introspection, spontaneity, companionship, fulfillment
10. **Quotes:**
 - "You measure yourself by the people who measure themselves by you."
 - "Find the joy in your life."
 - "I hate your rotten guts! Is that friendship, or what?"
 - "We live, we die, and the wheels on the bus go round and round."
11. **Summary:** Two older men from vastly different backgrounds are both diagnosed with terminal illnesses. They meet in the hospital and, despite their differences, decide to embark on a road trip to accomplish a list of things they want to do before they die. Along the way, they form a deep bond and reflect on the true meaning of life, friendship, and fulfillment.

2nd Week: Léon: The Professional

1. **Movie Name:** Léon: The Professional
2. **Release Year:** 1994
3. **Country:** France
4. **Genre:** Action-Thriller
5. **Director:** Luc Besson
6. **Main Actors/Actresses:** Jean Reno, Natalie Portman, Gary Oldman
7. **Themes:** Revenge, survival, mentor-protégé relationship, innocence, justice
8. **Messages:** Trust and care can be found in unlikely places, the complexity of morality, and the innocence of youth amidst violence.

9. **Vocabulary:** Hitman, assassin, revenge, justice, vulnerability, redemption, protector, vengeance, innocence, brutality, trust, survival, dependency, mentor, conflict
10. **Quotes:**
 - "No women, no kids. That's the rules."
 - "The closer you get to being a pro, the closer you can get to the client."
 - "Mathilda, nothing's the same after you've killed someone."
 - "I take no pleasure in taking life if it's from a person who doesn't care about it."
11. **Summary:** Léon is a professional hitman who lives a solitary life until he reluctantly becomes the guardian of Mathilda, a young girl whose family has been murdered by a corrupt DEA agent. As Mathilda seeks revenge, she forms an unlikely bond with Léon, who teaches her survival skills. Together, they confront a world of violence and betrayal, finding solace in their companionship.

3rd Week: Fight Club

1. **Movie Name:** Fight Club
2. **Release Year:** 1999
3. **Country:** United States
4. **Genre:** Drama-Crime
5. **Director:** David Fincher
6. **Main Actors/Actresses:** Brad Pitt, Edward Norton, Helena Bonham Carter
7. **Themes:** Identity, consumerism, masculinity, rebellion
8. **Messages:** A critical look at societal norms, exploring identity in a consumer-driven world, and questioning the pursuit of material wealth.
9. **Vocabulary:** Insomnia, consumerism, rebellion, self-destruction, chaos, masculinity, existentialism, subconscious, nihilism, conformity, alter ego, underground, therapy, catharsis, primal
10. **Quotes:**
 - "The first rule of Fight Club is: You do not talk about Fight Club."
 - "It's only after we've lost everything that we're free to do anything."
 - "I am Jack's smirking revenge."
 - "You met me at a very strange time in my life."
11. **Summary:** A depressed man suffering from insomnia and disillusioned with his materialistic life crosses paths with a mysterious soap salesman named Tyler

Durden. Together, they create an underground fight club as an outlet for primal aggression and a rebellion against societal norms. However, as their anti-establishment group grows, things spiral out of control, leading the protagonist to confront the blurred lines of identity, freedom, and destruction.

4th Week: Joker

1. **Movie Name:** Joker
2. **Release Year:** 2019
3. **Country:** United States
4. **Genre:** Psychological Thriller
5. **Director:** Todd Phillips
6. **Main Actors/Actresses:** Joaquin Phoenix, Robert De Niro, Zazie Beetz
7. **Themes:** Mental health, societal neglect, identity, alienation
8. **Messages:** The devastating effects of isolation and social neglect on an individual's psyche; raising awareness of mental health and societal responsibilities.
9. **Vocabulary:** Alienation, mental illness, breakdown, empathy, society, neglect, repression, resentment, delusion, insanity, laughter, outcast, empathy, trauma, instability
10. **Quotes:**
 - "All I have are negative thoughts."
 - "Is it just me, or is it getting crazier out there?"
 - "The worst part of having a mental illness is people expect you to behave as if you don't."
 - "I used to think that my life was a tragedy, but now I realize, it's a comedy."
11. **Summary:** Arthur Fleck, a mentally troubled man who works as a clown by day, feels increasingly marginalized and isolated by society. His mental deterioration is exacerbated by constant neglect and mistreatment, eventually leading him to embrace an alter ego, "Joker." The film explores his transformation from a struggling comedian to a dangerous symbol of chaos and rebellion, driven by his internal suffering and society's failure to recognize it.

5th Week: Dances with Wolves

1. **Movie Name:** Dances with Wolves

2. **Release Year:** 1990
3. **Country:** United States
4. **Genre:** Western
5. **Director:** Kevin Costner
6. **Main Actors/Actresses:** Kevin Costner, Mary McDonnell, Graham Greene
7. **Themes:** Cultural understanding, friendship, respect for nature, identity, conflict
8. **Messages:** The importance of understanding and respecting other cultures, the bond between humanity and nature, and the power of friendship across cultural divides.
9. **Vocabulary:** Frontier, tribe, native, assimilation, solitude, peace, prejudice, kinship, language barrier, mutual respect, prairie, wilderness, bravery, spiritual, heritage
10. **Quotes:**
 - "I am wind in his hair. Do you see that I am your friend?"
 - "Why don't you speak your own language?"
 - "Dances with Wolves. I am Dances with Wolves."
 - "Nothing I have been told about these people is correct."
11. **Summary:** Lieutenant John Dunbar, an American Civil War hero, is stationed at a remote outpost where he encounters and befriends a tribe of Sioux Native Americans. Through his interactions with them, he learns about their culture and lifestyle, eventually forming a deep bond with the tribe. Dunbar's journey reflects a powerful transformation as he gains a profound respect for Native American traditions, leading to conflict with his own people when he decides to defend the tribe.

6th Week: The Green Mile

1. **Movie Name:** The Green Mile
2. **Release Year:** 1999
3. **Country:** United States
4. **Genre:** Fantasy-Crime-Drama
5. **Director:** Frank Darabont
6. **Main Actors/Actresses:** Tom Hanks, Michael Clarke Duncan, David Morse
7. **Themes:** Justice, compassion, prejudice, forgiveness, morality

8. **Messages:** The complexity of humanity, the existence of miracles in the darkest places, and the injustice of prejudice.
9. **Vocabulary:** Execution, miracle, innocence, prejudice, compassion, cell block, supernatural, guilt, cruelty, redemption, conscience, confinement, healer, empathy, fate.
10. **Quotes:**
 - "I'm tired, boss. Tired of people being ugly to each other."
 - "He killed them with their love. That's how it is every day."
 - "Do you leave a light on after bedtime?"
 - "Sometimes there's just no justice in this world."
11. **Summary:** Set on death row in a Southern prison, this film follows the lives of the guards and the inmates, especially focusing on John Coffey, a gentle giant with a mysterious, supernatural gift. As the prison guards, led by Paul Edgecomb, get to know Coffey, they realize he may not be guilty of the crime for which he was convicted. The story explores the moral dilemmas and human bonds that arise in this unusual setting, questioning justice, mercy and redemption.

7th Week: Dead Poets Society

1. **Movie Name:** Dead Poets Society
2. **Release Year:** 1989
3. **Country:** United States
4. **Genre:** Comedy-Drama
5. **Director:** Peter Weir
6. **Main Actors/Actresses:** Robin Williams, Robert Sean Leonard, Ethan Hawke
7. **Themes:** Individualism, self-expression, education, rebellion, conformity
8. **Messages:** The value of thinking for oneself, the courage to pursue one's dreams, and the power of education to inspire change.
9. **Vocabulary:** Carpe diem, conformity, seize the day, legacy, self-expression, inspiration, passion, autonomy, encouragement, individuality, tradition, poetry, discipline, rebellion, enlightenment.
10. **Quotes:**
 - "Carpe diem. Seize the day, boys. Make your lives extraordinary."
 - "No matter what anybody tells you, words and ideas can change the world."

- "I stand upon my desk to remind myself that we must constantly look at things in a different way."
 - "We're not laughing at you, we're laughing near you."
11. **Summary:** English teacher John Keating inspires his students to look at life from a new perspective, challenging them to break free from societal expectations and embrace their passions. Through Keating's unconventional methods, the students rediscover the beauty of poetry and the courage to pursue their dreams. However, this newfound freedom leads to triumph and tragedy, revealing the tension between individuality and conformity.

8th Week: The Shawshank Redemption

1. **Movie Name:** The Shawshank Redemption
2. **Release Year:** 1994
3. **Country:** United States
4. **Genre:** Prison-Drama
5. **Director:** Frank Darabont
6. **Main Actors/Actresses:** Tim Robbins, Morgan Freeman
7. **Themes:** Hope, friendship, freedom, resilience, justice
8. **Messages:** The power of hope and resilience, the value of friendship, and the strength of the human spirit in the face of adversity.
9. **Vocabulary:** Redemption, resilience, confinement, parole, friendship, corruption, hope, freedom, perseverance, integrity, solace, institutionalization, despair, humanity, rehabilitation
10. **Quotes:**
 - "Hope is a good thing, maybe the best of things, and no good thing ever dies."
 - "Get busy living or get busy dying."
 - "I have to remind myself that some birds aren't meant to be caged."
 - "Fear can hold you prisoner, hope can set you free."
11. **Summary:** Wrongly convicted banker Andy Dufresne is sentenced to life in Shawshank prison, where he forms a friendship with fellow inmate Red. Despite the brutal conditions and corruption, Andy maintains hope and finds ways to survive with dignity, using his skills to benefit the prison staff while secretly planning his escape. The film explores themes of hope, friendship, and the will

to overcome life's harshest challenges, leaving a lasting impact on everyone he encounters.

Some information about the films was found on the following websites;

1. <https://www.imdb.com/>
2. <https://www.rottentomatoes.com/>
3. <https://www.wikipedia.org/>

3.6. Data Analysis

This study employed a mixed-methods approach using a convergent design (Figure 4) to analyze the data. Creswell and Plano Clark (2011) explain the purpose of convergent design as follows:

This design is used when the researcher wants to triangulate the methods by directly comparing and contrasting quantitative statistical results with qualitative findings for corroboration and validation purposes. Other purposes for this design include illustrating quantitative results with qualitative findings, synthesizing complementary quantitative and qualitative results to develop a more complete understanding of a phenomenon, and comparing multiple levels within a system. (p. 116)

Type of Mixed Methods Design	Type of Mixed Methods Data Analysis	Data Analysis Steps in the Design	Data Analysis Decisions
Convergent design	Merging data analysis to compare results	<ol style="list-style-type: none"> 1. Collect the quantitative and qualitative data concurrently. 2. Independently analyze the quantitative data quantitatively and the qualitative data qualitatively using analytic approaches best suited to the quantitative and qualitative research questions. 3. Specify the dimensions by which to compare the results from the two databases. 4. Specify what information will be compared across the dimensions. 5. Complete refined quantitative and/or qualitative analyses to produce the needed comparison information. 	Decide how the two data sets will be compared (e.g., dimensions, information).
		<ol style="list-style-type: none"> 6. Represent the comparisons. 7. Interpret how the combined results answer the quantitative, qualitative, and mixed methods questions. 	<p>Decide how to represent or present the combined analysis.</p> <p>Decide if further analysis is needed.</p>
Convergent design	Merging data analysis through data transformation (example of quantizing qualitative data)	<ol style="list-style-type: none"> 1. Collect the quantitative data and the qualitative data concurrently. 2. Independently analyze the quantitative data quantitatively and the qualitative data qualitatively using analytic approaches best suited to the quantitative and qualitative research questions. 	
		<ol style="list-style-type: none"> 3. Define a quantized variable based on the qualitative results, and develop a rubric for scoring the qualitative results. 4. Systematically score the qualitative results to determine the quantized variable. 5. Analyze the quantitative data, including the quantized variable, quantitatively using analytic approaches best suited to the mixed methods research question. 6. Interpret how the merged results answer the qualitative, quantitative, and mixed methods questions. 	<p>Decide how to quantify the qualitative data (i.e., scoring rubric).</p> <p>Decide on the statistics to use in relating the two data sets.</p>

Figure 4. Steps and Decisions in Convergent Design

As seen in Figure 4 (Creswell & Plano Clark, 2011, p.212), in this design, quantitative and qualitative data were collected concurrently, analyzed separately, and then integrated to provide a comprehensive understanding of the research problem. While quantitative data provided measurable insights, qualitative data enriched the interpretation of the findings by providing depth.

The framework presented in Table 3.4 outlines the methodology used to address the research questions. It specifies the analytical approach used to process the data collected and the quantitative and qualitative research designs used to reach the desired conclusions.

Table 3.4
Data Analysis Framework

Research Question	Data Collection Instrument	Data Analysis Method	
1. What is the level of 'Foreign Language Speaking Anxiety' experienced by EFL learners'?	PSCAS	Descriptives - Pts' Mean Scores	
a. Does the 'Foreign Language Speaking Anxiety' level differ according to age?		Pearson Correlation Test	
b. Does the 'Foreign Language Speaking Anxiety' level differ according to gender?	PSCAS Demographic Form	Quantitative - Convergent Parallel Design	Independent T-Test
c. Does the 'Foreign Language Speaking Anxiety' level differ according to the type of high school graduated from?			One-way ANOVA
2. What is the effect of English speaking club activity on EFL learners' 'Foreign Language Speaking Anxiety'?	Pre-Test Post-Test	Paired Sample T-Test	
3. What are students' opinions about their 'Foreign Language Speaking Anxiety'?	Semi-Structured Interview	Qualitative	Constant Comparative Method
4. What are students' reflections on their English Speaking Club experience?	Sts' Reflection Form		

3.6.1 Quantitative Data Analysis

The quantitative data collected with the help of PSCAS was analyzed through the SPSS Statistics 26.0 program. Transferring quantitative data into SPSS involved several critical steps to ensure the accuracy and usability of the dataset for analysis. Firstly, any missing values in the dataset were addressed by imputing the mean of the corresponding series. This method ensures that the overall distribution and integrity of the data remain consistent while minimizing the impact of missing data on the analyses.

Additionally, for reverse-coded items in the scales, new values were assigned in alignment with the general direction of the scale. This adjustment ensured that all items within the scale contributed uniformly to the intended construct and avoided potential misinterpretations during analysis. Furthermore, to analyze the participants' data separately for the experimental and control groups and to enable the necessary comparisons, the dataset was divided, and all analyses were conducted independently for each group. Finally, considering that the scale consists of four dimensions, sub-dimensions were created by grouping the scale items corresponding to each dimension in SPSS. Subsequently, all tests were conducted separately for each sub-dimension, and the results were presented in the tables accordingly.

Before further analysis, normality tests were performed to determine whether parametric or non-parametric tests would be used for data analysis. Thus, the normality of the data distribution was checked based on skewness and kurtosis coefficients. The data obtained from the analysis conducted within this scope are presented in Table 3.5.

Table 3.5
The Result of the Normality Test

	N	Mean	Median	Skewness and Kurtosis Test		
				Std. Deviation	Skewness	Kurtosis
Experimental Group Pre-Questionnaire	18	1.77	2	0.73	0.38	-0,90
Experimental Group Post-Questionnaire	18	1.22	1	0.42	1.46	0,13
Control Group Pre-Questionnaire	43	1.97	2	0.88	0.04	-1,75
Control Group Post-Questionnaire	43	1.74	2	0.65	0.32	-0,67

Table 3.5 presents the skewness and kurtosis values for both the experimental and control groups. For the experimental group pre-questionnaire, the skewness value is 0.38, and the kurtosis value is -0.90. For the experimental group post-questionnaire, the skewness value is 1.46, and the kurtosis value is 0.13. In the control group pre-questionnaire, the skewness value is 0.04, and the kurtosis value is -1.75. For the control group post-questionnaire, the skewness value is 0.32, and the kurtosis value is -0.67.

According to George and Mallery (2010), kurtosis values within the range of ± 1.0 are deemed ideal for most psychometric analyses, while values within ± 2.0 are often acceptable depending on the specific context, indicating that the data exhibit normal distribution. The results in Table 3.5 confirm that all both groups' skewness and kurtosis values fall within this acceptable range. These findings align with the results of the Shapiro-Wilk and Kolmogorov-Smirnov tests, further supporting the conclusion that the data for both the experimental and control groups are normally distributed. In conclusion, since tests indicate that the data distribution is normal for both groups, parametric tests were used for the subsequent analyses.

The anxiety levels of both groups at the beginning and end of the experiment were analyzed using descriptive analysis methods such as mean scores, standard deviation, and frequency. The Pearson Correlation test was conducted to determine whether participants' foreign language speaking anxiety varied with age. An independent samples T-test was performed to identify whether FLSA differed by gender. A One-Way ANOVA test was performed to examine whether the type of high school graduated from had an effect on foreign language speaking anxiety. The impact of the English-speaking club on participants' foreign language speaking anxiety was analyzed by comparing the pre-test and post-test means of both the experimental and control groups using the Paired Samples T-Test analysis. Additionally, this test was applied to observe changes in each scale item based on pre-test and post-test results. For all statistically significant results, eta-squared values were calculated to measure the effect sizes.

3.6.2 Qualitative Data Analysis

The qualitative data for this study were collected through student reflection forms and semi-structured interviews. The primary reason for utilizing two separate qualitative data collection tools was to ensure data validity by triangulating the sources. Constant comparative method was preferred for analyzing qualitative data. Corbin and Strauss (2015) described constant comparative method as:

In doing constant comparisons, data are broken down into manageable pieces with each piece compared for similarities and differences. Data that are similar in nature are grouped together under the same conceptual heading. Through further analysis, concepts are grouped together by the researcher to form categories (sometimes referred to as themes). Each category is developed in terms of its properties and dimensions, and eventually the different categories are integrated around a core category. The core category describes in a few words what the researcher identifies as the major theme of the study. Taken together, the core category and other categories provide the structure of the theory. The properties and dimensions of each category fill in the structure by providing the detail. (p. 38)

In the light of this method, qualitative data analysis was carried out as follows. First of all, the interviews were recorded as audio files and transcribed using tools and methods to ensure accuracy. Then, software called 'Transkriptor' was employed to generate initial transcripts from the audio recordings. As a secondary transcription way, Google Docs Voice Typing, the 'Voice Typing' feature available in Google Docs under Tools, was used to produce additional transcripts. The researcher listened to each recording carefully to ensure data security and transcription accuracy. Notes were taken from different sections of the tapes to cross-check with the automated transcriptions. Finally, the three transcriptions—generated by Transkriptor, Google Docs, and manual notes—were compared, and discrepancies were resolved. This process ensured that the final transcription was both comprehensive and accurate. The data collected through Google Forms were automatically stored as Excel files in the researcher's Google Drive account. Subsequently, these files were converted into Word documents for further processing, and the texts were translated into English for analysis.

To address the two research questions, relevant sections of both qualitative datasets (reflection forms and interviews) were identified and combined into separate files corresponding to each research question. After that, these files were analyzed to extract codes and themes using thematic analysis. Recurring patterns, phrases, and ideas were identified and grouped into meaningful categories during this process.

To ensure the validity of the findings, the extracted codes and themes, along with the raw qualitative data, were compiled into tables for clarity. These tables were sent to four academics from the Department of English Language Teaching at the university where the study was conducted. The experts were asked to review both the English translations of the qualitative data and the codes and themes to provide feedback on their accuracy and relevance. Their feedback was incorporated into the final analysis. The results were presented in tables, with codes and themes supported by direct quotes from participants' responses. This method not only provided transparency in the analysis but also ensured that the participants' voices were authentically represented. Then, an artificial intelligence-based language model called ChatGPT, developed by OpenAI, was used as a supporting tool to control these tables. The model helped the researcher to systematically organize, analyze and tabulate the codes and themes obtained from the interview data. However, the AI was only used as a support tool and the final decisions and analysis were made by the researcher.

As an ethical principle upheld throughout the study, great care was taken to ensure that participants' identities were not disclosed at any stage of the research. In this context, sentences from participants' interview and experience forms were anonymized by replacing their real names with a code or pseudonym known only to the researcher. For this purpose, each participant was assigned a random code, which was used instead of their name. This ensured that third parties could not directly or indirectly identify participants' personal data.

CHAPTER IV

FINDINGS

Introduction

This section presents the findings of the study on the effects of the speaking club on participants' speaking abilities and English speaking anxiety in the light of the research questions. The researcher used mixed methods in the analysis of the findings, using a combination of quantitative and qualitative data where necessary to gain a comprehensive understanding of the phenomenon under investigation. This section is structured in such a way that it first lists the analysis of the quantitative findings and then analyzes the research questions that include qualitative themes.

4.1. What is the level of foreign language speaking anxiety experienced by the students?

Learning the level of English-speaking anxiety of the participants is the first question that the research seeks to answer. The results are presented in separate tables. Additionally, the anxiety levels of the experimental and control groups are displayed in distinct columns within the tables. Table 4.1, which shows the scores of general anxiety level and anxiety levels for sub-dimensions, is presented below.

Table 4.1
Ranges of Anxiety Levels

	Low Anxiety	Medium Anxiety	High Anxiety
Foreign Language Speaking Anxiety	17-50	51-68	69-85
Fear Of Negative Evaluation	6-17	18-24	25-30
Communication Anxiety	4-11	12-16	17-20
Pre-Test Anxiety	3-8	9-12	13-15
Comfort in Speaking English	4-11	12-16	17-20

Table 4.1 categorizes the anxiety levels of participants based on their scores in various sub-dimensions of foreign language speaking anxiety (Yaikhong & Usaha, 2012). These ranges provide a framework to classify participants as having low,

medium, or high anxiety across five different aspects of language learning anxiety. The table offers a systematic way to classify anxiety levels in various dimensions. This classification allows for a more targeted analysis of participants' challenges and progress after interventions like the speaking club activity.

To determine the level of English-speaking anxiety experienced by the participants, the mean scores for the overall and sub-dimensions were calculated using descriptive statistics obtained through the scale. In addition, the frequencies showing the number of participants experiencing anxiety at each level and the percentages of these frequencies relative to the total number of participants were calculated using the same statistical method. Finally, to determine whether participants experienced low, moderate, or high levels of anxiety, the computed scores were analyzed using the table provided above for overall anxiety levels and sub-dimensions. The participants' anxiety levels were identified accordingly. The tables were prepared separately for each sub-dimension and the overall anxiety level and were divided into two sections for the control and experimental groups. The tables (from Table 4.2 through 4.6) showing the results obtained are presented below.

Table 4.2

The Anxiety Level of Participants in 'Fear Of Negative Evaluation'

	Experimental Group		Control Group	
	Mean	Std. Deviation	Mean	Std. Deviation
	1.61	0.69	2	0.85
	Frequency	Percent %	Frequency	Percent %
Low Anxiety	9	50	15	34.90
Medium Anxiety	7	38.90	13	30.20
High Anxiety	2	11.10	15	34.90
Total	18	100	43	100

Table 4.2 displays the "Fear of Negative Evaluation" levels among participants in the Experimental Group and the Control Group, measured using mean scores, standard deviations, frequency distributions, and percentages for three categories of anxiety: low, medium, and high. While the Experimental Group has a lower mean score (1.61) with a standard deviation of 0.69, indicating that participants in this group experienced lower levels of "Fear of Negative Evaluation" overall, The Control Group

has a higher mean score (2.00) and a standard deviation of 0.85, showing that this group experienced slightly higher levels of anxiety on average.

In the Experimental Group, 50% of participants reported low anxiety. In the Control Group, on the other hand, 34.9 reported low anxiety. The medium anxiety ratio in the Control and Experimental Groups are 38.9% in the former and 30.2% in the latter. When it comes to high anxiety, whilst 11.1% of participants reported it in the Experimental Group, while the ratio in the Control Group became 34.9%.

Table 4.3
The Anxiety Level of Participants in 'Communication Anxiety'

	Experimental Group		Control Group	
	Mean	Std. Deviation	Mean	Std. Deviation
	1.72	0.57	1.91	0.78
	Frequency	Percent %	Frequency	Percent %
Low Anxiety	6	33.33	15	34.88
Medium Anxiety	11	61.11	17	39.53
High Anxiety	1	5.56	11	25.58
Total	18	100	43	100

Table 4.3 presents the Level of Communication Anxiety for participants in the Experimental Group and Control Group based on mean scores, standard deviations, frequencies, and percentages for three anxiety categories: low, medium, and high. The Experimental Group has a mean score of 1.72 with a standard deviation of 0.57, indicating lower communication anxiety levels on average. The Control Group, on the other hand, shows a higher mean score of 1.91 and a standard deviation of 0.78, suggesting higher average anxiety levels compared to the Experimental Group.

In the Experimental Group, 33.33% of participants experienced low communication anxiety, while 34.88% experienced low anxiety in the Control Group. The proportion of participants with low anxiety is comparable in both groups, though slightly higher in the Control Group. In the Experimental Group, 61.11% of participants reported medium anxiety. This figure is 39.53% in the Control Group. While there was 1 (5.56%) participant in the Experimental Group who reported high anxiety, there were 11 (25.58%) participants in the Control Group with this condition.

Table 4.4
The Anxiety Level of Participants in 'Pre-Test Anxiety'

	Experimental Group		Control Group	
	Mean	Std. Deviation	Mean	Std. Deviation
	1.78	0.73	1.98	0.89
	Frequency	Percent %	Frequency	Percent %
Low Anxiety	7	38.89	17	39.53
Medium Anxiety	8	44.44	10	23.26
High Anxiety	3	16.67	16	37.21
Total	18	100	43	100

Table 4.4 presents data on the level of pre-test anxiety for two groups of participants: the Experimental Group and the Control Group. Anxiety levels are categorized into three levels: low, medium, and high. The table includes descriptive statistics such as the mean scores and standard deviations for each group, and the frequencies and percentages of participants within each anxiety category. The mean score calculated for the Experimental Group was 1.78 and the standard deviation was 0.73; these results indicate that this group experienced a moderate level of anxiety on average. In contrast, the Control Group had a higher mean score of 1.98 and a standard deviation of 0.89. These calculated figures indicate that there was more variability in responses and that higher levels of anxiety were recorded in this group than in the experimental group.

When analyzing the distribution of anxiety levels, notable differences emerge between the two groups. In the Experimental Group, 38.89% of participants reported low anxiety, 44.44% reported medium anxiety, and 16.67% reported high anxiety. Comparatively, in the Control Group, 39.53% of participants reported low anxiety, 23.26% reported medium anxiety, and a significantly larger proportion—37.21%—reported high anxiety. This indicates that while the proportion of participants with low anxiety is similar in both groups, the Experimental Group has a greater concentration of participants with medium anxiety and fewer participants with high anxiety.

Table 4.5
The Anxiety Level of Participants in 'Comfort in Speaking English'

	Experimental Group		Control Group	
	Mean	Std. Deviation	Mean	Std. Deviation
	1.50	0.62	1.70	0.67
	Frequency	Percent %	Frequency	Percent %
Low Anxiety	10	55.56	18	41.86
Medium Anxiety	7	38.89	20	46.51
High Anxiety	1	5.56	5	11.63
Total	18	100	43	100

Table 4.5 provides an overview of the Level of Comfort in Speaking English among participants in the Experimental and Control Groups, with data categorized into three anxiety levels: low, medium, and high. The table includes descriptive statistics such as the mean scores and standard deviations, and the frequencies and percentages of participants within each anxiety category. In the Experimental Group, an average score of 1.50 was recorded in this sub-dimension with a standard deviation of 0.62. This figure shows that the anxiety levels experienced by the participants in the experimental group were lower on average compared to the Control Group and that the variability in the responses of the former group was relatively lower. On the other hand, the control group, which had a mean score of 1.70 and a standard deviation of 0.67, showed that they had a slightly higher mean anxiety level and also gave more diverse answers to the questions than the Experimental Group. This difference in mean scores implies that participants in the Experimental Group felt more comfortable speaking English than those in the Control Group.

Clear patterns emerge when examining the frequency and percentage distributions of anxiety levels. Low anxiety reported by 55.56% of the participants in the Experimental Group was the most common level of anxiety felt in this group. In addition, 38.89% of the participants' answers to the scale questions indicated that they experienced moderate anxiety, while the rate of those who experienced high levels of anxiety remained at only 5.56%, making this level of anxiety the lowest level of anxiety experienced in this group. It follows from these figures that the majority of participants in the Experimental Group felt relatively comfortable speaking English, with only a few participants reporting high anxiety.

In the Control Group, 41.86% of participants fell into the low anxiety category, which is lower than the Experimental Group's proportion for the same category. In addition, participants in the Control Group reported experiencing moderate anxiety with a rate of 46.51%, representing the most significant percentage in this group. Finally, the proportion of participants who experienced high anxiety in the Control Group was 11.63%, which is more than twice the proportion of participants who reported high anxiety in the Experimental Group. This ratio indicates that the level of anxiety experienced by the participants in the Control Group was higher compared to the Experimental Group.

Table 4.6

The Anxiety Level of Participants in 'Foreign Language Speaking Anxiety'

	Experimental Group		Control Group	
	Mean	Std. Deviation	Mean	Std. Deviation
	1.39	0.50	1.74	0.76
	Frequency	Percent %	Frequency	Percent %
Low Anxiety	11	61.11	19	44.19
Medium Anxiety	7	38.89	16	37.21
High Anxiety	0	0	8	18.60
Total	18	100	43	100

Table 4.6 illustrates the Level of Foreign Language Speaking Anxiety among participants in the Experimental Group and the Control Group, categorized into three levels: low, medium, and high anxiety. Descriptive statistics such as mean scores and standard deviations are also presented, as well as frequencies and percentages of participants in each category. The calculated mean score of the Experimental Group was 1.39 with a standard deviation of 0.50, indicating that, on average, the participants experienced lower levels of speech anxiety and their responses to the scale questions were relatively consistent. In contrast, the values calculated for the Control Group were 1.74 for the mean score and 0.76 for the standard deviation, indicating that the level of anxiety experienced in this group was higher and the variability in participant responses was more significant. These results show that the participants in the Experimental Group generally felt more comfortable speaking in a foreign language than the

participants in the Control Group and experienced less discomfort during speaking than the latter group.

When the distribution of anxiety levels is analyzed, it is understood that there are significant differences between the two groups in terms of the level, rate and distribution of the anxiety felt. In the Experimental Group, 61.11% of participants experienced low anxiety, and 38.89% experienced medium anxiety. Notably, no participants in this group reported high levels of anxiety. On the other hand, when the distribution of the mean scores of the participants in the Control Group is analyzed, it is seen that 44.19% of the participants reported low level anxiety, 37.21% reported moderate anxiety and 18.60% reported high level anxiety. These figures suggest that the anxiety profiles of participants in the Control Group were more diverse and that a significant proportion of participants suffered from severe anxiety.

Overall, the data show that participants in the Experimental Group felt more comfortable and confident in speaking a foreign language and were more immune to various anxiety-related obstacles than those in the Control Group. The findings that support this result for the experimental group are that the average anxiety score was lower, the proportion of low-anxiety participants was higher, and there were no high-anxiety participants in the group. In contrast, the data obtained from the Control Group showed a wider distribution of anxiety levels, as well as a significant proportion of participants experiencing severe anxiety.

4.1.1. Does the level of 'English Speaking Anxiety' differ according to age?

In order to determine whether general English speaking anxiety and its four sub-dimensions differed according to age, Pearson Correlation Test was conducted for both experimental and control groups. The ages of the participants were obtained through the demographic form, and anxiety levels were calculated by taking into account the means of the answers given to the questionnaire. The results obtained were presented in Table 4.7.

Table 4.7
Pearson Correlation Test for Participants' Age and Anxiety

	N	M	SD	p	R
Fear Of Negative Evaluation	61	1.89	0.82	0.80	-0.03
Communication Anxiety	61	1.85	0.73	0.23	-0.16
Pre-Test Anxiety	61	1.92	0.84	0.74	-0.04
Comfort in Speaking English	61	1.64	0.66	0.11	-0.21
Foreign Language Speaking Anxiety	61	1.64	0.71	0.30	-0.13

Table 4.7 provides descriptive statistics and Pearson correlation coefficients for participants' ages and various dimensions of English-speaking anxiety, including the overall Foreign Language Speaking Anxiety score and its sub-dimensions (Fear of Negative Evaluation, Communication Anxiety, Pre-Test Anxiety, and Comfort in Speaking English). In addition to the correlation coefficients (r), the table includes p -values indicating the statistical significance of these relationships. The primary aim of the analysis is to determine whether age has a significant relationship with English-speaking anxiety and its sub-dimensions.

The Pearson correlation coefficients in the table range from -0.21 to -0.03, all indicating weak negative relationships between participants' ages and the various anxiety measures. These negative correlations suggest that, as age increases, anxiety tends to decrease slightly. However, the magnitude of these correlations is small, implying that the relationship between age and English-speaking anxiety is not strong in this sample. For example, the weakest correlation was found between age and Fear of Negative Evaluation ($r = -0.03$), while the strongest negative correlation was observed between age and Comfort in Speaking English ($r = -0.21$).

Analyzing the p -values associated with the correlations is useful to give an idea about the reliability of these relationships. Across all dimensions, none of the p -values fall below the commonly used threshold of 0.05, meaning that none of the correlations are statistically significant. This result suggests that the weak negative relationships observed are likely due to chance rather than a meaningful underlying pattern.

- The p-value for Fear of Negative Evaluation is 0.80, indicating no significant relationship between age and this dimension of anxiety. This finding supports the interpretation that the near-zero correlation ($r = -0.03$) lacks meaningfulness.
- The p-value for Communication Anxiety is 0.23. Although this correlation ($r = -0.16$) is slightly higher than the previous one, it remains non-significant, suggesting no meaningful relationship between age and communication anxiety.
- The p-value for Pre-Test Anxiety is 0.74, and the correlation ($r = -0.04$) is negligible. Again, there is no evidence of a significant relationship between age and pre-test anxiety levels.
- The p-value for Comfort in Speaking English is 0.11, which, although the lowest among the dimensions, still exceeds the threshold for significance. The correlation ($r = -0.21$) suggests a slightly stronger negative trend than other dimensions, but it is not statistically reliable.
- Lastly, the overall p-value for Foreign Language Speaking Anxiety is 0.30. With a weak correlation ($r = -0.13$), this indicates no significant relationship between age and overall anxiety levels.

The correlations, which were found to be weak and non-significant for the research sample, indicate that age does not play a significant role in terms of affecting English speaking anxiety or any of its sub-dimensions. Although negative correlations indicate a slight negative trend between age and anxiety, the lack of statistical significance in this relationship suggests that this trend is not consistent or strong enough to allow generalization.

4.1.2. Does the level of 'English Speaking Anxiety' differ according to gender?

In this section, the differences in English-speaking anxiety and its sub-dimensions based on gender were investigated. For this purpose, gender information was obtained from the participants through the first section of the questionnaire, which included demographic variables. This information was then analyzed alongside the second section of the questionnaire, which focused on English-speaking anxiety, using an independent samples t-test. The results are presented in Table 4.8, along with descriptive statistics, frequency distributions, and effect size values for results found to be significant.

Table 4.8
T-Test Results of English Speaking Anxiety and Gender
 (female n=46, male n=15)

	Group	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means			
				F	Sig.	t	df	Sig. (2-tailed)	Effect size ^a
Fear Of Negative Evaluation	Female	2.04	0.82	1.07	0.30	2.79	59	0.00	0.12
	Male	1.40	0.63						
Communication Anxiety	Female	1.98	0.68	1.24	0.27	2.47	59	0.01	0.09
	Male	1.47	0.74						
Pre-Test Anxiety	Female	2.09	0.84	2.31	0.13	2.91	59	0.00	0.13
	Male	1.40	0.63						
Comfort in Speaking English	Female	1.78	0.66	4.76	0.03	4.02	38.82	0.00	0.15
	Male	1.20	0.41						
Foreign Language Speaking Anxiety	Female	1.78	0.70	3.97	0.05	2.94	59	0.00	0.13
	Male	1.20	0.56						

The independent samples t-test table evaluates the differences in English-speaking anxiety and its sub-dimensions between female and male participants. Table 4.8 includes results for five dimensions: Fear of Negative Evaluation, Communication Anxiety, Pre-Test Anxiety, Comfort in Speaking English, and Overall Foreign Language Speaking Anxiety. The Levene's Test for Equality of Variances assesses whether the variances between the two groups are equal, which informs whether we can assume equal variances in the t-test analysis.

Fear of Negative Evaluation

For this dimension, Levene's test shows $p=0.30>0.05$, indicating no violation of the equal variance assumption. As a result of the t-test, $p=0.00<0.05$, there was a statistically significant difference between women and men in terms of fear of negative evaluation. This result shows that females are more likely to suffer from negative evaluation anxiety and feel uncomfortable speaking English than males. However, the figure recorded for the effect size ($d=0.12$) indicates that the difference between the groups, while significant, is relatively modest.

Communication Anxiety

Levene's test ($p=0.27>0,05$) supports the assumption of equal variances. The t-test result $p=0.01<0.05$ for this sub-dimension shows that there is a significant difference between men and women in terms of communication anxiety. This figure suggests that women face a higher level of anxiety when communicating in English. It is emphasized that the effect size calculated as $d=0.09$ indicates that the practical impact of the statistically significant difference between the two sexes is small.

Pre-Test Anxiety

Levene's test ($p=0.13>0,05$) suggests equal variances for pre-test anxiety. The t-test result is significant ($p=0.00<0,05$), indicating that females report higher pre-test anxiety than males. The effect size ($d=0.13$) is small to moderate, suggesting a slightly more substantial impact than the previous dimensions.

Comfort in Speaking English

Levene's test ($p=0.03<0,05$) indicates unequal variances; hence, the t-test results for unequal variances were used. The analysis shows a highly significant difference ($p=0.00<0,05$) between females and males, with females reporting less comfort in speaking English. The effect size ($d=0.15$) is small to moderate, indicating a notable practical difference between the groups.

Foreign Language Speaking Anxiety

Levene's test for overall speaking anxiety ($p=0.05$) shows marginal equal variance. The t-test indicates a significant difference ($p=0.00<0,05$), with females showing higher anxiety compared to males. The effect size ($d=0.13$) is small to moderate, pointing to a meaningful difference.

Across all dimensions, female participants consistently reported higher levels of anxiety than males. While the differences are statistically significant, the effect sizes indicate small to moderate practical significance, meaning gender does contribute to differences in speaking anxiety, but the impact is not overwhelmingly significant. The findings suggest the need for targeted interventions addressing the specific challenges faced by female learners in foreign language speaking contexts.

4.1.3. Does the 'Foreign Language Speaking Anxiety' level differ according to the type of high school graduated from?

In order to address this sub-question, a One-Way ANOVA test was implemented, and the results were presented in Table 4.9.

Table 4.9

One-Way ANOVA Results of Participants' English Speaking Anxiety and High School

		Sum of Squares	df	Mean Square	F	Sig.
Fear Of Negative Evaluation	Between Groups	2.88	7	0.41	0.59	0.76
	Within Groups	37.31	53	0.70		
	Total	40.20	60			
Communication Anxiety	Between Groups	3.16	7	0.45	0.84	0.55
	Within Groups	28.51	53	0.54		
	Total	31.67	60			
Pre-Test Anxiety	Between Groups	3.16	7	0.45	0.61	0.74
	Within Groups	39.43	53	0.74		
	Total	42.59	60			
Comfort in Speaking English	Between Groups	1.54	7	0.22	0.47	0.84
	Within Groups	24.53	53	0.46		
	Total	26.07	60			
Foreign Language Speaking Anxiety	Between Groups	2.20	7	0.31	0.60	0.75
	Within Groups	27.86	53	0.53		
	Total	30.07	60			

The results of the ANOVA demonstrate that there are no statistically significant variations in the PSCAS components based on the participants' high school type. For the component measuring fear of negative evaluation, the p-value was 0.765. As the p-value exceeds the conventional threshold of 0.05, it can be concluded that there is no significant difference in this type of anxiety across high school groups. Similarly, the p-value for communication anxiety was 0.559, indicating that no significant differences were observed.

The results for Test Anxiety were consistent with this pattern, yielding a p-value of 0.747, which demonstrates that high school type does not significantly influence students' anxiety related to tests. The analysis of comfort in speaking English also demonstrated no statistically significant differences, with a p-value of 0.849. Furthermore, the overall pre-test anxiety results, which consider these components collectively, did not exhibit a statistically significant difference based on high school

type ($p = 0.754 > 0.05$). In all cases, the p-values exceeding 0.05 indicate that the observed variability in foreign language speaking anxiety levels is not associated with the type of high school attended.

4.2. What is the effect of the English-speaking club activity on the 'English Speaking Anxiety' of the students?

The primary focus of this stage is to determine whether the 8-week English-speaking club had any impact on participants' English-speaking anxiety. To address this question, the researcher administered a pre-test to students before the experimental study, and a post-test after the process was completed. These tests aimed to reveal the general levels of anxiety experienced by students, as well as the degree of anxiety within its sub-dimensions. The obtained values were then analyzed using the Paired Sample T-Test and the results are presented separately as Experimental and Control Groups in Table 4.10.

Table 4.10

Paired Samples T-Test for the Experimental Group

Experimental Group n=18			Paired Differences		T	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Fear Of Negative Evaluation Pre-Questionnaire	1.61	0.70					
Fear Of Negative Evaluation Post-Questionnaire	1.50	0.51	0.11	0.68	0.70	17	0.49
Communication Anxiety Pre-Questionnaire	1.72	0.57					
Communication Anxiety Post-Questionnaire	1.61	0.61	0.11	0.83	0.57	17	0.57
Pre-Test Anxiety Pre-Questionnaire	1.78	0.73					
Pre-Test Anxiety Post-Questionnaire	1.50	0.71	0.28	0.96	1.23	17	0.23
Comfort in Speaking English Pre-Questionnaire	1.50	0.62					
Comfort in Speaking English Post-Questionnaire	1.56	0.51	-0.06	0.73	-0.32	17	0.74
Foreign Language Speaking Anxiety Pre-Questionnaire	1.39	0.50					
Foreign Language Speaking Anxiety Post-Questionnaire	1.22	0.43	0.17	0.71	1.00	17	0.33

Table 4.9 displays the results of the paired sample t-test conducted on the experimental group (n=18) to examine changes in various aspects of English-speaking anxiety after participating in an 8-week English-speaking club. The analysis compares the pre-test and post-test scores across different dimensions, such as fear of negative evaluation, communication anxiety, pre-test anxiety, comfort in speaking English, and overall foreign language speaking anxiety. Each dimension includes the mean and standard deviation (SD) for both pre-test and post-test scores, along with the paired differences, t-values, degrees of freedom (df), and significance levels (p-values). The results show that there is no statistically significant difference in general English speaking anxiety and none of its sub-dimensions.

Fear of Negative Evaluation: The mean score for fear of negative evaluation decreased from 1.61 (SD = 0.70) in the pre-test to 1.50 (SD = 0.51) in the post-test. The paired difference mean was 0.11, but the result was not statistically significant ($t = 0.70$, $p = 0.49 > 0.05$). This result indicates a slight reduction in the fear of negative evaluation, but the change cannot be conclusively attributed to the intervention.

Communication Anxiety: After the intervention the mean score for communication anxiety dropped from 1.72 (SD = 0.57) to 1.61 (SD = 0.61). The paired difference mean was 0.11, with a t-value of 0.57 and a p-value of $0.57 > 0.05$, showing no statistically significant change. While the decrease suggests an improvement in communication anxiety, the evidence is not strong enough to confirm its effectiveness. Although this result is not statistically significant, it contradicts Arnold's (2007) study in which a significant group of students showed an increase in communication anxiety levels after the intervention.

Pre-Test Anxiety: Participants' pre-test anxiety showed a more noticeable decline, with the mean score falling from 1.78 (SD = 0.73) to 1.50 (SD = 0.71). The paired difference mean was 0.28, yielding a t-value of 1.23 and a p-value of $0.23 > 0.05$. Although the reduction in pre-test anxiety was the largest among all dimensions, the result was not statistically significant.

Comfort in Speaking English: Surprisingly, the mean score for comfort in speaking English increased slightly from 1.50 (SD = 0.62) in the pre-test to 1.56 (SD = 0.51) in the post-test. However, the paired difference mean was -0.06, with a t-value of -

0.32 and a p-value of $0.74 > 0.05$. These suggest no meaningful improvement in comfort levels, and the small change may even point to slight variability rather than a real effect.

Foreign Language Speaking Anxiety: The overall foreign language speaking anxiety decreased from 1.39 (SD = 0.50) to 1.22 (SD = 0.43). The paired difference mean was 0.17, with a t-value of 1.00 and a p-value of $0.33 > 0.05$. Although the trend indicates an anxiety reduction, it is not statistically significant.

The paired sample T-Test results for the Control Group were presented in Table 4.11.

Table 4.11

Paired Samples T-Test for the Control Group

Control Group n=43			Paired Differences		T	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Fear Of Negative Evaluation Pre-Questionnaire	2.00	0.85					
Fear Of Negative Evaluation Post-Questionnaire	1.86	0.80	0.14	1.01	0.90	42	0.37
Communication Anxiety Pre-Questionnaire	1.91	0.78					
Communication Anxiety Post-Questionnaire	1.88	0.79	0.02	1.03	0.15	42	0.88
Pre-Test Anxiety Pre-Questionnaire	1.98	0.89					
Pre-Test Anxiety Post-Questionnaire	2.07	0.86	-0.09	1.21	-0.50	42	0.61
Comfort in Speaking English Pre-Questionnaire	1.70	0.67					
Comfort in Speaking English Post-Questionnaire	1.77	0.72	-0.07	0.96	-0.48	42	0.63
Foreign Language Speaking Anxiety Pre-Questionnaire	1.74	0.76					
Foreign Language Speaking Anxiety Post-Questionnaire	1.74	0.66	0.00	0.90	0.00	42	1.00

Table 4.11 summarizes the paired sample t-test results for the control group (n=43). It evaluates changes in various dimensions of English-speaking anxiety before and after the 8 weeks without exposure to the intervention. These dimensions include

fear of negative evaluation, communication anxiety, pre-test anxiety, comfort in speaking English, and overall foreign language speaking anxiety. The mean and standard deviation (SD) for pre-test and post-test scores are presented for each dimension, along with the mean difference, t-values, degrees of freedom (df), and p-values. This result allows for an assessment of whether any significant changes occurred over time.

Fear of Negative Evaluation: The mean score for fear of negative evaluation decreased slightly from 2.00 (SD = 0.85) in the pre-test to 1.86 (SD = 0.80) in the post-test. The mean difference was 0.14, with a t-value of 0.90 and a p-value of $0.37 > 0.05$. This finding indicates that there was no statistically significant change in the fear of negative evaluation for the control group during the study period.

Communication Anxiety: The mean score for communication anxiety also showed a slight decrease, from 1.91 (SD = 0.78) in the pre-test to 1.88 (SD = 0.79) in the post-test. The mean difference was 0.02, and the t-value was 0.15 with a p-value of $0.88 > 0.05$. This minimal difference suggests that communication anxiety remained stable for the control group, with no significant change over time.

Pre-Test Anxiety: Interestingly, the mean score for pre-test anxiety increased from 1.98 (SD = 0.89) to 2.07 (SD = 0.86) in the post-test, resulting in a mean difference of -0.09. The t-value was -0.50, and the p-value was $0.61 > 0.05$. Although the increase in anxiety might suggest a slight worsening of pre-test anxiety in the control group, the change was not statistically significant.

Comfort in Speaking English: Comfort in speaking English showed a slight improvement, with the mean score increasing from 1.70 (SD = 0.67) in the pre-test to 1.77 (SD = 0.72) in the post-test. The mean difference was -0.07, the t-value was -0.48, and the p-value was $0.63 > 0.05$. This minor improvement does not provide sufficient evidence to conclude that comfort in speaking English improved significantly within the control group.

Foreign Language Speaking Anxiety: The overall foreign language speaking anxiety scores remained identical between the pre-test and post-test, with a mean score of 1.74 (SD = 0.76) for the pre-test and 1.74 (SD = 0.66) for the post-test. The mean

difference was 0.00, with a t-value of 0.00 and a p-value of $1.00 > 0.05$. This figures indicate no change in anxiety levels within the control group during the study period.

The results of the paired sample t-test for the control group showed no statistically significant changes across any of the evaluated dimensions of English-speaking anxiety. This fact suggests that, without intervention, the control group's anxiety levels remained broadly stable over the 8 weeks. For this group, a slight increase in the pre-test anxiety dimension and non-significant fluctuations in other sub-dimensions such as comfort with speaking English were observed, but it is not possible to draw meaningful inferences from them within the scope of the findings of this study. The fact that there was no significant change in the anxiety level of the control group emphasizes that there is potential for this purpose in intervention-based strategies that focus on speaking to reduce English speaking anxiety. By comparing these findings with those from the experimental group, the effectiveness of the English-speaking club intervention can be better understood.

In addition to comparing the means of general anxiety and its sub-dimensions, the study also investigated whether there was a significant difference between the pre-test and post-test means of each item in the questionnaire. To achieve this, the researcher subjected the mean scores of each item at the beginning and end of the experiment separately for the experimental and control groups to a Paired Sample T-test. In this regard, Table 4.12, prepared for the experimental group, is presented below.

Table 4.12

Paired Samples T-Test in the Individual Items for the Experimental Group

Experimental Group n=18				Paired Differences		T	Df	Sig. 2-tailed
		Mean	SD	Mean	SD			
1	I never feel quite sure of myself while I am speaking English.	Pre	2.94	1.06	0.22	0.66	17	0.52
		Post	2.72	1.07				
2	I start to panic when I have to speak English without a preparation in advance.	Pre	3.11	1.23	0.50	1.07	17	0.29
		Post	2.72	0.96				
3	In a speaking class, I can get so nervous I forget things I know.	Pre	2.89	1.13	-0.17	-0.55	17	0.59
		Post	2.39	1.29				

Table 4.12

Paired Samples T-Test in the Individual Items for the Exp. Group (continued)

Experimental Group n=18			Paired Differences				T	Df	Sig. 2-tailed
			Mean	SD	Mean	SD			
4	I feel confident while I am speaking English.	Pre	2.67	1.14	0.44	1.46	1.29	17	0.21
		Post	2.28	0.96					
5	I get nervous and confused when I am speaking English.	Pre	2.78	1.11	0.89	2.00	1.89	17	0.07
		Post	2.94	1.06					
6	I am afraid that other students will laugh at me while I am speaking English.	Pre	1.94	1.11	0.28	1.60	0.74	17	0.47
		Post	2.11	1.02					
7	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.	Pre	2.61	1.09	0.61	1.88	1.38	17	0.18
		Post	2.17	0.86					
8	I have no fear of speaking English.	Pre	2.78	1.17	0.17	1.42	0.50	17	0.62
		Post	3.17	1.10					
9	I can feel my heart pounding when I am going to be called on.	Pre	3.78	1.26	0.33	1.33	1.06	17	0.30
		Post	2.89	1.28					
10	I feel relaxed while speaking English.	Pre	2.89	1.08	0.39	1.58	1.05	17	0.31
		Post	2.56	0.92					
11	It embarrasses me to volunteer to go out first to speak English.	Pre	3.06	1.11	0.39	1.46	1.13	17	0.27
		Post	2.78	1.26					
12	I face the prospect of speaking English with confidence.	Pre	2.28	0.89	-0.17	1.50	-0.47	17	0.64
		Post	2.06	0.73					
13	Certain parts of my body feel very tense and rigid while speaking English.	Pre	2.78	1.44	-0.39	1.29	-1.28	17	0.21
		Post	2.17	0.92					
14	I feel anxious while waiting to speak English.	Pre	3.06	1.26	0.33	1.37	1.03	17	0.31
		Post	2.67	1.28					
15	I dislike using my voice and body expressively while speaking English.	Pre	2.22	1.17	0.22	1.06	0.89	17	0.38
		Post	2.06	1.00					

Table 4.12

Paired Samples T-Test in the Individual Items for the Exp. Group (continued)

Experimental Group n=18		Paired Differences		T		df	Sig. 2-tailed
		Mean	SD	Mean	SD		
16	I have trouble to coordinate my movements while speaking English.	Pre	2.39	1.14	0.39	1.79	0.92
		Post	1.89	0.96			
17	Even if I am very well-prepared I feel anxious about speaking English.	Pre	2.50	1.20	0.50	1.65	1.28
		Post	2.17	0.99			

Table 4.12 presents a detailed analysis of pre-test and post-test scores for individual items in the English-speaking anxiety questionnaire for the experimental group (n=18). Each item's mean and standard deviation (SD) are listed for both the pre-test and post-test, followed by the paired differences, t-values, degrees of freedom (df), and significance levels (p-values). The paired sample t-test results for the experimental group reveal essential trends in how the intervention may have influenced participants' English-speaking anxiety. Each item in the questionnaire was analyzed for changes in mean scores between the pre-test and post-test. The results highlight slight improvements in some areas and minor increases in others, although none of the changes reached statistical significance.

Several items showed a decrease in scores, indicating an anxiety reduction. For instance, Item 7 showed a noticeable reduction in mean scores from 2.61 to 2.17, with a paired difference of 0.44. Similarly, Item 13 decreased from 2.78 to 2.17 (paired difference = 0.61). Such reductions, while not statistically significant ($p = 0.21 > 0.05$ and $p = 0.18 > 0.05$, respectively), suggest that participants may have felt more physically and emotionally relaxed in prepared speaking situations. Other items such as Item 16 showed a reduction in mean scores from 2.39 to 1.89 (paired difference = 0.50 > 0.05), which aligns with improved confidence in physical self-expression during speaking activities.

A few items exhibited increased mean scores, reflecting higher anxiety levels. There was a small increase in Item 5, whose mean score increased from 2.78 to 2.94, and the paired difference of this change was found to be -0.17. Item 6, which showed an

increase from 1.94 to 2.11 on the basis of mean score (paired difference = -0.17), was also among the items that showed an increase in the direction of change. These increases observed at the end of the chat club activity suggest that for some participants, the club may have been a factor that made them more aware of their tensions or social fears and increased their level of awareness. However, the p-values for these items (0.59 and 0.64 > 0.05) confirm that the changes are not statistically significant.

Some items demonstrated minimal or no change in scores, indicating stability in participants' anxiety levels. For example, Item 9 showed a decrease from 3.78 to 2.89 (paired difference = 0.89), which appears substantial but did not reach statistical significance ($p = 0.07 > 0.05$). Similarly, Item 8 increased slightly from 2.78 to 3.17 (paired difference = -0.39, $p = 0.21 > 0.05$). These results suggest that the speaking club had little to no impact on these aspects of anxiety.

The largest score reduction occurred in Item 13, with a decrease of 0.61 points, indicating participants felt more physically relaxed. Item 5 showed the largest increase of -0.17 points, indicating an increased awareness of anxiety in speaking situations, which in turn affects mental language processing. None of the items in the table yielded a p-value below 0.05, indicating that the observed scores were not statistically significant and could be attributed to random variation rather than the intervention itself. For instance, while Item 7 showed a relatively large decrease in scores ($p = 0.21$), This value, which is above the significance level, does not provide enough confidence to make a clear interpretation of the reason for the improvement.

The results from the paired sample t-test show an acceleration towards anxiety reduction for certain items, especially in the areas related to physical tension and prepared speaking. However, increases in scores on items such as nervousness and confusion may indicate that there may be some aspects of their persistent social anxiety that were not addressed in the intervention. The fact that the results were not statistically significant reflects a complex portrait of the nature of language anxiety and reminds us that interventions to achieve meaningful changes need to be sufficiently sophisticated and of adequate duration to address this complexity.

Overall, the paired sample t-test results indicate subtle changes in participants' English-speaking anxiety levels. While there were improvements in specific aspects, such as reduced panic and nervousness in teacher interactions, some dimensions, like

peer-related anxieties, require further attention. The lack of statistical significance across all items ($p > 0.05$) underscores the complexity of language learning anxiety and the need for multifaceted interventions that address cognitive and social factors.

After comparing the experimental group's scale results item by item, the same procedure was applied to the control group's pre-test and post-test results. Table 4.13 presents the results of the Paired Sample T-Test conducted for this purpose.

Table 4.13

Paired Samples Test in the Individual Items for the Control Group

Control Group n=43					Paired Differences		T	df	Sig. (2-tailed)
			Mean	SD	Mean	SD			
1	I never feel quite sure of myself while I am speaking English.	Pre	3.19	1.37					
		Post	3.19	1.31	0.00	1.73	0.00	42	1.00
2	I start to panic when I have to speak English without a preparation in advance.	Pre	3.42	1.43					
		Post	3.53	1.40	-0.12	1.97	0.39	42	0.70
3	In a speaking class, I can get so nervous I forget things I know.	Pre	3.21	1.37					
		Post	3.23	1.38	-0.02	1.68	0.09	42	0.92
4	I feel confident while I am speaking English.	Pre	2.67	1.08					
		Post	2.72	1.16	-0.05	1.51	0.20	42	0.84
5	I get nervous and confused when I am speaking English.	Pre	3.14	1.30					
		Post	3.14	1.37	0.00	1.62	0.00	42	1.00
6	I am afraid that other students will laugh at me while I am speaking English.	Pre	2.42	1.42					
		Post	2.53	1.33	-0.12	1.58	0.48	42	0.63
7	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.	Pre	3.09	1.43					
		Post	2.98	1.47	0.12	2.00	0.38	42	0.70
8	I have no fear of speaking English.	Pre	3.12	1.35					
		Post	3.19	1.44	-0.07	1.99	0.23	42	0.82
9	I can feel my heart pounding when I am going to be called on.	Pre	3.72	1.30					
		Post	3.51	1.26	0.21	1.46	0.94	42	0.35

Table 4.13
Paired Samples Test in the Individual Items for the Control Group (continued)

Control Group n=43					Paired Differences		T	df	Sig. (2-tailed)
			Mean	SD	Mean	SD			
10	I feel relaxed while speaking English.	Pre	2.86	1.19	-0.05	1.66	-0.18	42	0.85
		Post	2.91	1.21					
11	It embarrasses me to volunteer to go out first to speak English.	Pre	3.31	1.49	0.07	1.96	0.24	41	0.81
		Post	3.24	1.48					
12	I face the prospect of speaking English with confidence.	Pre	2.58	1.14	0.05	1.43	0.21	42	0.83
		Post	2.53	1.14					
13	Certain parts of my body feel very tense and rigid while speaking English.	Pre	3.12	1.43	0.26	1.69	0.99	42	0.32
		Post	2.86	1.34					
14	I feel anxious while waiting to speak English.	Pre	3.44	1.47	0.07	1.97	0.23	42	0.81
		Post	3.37	1.46					
15	I dislike using my voice and body expressively while speaking English.	Pre	2.47	1.08	0.28	1.47	1.25	42	0.22
		Post	2.19	1.12					
16	I have trouble to coordinate my movements while speaking English.	Pre	2.70	1.17	0.21	1.50	0.91	42	0.36
		Post	2.49	1.14					
17	Even if I am very well-prepared I feel anxious about speaking English.	Pre	2.79	1.42	-0.21	2.11	-0.65	42	0.51
		Post	3.00	1.48					

Table 4.13 presents the results of the paired sample t-test for the control group (n=43), comparing pre-test and post-test scores for each item in the English-speaking anxiety questionnaire. The table includes the mean scores, standard deviations (SD), paired differences, t-values, degrees of freedom (df), and p-values (Sig. 2-tailed). The results help determine whether significant changes in anxiety levels occurred without the intervention. A p-value less than 0.05 would indicate statistically significant differences.

The results show minimal changes in scores across all items, with none of the p-values reaching the threshold of statistical significance (all p-values > 0.05). This result

suggests that there were no meaningful changes in anxiety levels within the control group between the pre-test and post-test phases. Most changes in mean scores were minor, indicating stability in anxiety levels without the intervention.

Some items exhibited slight decreases in scores, indicating a minor reduction in anxiety. For example, Item 15 showed a reduction in mean scores from 2.47 to 2.19, with a paired difference of 0.28. Similarly, Item 13 decreased from 3.12 to 2.86, with a paired difference of 0.26. Despite these decreases, the p-values for both items (0.220 and $0.326 > 0.05$, respectively) indicate that these changes are not statistically significant.

Other decreases were observed in Item 16 and Item 14, with reductions of 0.21 and 0.07, respectively. These reductions suggest a slight improvement in participants' physical and emotional comfort. However, the lack of statistical significance means these changes cannot be confidently attributed to natural progression or external factors.

A few items showed small increases in scores, indicating a slight rise in anxiety levels. For instance, Item 2 increased from 3.42 to 3.53, with a paired difference of -0.12. Similarly, Item 6 increased slightly from 2.42 to 2.53 (paired difference = -0.12). These changes suggest that participants in the control group might have become more aware of their anxiety over time, but the p-values (0.700 and $0.631 > 0.05$) indicate that these increases are not statistically significant.

Some items showed almost no change in scores, reflecting stability in anxiety levels. For example, Item 1 had identical pre-test and post-test means of 3.19, resulting in a paired difference of 0.00 and a p-value of $1.000 > 0.05$, indicating no change. Similarly, Item 5 also showed no difference in mean scores (3.14 for both pre-test and post-test), with a p-value of $1.000 > 0.05$. This stability suggests that participants' anxiety levels remained unchanged over time.

The most considerable reduction in mean scores occurred in Item 15, with a paired difference of 0.28, indicating a slight improvement in expressive confidence. The most significant increase was observed in Item 2, with a paired difference of -0.12, reflecting a minor increase in anxiety when speaking without preparation. However, neither change reached statistical significance.

All p-values in the table exceed 0.05, indicating that none of the observed changes in scores are statistically significant. For example, Item 15 ($p = 0.220 > 0.05$) and Item

13 ($p = 0.326 > 0.05$) show the most considerable reductions in mean scores. Yet, these p-values suggest that the changes could be due to random variation rather than an actual decrease in anxiety. Similarly, increases were observed in Item 2 ($p = 0.700 > 0.05$) and Item 6 ($p = 0.631 > 0.05$), but the changes represented by these increases were not significant in both.

No significant change was recorded in the control group, which could be attributed to the fact that their anxiety levels remained constant because they were not exposed to any intervention. Minor decreases in scores for items such as Item 15 and Item 13 could be attributed to natural adaptation or external influences unrelated to the study. Conversely, the slight increases in anxiety for items like Item 2 and Item 6 might reflect participants' growing awareness of their anxiety through repeated exposure to the questionnaire.

The paired sample t-test results calculated for the control group underline that the anxiety levels of this group did not change between the pretest and posttest phases. Although the direction of the realized changes is in both directions and on a small scale, the resulting p-values indicate that none of these changes are statistically significant. The stability in anxiety levels highlights the importance of targeted interventions, such as the English-speaking club, in producing meaningful improvements in speaking-related anxiety. Without such interventions, participants are unlikely to experience significant reductions in anxiety over time.

4.3. What are students' opinions about their English-speaking anxiety?

The views expressed by the participants in the weekly student reflection forms and during the interviews reveal their individual experiences of English speaking anxiety. Some participants report that they do not feel anxiety when speaking English in club sessions, while others point to specific triggers such as fear of negative judgment, pronunciation problems or lack of vocabulary. Most participants emphasized the positive impact of the speaking club in reducing their anxiety due to its supportive and non-judgmental atmosphere, structured activities, and consistent practice.

While analyzing the answers to this research question, twenty-three codes were found by combining the same and related answers. Then, seven themes were

determined, and the codes were grouped under these themes. Each code is supported by participants' quotes, shown in a separate column in Table 4.14.

Table 4.14

The List of Themes and Codes Related to the Factors Affecting Participants' English Speaking-Anxiety

Themes	Codes	Frequency (Number of Participants)	Supporting Quotes
Fear of Being Judged	Fear of making mistakes	6 (Sts.17,12,5,11,16,8)	"Especially in the past, when I was going to give a speech, I used to feel anxious because of my grammatical mistakes." (Speaker 11)
	Anxiety about peer judgment	7 (Sts.12,5,6,11,14,15,17)	"I feared my classmates would judge me for my grammar mistakes." (Speaker 11)
	Social comparison	5 (Sts.17,11,8,15,16)	"Knowing others are better made me nervous." (Speaker 17)
Supportive Environment	Judgment-free atmosphere	10 (Sts.12,5,6,11,14,15,13,2,14,17)	"Here, no one criticizes mistakes; everyone is here to improve." (Speaker 12)
	Comfort in a relaxed setting	9 (Sts.4,6,11,10,8,7,5,12,14)	"The friendly atmosphere helped me feel less anxious." (Speaker 4)
	Encouragement from peers	6 (Sts.16,13,2,6,14,7)	"Talking to familiar friends made me more comfortable." (Speaker 16)
	Friendly interactions	7 (Sts.12,3,5,7,11,6,16)	"It felt like a family environment, not formal at all." (Speaker 4)
Supportive Instructor Role	Encouraging guidance	6 (Sts.3,8,4,7,10,5)	"...the sincere attitude of our teacher towards our answers to the questions he asked us." (Speaker 8)
	Structured activities	5 (Sts.15,3,14,1,13)	"Weekly meetings helped me gain confidence gradually." (Speaker 15)
Improvement in Speaking Skills	Increased confidence in speaking skills	9 (Sts.9,15,1,4,5,8,11,17,3)	"At first, I was hesitant, but now I feel at ease." (Speaker 9)
	Improved fluency	5 (Sts.13,14,4,5,11)	"This helped me express myself more effectively." (Speaker 14) "Speaking regularly helped me improve my spontaneity and fluency." (Speaker 11)
	Regular participation in Speaking Club activities	7 (Sts.8,10,7,5,15,4,17)	"The weekly meetings gave me consistent practice and helped me overcome my anxiety." (Speaker 5) "One of the reasons why it was effective was because we carried out this activity, this club, every week and there was an order." (Speaker 15)

Table 4.14

The List of Themes and Codes Related to the Factors Affecting Participants' English Speaking-Anxiety (continued)

Themes	Codes	Frequency (Number of Participants)	Supporting Quotes
Challenges	Dormitory conditions	2 (Sts.17,16)	"Since we were living in a dormitory, it was a little difficult to watch movies, and despite the opportunities you provided, sometimes I had to attend meetings without being able to watch the movies fully." (Speaker 17)
	Belief in a lack of knowledge of pronunciation	3 (Sts.4,10,6)	"Because even though I know what it means, sometimes I wonder if I mispronounce the word." (Speaker 10)
	Tiredness	2 (Sts.11,1)	"Since it was after school, we entered the speech club a little tired." (Speaker 11) "Joining the speech club right after classes was a disadvantage for me." (Speaker 1)
	Inadequate participation	4 (Sts.13,9,15,17)	"I need to participate in conversations more." (Speaker 15)
	Limited vocabulary	6 (Sts.9,14,10,7,17,15)	"And the reason was the lack of words. When I couldn't translate what I was going to say, I would get stuck." (Speaker 17) "I feel anxious because I think I lack the vocabulary to express myself." (Speaker 15)
Lack of Confidence	Occasional hesitation	3 (Sts.1,15,7)	"I should raise my voice but I hesitate to do so when others are talking." (Speaker 1)
	Difficulty in organizing thoughts	4 (Sts.7,15,14,11)	"I worry about not being able to express myself clearly." (Speaker 15)
	Gaining a new perspective	6 (Sts.8,15,2,6,14,7)	"The attitudes of the people there, their culture, their perspectives. We saw them." (Speaker 8)
Benefits of Speaking Club	Long-term skill development	8 (Sts.17,14,8,6,15,16,4,12)	"This gave us practical experience and confidence." (Speaker 14)
	Reduction in fear of mistakes	4 (Sts.17,12,5,11)	"This club taught me that making mistakes is normal and okay." (Speaker 12)
	Increased speaking opportunities	6 (Sts.17,3,14,8,6,16)	"Maybe it was because there were fewer of us, but we had more opportunities to talk." (Speaker 17)

Table 4.14 shows participants' speaking club experiences demonstrate varying levels of anxiety and notable progress over time, influenced by personal factors, group dynamics, and the speaking club environment. The Frequency column represents how many participants mentioned each code explicitly or implicitly across the provided transcripts. For instance, "Judgment-free atmosphere" was a common theme, mentioned by 10 participants, whereas the four codes under the "Challenges" theme were less frequent. Their answers to questions about English-speaking anxiety were analyzed under seven headings.

1. Fear of Being Judged

Many students felt anxious when they were judged by their peers while speaking, especially when they made mistakes in grammar or mispronunciations. Key factors contributing to the fear of judgment included:

- **Fear of making mistakes:** One third of the participants stated that they were afraid of making mistakes when speaking English because it would allow a potential judgment of their level of English proficiency.
- **Anxiety about peer judgment:** More than one-third of the participants expressed fear and anxiety about the possibility of their classmates judging them for their mistakes.
- **Social Comparisons:** Close to a third of participants reported feeling intimidated by peers who seemed more competent than them, which contributed to their self-doubt and reluctance to participate.

2. Supportive Environment

The factor most frequently mentioned by participants was a friendly and non-judgmental environment. Most of them saw this club as a family environment and had the opportunity to socialize.

- **Judgment-free atmosphere:** The informal, judgment-free atmosphere encouraged students to speak freely. In this respect, speaker 17 highlighted the lack of pressure and the voluntary nature of participation.
- **Comfort in a relaxed setting:** Speaker 4 explained that the friendly atmosphere was the factor that helped them feel less anxious.

- **Encouragement from peers:** Speaker 16 stated that talking to familiar friends made them more comfortable.
- **Friendly interactions:** Speaker 4 felt the club was like a family environment, not formal at all, and this helped them overcome their initial nervousness.

3. Supportive Instructor Role

Some participants' responses highlighted the role of the instructor in reducing anxiety and creating a favorable atmosphere, which plays an important role in structured speaking activities such as a speaking club.

- **Encouraging guidance:** The trainer's friendly and outgoing attitude that inspired confidence in the students was appreciated by one third of the participants. As a matter of fact, speaker 8 mentioned the positive impression that the trainer's attitude created on her while clearing her questions.
- **Structured activities:** About a third of the speakers emphasized the importance of regular and structured meetings, stating that such organized meetings gradually gave them confidence.

4. Improvement in Speaking Skills

Students reported that the regular and organized structure of the speaking club not only helped to reduce their anxiety but also helped to build self-confidence by removing their hesitations about speaking English. The club provided:

- **Increased confidence:** Half of the participants stated that they thought that the intervention increased their confidence in speaking English and led to a positive development in their willingness to share in English-speaking environments.
- **Improved fluency:** About one-third of the participants reported that they gained fluency in speaking, which meant that both they and their interlocutors enjoyed the conversation because they felt that they were speaking like a native speaker.
- **Regular participation in Speaking Club activities:** More than one third of the participants in the experimental group stated that the effect of their routine activities was stronger and more beneficial for them in terms of habit formation, and that they no longer experienced the hesitations they had previously experienced when speaking English.

5. Challenges Faced During the Club

Although the club activities significantly reduced anxiety, the difficulties that students encountered from time to time in this study, which lasted about two months, were categorized as follows:

- **Dormitory Conditions:** Another two participants stated that dormitory conditions were a disadvantage for them in terms of preparing for club activities, that they had difficulties in analyzing and watching films in detail, and that they sometimes came to club meetings with incomplete preparation.
- **Belief in a lack of knowledge of pronunciation:** Three participants stated that pronunciation was a problem for them during the club activities and that although they knew the meaning of the words, their place in the sentence and grammar rules, they sometimes could not participate due to fear of mispronunciation.
- **Tiredness:** Two participants emphasized that they could not get the efficiency they wanted from the club activities because they were tired, and that the fact that the club activities were held after the lessons caused physical and mental fatigue, which constituted an important handicap for them.
- **Inadequate participation:** Four participants mentioned the role of certain personal and environmental factors in participation. Some attributed the lack of participation to the fact that they were not well prepared for the movie they were going to discuss, others to the fact that they did not trust their knowledge of English to answer some of the questions.
- **Limited Vocabulary:** Three participants complained about the lack of vocabulary during the discussions. In particular, they stated that although they knew the meaning and pronunciation of some words, they had difficulty in forming sentences because they could not remember them during the conversation.

6. Lack of Confidence

Participants pointed to lack of confidence as another factor affecting their English speaking anxiety and this theme was analyzed under three headings:

- **Vocabulary limitations:** One third of the participants stated that their limited vocabulary prevented them from expressing themselves on the topics discussed, which increased their anxiety.
- **Participation hesitation:** Some students, like Speaker 1, 7, 15, hesitated to contribute initially but improved as they gained confidence.
- **Difficulty in organizing thoughts:** Four of the participants underlined that they experience anxiety when they feel that they cannot express themselves clearly or when they are late in joining the conversation because it takes them a long time to do so.

7. Benefits of Speaking Club

By the end of the program, students highlighted noticeable improvements:

- **A new perspective:** Speaker 8 stated that they learned about the target culture and gained a new perspective through the different life experiences presented in the movies.
- **Long term skill development:** Almost half of the participants emphasized that they felt that the knowledge they gained in this club would be useful to them for a long time and that this was important for them as future teachers.
- **Reduction in fear of mistakes:** Four of the participants stated that making mistakes is in the nature of foreign language learning, that people improve as they learn from mistakes, and that they learned this by seeing other friends in the group who made mistakes.
- **Opportunities to Improve:** One third of the participants agreed that they had the opportunity to improve their vocabulary and fluency with enough practice. Speaker 17 pointed out that the small number of people in the group was an advantage for participation.

4.4. What are students' reflections on their English Speaking Club experience?

In this section, I analyzed students' reflections on their experience in the English Speaking Club. The English Speaking Club was designed to reduce participants' anxiety about speaking English and improve their English speaking skills in a supportive and interactive environment by exposing students to English as much as possible. This analysis explores the reflections of 18 participants, with data categorized into six emerging themes derived from 16 specific codes. Each theme highlights the program's strengths, challenges, and impact on participants' speaking abilities and overall development. The findings also offer insights into how such programs can be improved for future iterations. By quantifying themes and codes from participant responses, the effectiveness of the club in meeting students' expectations and addressing areas were analyzed for potential improvement. In addition, supportive quotes from participants were added to the table to provide qualitative depth to the numerical findings.

Table 4.15

The List of Themes and Codes Related to Participants' Opinions on the Speaking Club

Themes	Codes	Frequency (Number of Participants)	Supportive Quotes
Positive Impact on Speaking Anxiety	Decreasing speaking anxiety	16 (Sts.1,2,3,4,5,6,7,8 ,9,10,11,12,13,14,1 5,17)	"The effects on my anxiety were definitely very beneficial for me." (Speaker 9)
	Increasing comfort in speaking	9 (Sts.17,15,1,3,14,4 ,5,11,6)	"With this activity, my desire to speak English increased." (Speaker 4)
	Overcoming fear of mistakes	5 (Sts.17,12,5,11,16)	"Nobody is perfect, so I learned that I shouldn't be afraid of making mistakes." (Speaker 17)
Supportive Environment in Speaking Club	Comfortable and friendly atmosphere	17 (Sts.1,2,3,4,5,6,7,8 ,9,10,11,12,13,14,1 5,16,17)	"...the warm, friendly atmosphere encouraged me to participate even more." (Speaker 1)
	Encouragement from peers	6 (Sts.17,15,2,12,16)	"I didn't feel anxious about speaking during the events, as everyone was people we already knew." (Speaker 2)
	Feeling part of a community	6 (Sts.17,15,13,2,5,6)	"It was like a family environment, not just a classroom environment and teacher and students." (Speaker 4)
Activity Engagement	Interest in activities	10 (Sts.9,1,13,2,4,12, 5,7,10,16)	"Most enjoyable part of this week was the activity where we solved hidden questions about books on the Wordwall program." (Speaker 9)
	Enjoyment of film discussions	12 (Sts.17,3,13,14,4,1 2,5,8,10,11,6,16)	"My favorite part of this week was the section where we talked about quotes from the film." (Speaker 9)

Table 4.15

The List of Themes and Codes Related to Participants' Opinions on the Speaking Club (continued)

Themes	Codes	Frequency (Number of Participants)	Supportive Quotes
Activity Engagement	Use of digital tools	4 (Sts.7,1,2,9)	"I would like to point out that unlike last week, I found it more useful to go through slides." (Speaker 7)
Social and Cultural Impact	Broadening perspectives	6 (Sts.8,15,2,6,14,7)	"We learn new ideas, new perspectives, and new types of philosophies." (Speaker 2)
	Developing intercultural understanding	5 (Sts.13,14,9,5,8)	"The discussions helped me understand other cultures and their habits." (Speaker 13)
	Peer interaction	13 (Sts.17,3,13,14,12,5,7,8,11,6,16)	"That day, we started talking there. In that sense, it helped us socialize." (Speaker 9)
Personal Development	Building self-confidence	6 (Sts.15,1,14,4,17,7)	"It contributed to my belief in my performance ability." (Speaker 17)
	Increased critical thinking	9 (Sts.17,1,3,13,14,4,10,11,6)	"And the more we go into it and discuss it in more depth, the better we understand it." (Speaker 13)
Feedback on Films	Memorable films	14 (Sts.17,15,3,13,14,2,9,12,5,7,8,10,11,16)	"Shawshank Redemption... It became one of the movies I would watch over and over again." (Speaker 17)
	Disliked films	12 (Sts.17,15,3,14,2,9,12,5,7,10,11,16)	"Fight Club was not really my style." (Speaker 9)

The quantitative findings provide a comprehensive view of the effectiveness of the English Speaking Club, as seen in Table 4.15, which consists of themes, codes and their recurrence frequency generated from the participants' views. The fact that the majority of participants reported reduced anxiety and appreciated the supportive environment points to the success of the program in achieving its main objectives. Activities such as exchanging views on the movies watched and interactive games, mentioned by more than half of the participants, contributed to sustained engagement.

The program's social and cultural impact, reflected in the responses of 6 participants who gained new perspectives and 5 who developed intercultural understanding, demonstrates its broader educational value. Feedback on the films was largely positive, but emphasizes the need to strike a careful balance in selecting material that appeals to different preferences.

Although not expressed much by the participants, the difficulties encountered are valuable in terms of revealing areas of improvement for new studies. Mispronunciation,

poor participation and lack of vocabulary are the most noticeable challenges, emphasizing the need for more practice and specific support for different proficiency levels and language components.

The main themes and significant codes obtained from the qualitative data are given below with supporting quotations and necessary explanations:

1. Positive Impact on Speaking Anxiety

A primary objective of the English Speaking Club was to lessen participants' speaking anxiety. The data indicates that 16 out of 18 participants experienced a noticeable reduction in their anxiety levels, with 9 reporting increased comfort in speaking and 5 explicitly noting that they overcame their fear of making mistakes.

Speaker 9: "The effects on my anxiety were definitely very beneficial for me."

Speaker 4: "With this activity, my desire to speak English increased."

Speaker 17: "Nobody is perfect, so I learned that I shouldn't be afraid of making mistakes."

Participants emphasized that engaging in an intensive process of speaking English in a relaxed environment helped to boost their self-confidence. Students who actively participated in discussions because they felt they would not be judged for their mistakes shifted their focus from fear of failure to improving their communication skills. Participants reported that this reduction in anxiety also helped them to participate in English-speaking environments at school and in other social situations.

2. Supportive Environment in Speaking Club

The club's environment played a crucial role in its success, with 17 participants describing it as friendly, encouraging, and inclusive. The program's supportive nature allowed students to feel comfortable expressing themselves, even when they made mistakes. Peer support emerged as a significant factor, with 6 participants highlighting its positive impact.

Speaker 1: "...the warm, friendly atmosphere encouraged me to participate even more."

Speaker 2: "I didn't feel anxious about speaking during the events, as everyone was people we already knew."

Speaker 4: "It was like a family environment, not just a classroom environment and teacher and students."

While planning the club activities, priority was given to creating a warm atmosphere where students would feel at home, thus minimizing the impact of environmental factors on English speaking anxiety. Participants appreciated how the group dynamic encouraged participation and provided emotional support. Snacks, interactive activities, and discussions created a sense of belonging, which helped students overcome initial hesitations.

3. Activity Engagement

Interactive activities, especially the exchange of views in the context of film discussions, were highlighted by many participants as the most interesting and useful aspect of the club. While 12 participants said they enjoyed discussing movies, a larger group said they appreciated the variety of activities and 4 participants valued the inclusion of digital tools such as Wordwall in the club's work.

Speaker 9: "Most enjoyable part of this week was the activity where we solved hidden questions about books on the Wordwall program."

Speaker 7: "I would like to point out that unlike last week, I found it more useful to go through slides."

As every speaking club has a starting point, this club has tried to make this activity a fun program to reduce speaking anxiety by focusing on movies. Participants were encouraged to analyze quotes, characters, and themes, improving their linguistic skills and critical thinking. Digital tools added a modern twist, making the sessions engaging for tech-savvy learners.

4. Social and Cultural Impact

A standout feature of the English Speaking Club was its ability to foster social interaction and cultural appreciation. Thirteen participants believed that peer interaction

increased thanks to the speaking club, while 6 participants stated that the club opened new horizons for them and 5 stated that their awareness of different cultures increased.

Speaker 2: "We learn new ideas, new perspectives, and new types of philosophies."

Speaker 13: "The discussions helped me understand other cultures and their habits."

Speaker 9: "That day, we started talking there. In that sense, it helped us socialize."

The group discussions and collaborative activities within the program enabled the students to build intimate relationships that extended beyond the program and to appreciate the cultural diversity related to the target language displayed in the films discussed. Through the themes explored in the films, the participants also gained insight into cultural nuances, from which they were able to develop new perspectives on the target language.

5. Personal Development

Participants underlined that this club also contributed significantly to their personal development. While six participants stated that their self-confidence increased as a result of this club, 9 participants stated that their detailed film analysis improved their critical thinking.

Speaker 17: "It contributed to my belief in my performance ability."

Speaker 13: "And the more we go into it and discuss it in more depth, the better we understand it."

Beyond its contributions to language skills and anxiety reduction benefits, the program instilled in participants a sense of achievement and self-confidence. The fact that the participants felt more prepared to communicate in English in daily life situations indicates a significant shift from their concerns at the beginning of the intervention.

6. Feedback on Films

Participants greatly appreciated the use of movies as a learning tool, which is more entertaining than many other tools applied in this regard. Fourteen participants praised the selection of films, describing them as thought-provoking, worthy of discussion, culturally rich and deep in meaning. However, there were twelve participants who stated that some films did not match their preferences and some of them stated that the participants should have a say in the selection of films.

Speaker 17: "Shawshank Redemption... It became one of the movies I would watch over and over again."

Speaker 9: "Fight Club was not really my style."

The diversity of films exposed students to various genres and themes, making discussions dynamic and enriching. When participants connected with a film, they were more engaged in the subsequent analyses and debates.

CHAPTER V

DISCUSSION

5.1. Introduction

In this section, the findings of the study on foreign language speaking anxiety (FLSA) were discussed, and the results were interpreted in the light of three main research questions and their sub-questions. The discussion integrates the quantitative and qualitative data gathered during the study to provide a comprehensive understanding of the factors contributing to FLSA, the role of various in-class and out-of-class dynamics, and the impact of personal and contextual elements on anxiety levels. In addition, the findings of the current study are compared with previous studies and similar and different results and the points where it contributes to the literature are emphasized. This chapter aims to present the study more comprehensively by discussing the findings in terms of cause and effect, comparing them with the existing literature, and offering theoretical and practical implications for language education.

5.2. Discussion on the findings related to the level of foreign language speaking anxiety experienced by the students

In order to obtain data to address the initial research question, which relates to the level of foreign language speaking anxiety experienced by the participants, the responses provided by the participants to the PSCAS questionnaire were initially collected and subsequently classified according to the level of anxiety indicated. The findings from this stage of the study provide a comprehensive account of the participants' levels of foreign language speaking anxiety before implementing any intervention. The findings indicate a discrepancy in anxiety levels between the experimental and control groups. It is important to note, however, that these differences are reflective of the participants' initial anxiety levels rather than any direct impact of the speaking club activity.

The result of the quantitative data suggest that the experimental group exhibited slightly diminished levels of anxiety across all sub-dimensions, including fear of negative evaluation, communication anxiety, pre-test anxiety, and comfort in speaking English, in comparison to the control group. In both groups, there were participants with

moderate and low levels of anxiety. While the proportion of participants with moderate anxiety was more or less close to each other, the proportion of participants with low anxiety was significantly higher in the experimental group. However, the striking point is that while one out of every five people in the control group identified themselves as highly anxious, no one in the experimental group identified themselves in this category. The result is consistent with Darıyemez (2023), who found that the control group was more anxious than the experimental group. Moreover, qualitative data may offer further insights that validate these results. "The advantage of the club for me is that it reduces the anxiety of speaking English" (Speaker 1). However, it contradicts some previous research (Ding, 2024; Güzel & Aydın, 2014; Hanafiah et al., 2021; Melchor-Couto, 2017; Pan et al., 2022) in which the FLSA levels of the experimental and control groups were more or less the same before the intervention. Nevertheless, no evidence was found in the qualitative data to contradict this finding. Although these findings might indicate that participants in the experimental group exhibited a slightly more favorable initial inclination about their speaking anxiety, it is also possible that these differences could be attributed to individual or contextual factors that are not directly associated with the current intervention. It is likely that several factors, including prior exposure to the English language, self-confidence, personality traits, and differences in learning environments, might have contributed to the initial levels of anxiety observed in both groups.

Concerning the dimension of "fear of negative evaluation," the lower mean scores observed in the experimental group might indicate a reduced apprehension regarding external judgment prior to the intervention. The analysis of qualitative data also suggests that these results are consistent with the findings from the quantitative data. "I often feel anxiety when I speak English in class. Because I am afraid that people will judge my mistakes. I didn't feel this anxiety in Speaking Club because here in Speaking Club everyone is relaxed, there is no pressure" (Speaker 12). Similarly, Horwitz et al. (1986), who identified fear of negative evaluation and pre-test anxiety as three learning-specific anxieties along with communication anxiety, stated that they have a debilitating function. In the same vein, the experimental group exhibited slightly lower levels of "communication anxiety" and "pre-test anxiety," which might indicate that they initially approached the use of English in evaluative and spontaneous settings with a more confident outlook. Nevertheless, these observations do not yet permit the

identification of a specific causal factor or predicting the potential impact of the speaking club activity. Thus, this result might be associated with their prior experiences with public speaking or their comfort levels in social situations.

The most notable controversy between the two groups was observed in the "comfort in speaking English" dimension, where the experimental group exhibited a greater sense of ease than the control group. When the results of the qualitative data on this issue were analyzed, it was seen that almost all of the participants expressed the same opinion. "I didn't feel any anxiety during the Speaking Club meetings, at least there was a warm and nice atmosphere, everyone knew each other" (Speaker 6). Although these results might suggest that the participants in the experimental group demonstrated a more favorable attitude toward English language proficiency, it is also a possibility that this sense of ease was a result of external factors, such as their exposure to encouraging language learning environments or increased opportunities for communication in authentic contexts before the study. This finding contradicts the study by Ordoñez and Holguín (2021), in which participants emphasized that they had difficulty participating because they felt insecure speaking English in different foreign contexts.

5.2.1. Discussion on the findings related to the change in the level of 'English Speaking Anxiety' according to age

Pearson Correlation Test was applied to find an answer to this question. The findings show that there is no significant relationship between age and English-speaking anxiety or its sub-dimensions. Although weak negative correlations were observed, the results were not strong enough to support significant conclusions about the effect of age on anxiety levels.

There was almost no relationship between age and Fear of Negative Evaluation and Pre-Test anxiety. On the contrary, Onwuegbuzie et al. (1999) reached different conclusions, stating that there is a positive relationship between age and Test Anxiety, and the older the participants are, the higher level of anxiety they experience. Similarly, the results for Communication Anxiety only showed a slightly stronger negative trend, but this was still not statistically significant, implying that age did not play a role in participants' feelings of uneasiness during communication.

The most notable trend among the dimensions was Comfort in Speaking English, which shows a slightly stronger negative relationship with age. However, since this result is not statistically significant, it cannot be interpreted as a reliable pattern. There was also a weak negative relationship with age on the overall foreign language speaking anxiety measure. This result is also consistent with the findings of Tosun (2018). However, it contradicts the findings of Aydın (2008), Ay (2010), and Er (2015), who reported that there was a positive relationship between age and FLSA and that upper-class students were more anxious than lower-class students when speaking English. Conversely, Gaibani and Elmenfi (2016) also identify this relationship, but in an inverse manner.

These results imply that age may not be a critical factor in determining levels of English speaking anxiety. However, the weak trends observed in this study may indicate that age-related differences in anxiety levels, if they exist, are slight and require larger sample sizes, participants who differ significantly from each other in age groups, or different methodological approaches to detect.

5.2.2. Discussion on the findings related to the change in the level of 'English Speaking Anxiety' according to gender

The analysis of the second sub-question, "Does the level of 'English-speaking anxiety' differ according to gender?" reveals notable differences in anxiety levels between female and male participants on several dimensions of English-speaking anxiety. The results consistently indicate that female participants experience higher levels of English speaking anxiety than their male counterparts on all measured dimensions, including fear of negative evaluation, communication anxiety, pre-test anxiety, comfort in speaking English, and overall foreign language speaking anxiety. Although statistically significant differences were observed, the effect sizes for most dimensions were small to moderate. This suggests that while gender plays a role in speaking anxiety, its practical impact is not overwhelming.

The results of the study indicated that females exhibited significantly higher levels of anxiety in the context of negative evaluations than males. This finding highlights the possibility that female learners might be particularly susceptible to feelings of judgment or criticism from others during language interactions. Although the effect size is small, it reflects a meaningful trend that could be attributed to sociocultural

expectations or internalized pressure to perform without error in communicative settings. In this context, the views of Speaker 5, who is a male, and Speaker 6, who is a female, indicate that the qualitative data meet the same conclusion as the quantitative data. "Here you know that you will not be judged too much by others. Even though I don't have much fear of being judged in normal classes, I find it boring because it is a lecture" (Speaker 5). "I experience anxiety when I speak English. This is very rare, but sometimes I feel like I feel pressure, or if I pronounce words incorrectly, I wonder if people around me will make negative comments like 'look, she said this wrong, she said this when she should have said that'" (Speaker 6). Similarly, Debreli and Demirkan (2015) stated that one of the most important obstacles for female participants in their study to participate in speaking activities was the thought that they would be criticized by their friends when they made mistakes. However, the findings of the study do not coincide with the results of Aydın's (2011) study in which men were found to be more anxious than women. While Alshahrani and Alandal (2015) did not reach the same conclusion regarding the importance of the variable, their study revealed that males were more likely to experience more significant anxiety in this dimension.

Similarly, the Communication Anxiety dimension revealed that females exhibited significantly higher anxiety levels than males. As a matter of fact, qualitative findings also support this conclusion of the quantitative results. Here, the words shared by Speaker 13, a male participant, and Participant 15, a female participant, about speaking anxiety are given. "My expectation came true, that is, I felt a decrease in my anxiety level. It used to be very low, now it is almost non-existent" (Speaker 13). "For example, if a stranger comes and wants to talk to me, I naturally stammer at first, I feel weird..." (Speaker 15). Communication anxiety might be influenced by various factors such as self-confidence, past experiences and cultural norms. Karakaya and Eminoğlu Küçüktepe (2023), who reached similar results in their study, point to cultural norms as one of the reasons underlying this anxiety, which they found to be more common in women. The fact that men are supported by the society from an early age to get used to social life and that they are in different environments more than women can be considered as one of the reasons for the difference in favor of men. Finding similar results in their study, Yan and Horwitz (2008) stated that men feel less anxiety than women when speaking a foreign language due to different socialization patterns,

emotional sensitivity, and degree of exposure to speaking opportunities. In contrast, the findings of Badrasawi et al. (2020) are in the opposite direction of the present study.

The results obtained with the pre-test anxiety show that the anxiety levels of the female subjects increased significantly. When the qualitative data for student opinions on this issue were analyzed, it was observed that there were no opinions that could be associated with this kind of anxiety by males. On the other hand, Speaker 17, one of the female participants who expressed an opinion on this issue, explains her opinion as follows; "The thought of knowing that there was someone who spoke better than me and realizing my mistakes worried me." Therefore, comparing oneself with others or the fear of making mistakes are the triggers of test anxiety in this example. This result suggests that women could face a higher level of anxiety than men before the tasks in which their speech will be evaluated. These findings coincide with the findings of Aydın (2008) who found a statistically significant correlation between gender and FLSA. This can be explained by the pressure to perform or the fear of being evaluated negatively, which may be experienced before speaking tests, emerging as anxiety. Meanwhile, in a similar study, Hasrul et al. (2013) came to the opposite conclusion that women are more comfortable speaking English than men.

The most significant difference between the anxiety sub-dimensions was observed in the Comfort with Speaking English dimension. Indeed, in interviews and reflection forms, females reported significantly lower comfort levels compared to males. The views of a male and a female participant are presented in order to serve as an example. "I don't feel any anxiety when I speak English in class because everyone's level is more or less the same. Everyone speaks English at almost the same level" (Speaker 3). "When I speak English, sometimes my voice trembles and my heartbeat speeds up" (Speaker 14). The findings of Geckin (2020), who examined the relationship between corrective feedback and FLSA in terms of gender, also support this conclusion. The reasons for this significant difference could be found in the cultural and social dynamics of the country in which the participants live. This finding suggests that society's gender roles, expectations of different genders and cultural norms may contribute to inequalities in language learning and self-confidence. In many traditional societies, including parts of Türkiye, gender roles have historically influenced how males and females engage with public and professional spaces. Society often directs males to be leaders in the future and therefore expects them to express themselves

confidently and defend their ideas in group settings. This social favoritism in favor of males may lead to them being more comfortable speaking English in foreign languages than females. Conversely, females may face implicit or explicit pressures to be more reserved, depending on their environment, potentially limiting their opportunities to gain confidence and self-belief in using a foreign language. Nonetheless, Mohammad Batiha et al. (2016), who reached a conclusion in the opposite direction of these findings, stated that there was no difference between males and females in terms of speaking a foreign language in public or being shy while speaking.

Finally, the results indicate that females who experience higher levels of anxiety than males in all sub-dimensions inevitably have significantly higher levels of general foreign language speaking anxiety than them. This dimension provides a comprehensive overview of the various facets of anxiety, thereby supporting the conclusion that gender plays a significant role in influencing speaking anxiety in a foreign language. The reasons for this result may be complex and multifaceted. For example, cultural norms in Türkiye often emphasize that women remain in the background in social life, which can manifest itself in the inability to express themselves freely in communication. However, developing the ability to speak in a foreign language requires students to use the language intensively both in and out of the classroom, to make mistakes and learn from them, and to incorporate real-life scenarios into their use. If women behave in accordance with societal expectations that relegate them to the background, they may find it difficult to actively participate in environments where they can practice foreign languages. This reluctance might translate into higher levels of anxiety when speaking English, as revealed in the study.

Furthermore, disparities in educational and professional opportunities persist in some regions and contexts, while progress has been made toward gender equality in Türkiye. Women might have fewer chances to use English in real-world settings, particularly in communities with limited access to higher education or employment. This lack of exposure can contribute to lower self-efficacy and comfort when speaking English compared to men, who may have more freedom or necessity to use the language in diverse settings. Karataş et al. (2016), who reached similar findings in their study, stated that the reason for this may be that the participants who are university students compare themselves with others and this may be slightly more effective in women.

Another reason why men feel less anxiety about speaking a foreign language than women might be that men see it as a weakness. It may be possible that even if men have weaknesses, they tend not to show them. Accordingly, when asked about their anxiety levels, participants may provide a response that is less indicative of their actual anxiety than would be expected. This might have something to do with men's socially assigned role and upbringing. Nevertheless, the measured effect sizes suggest that gender is an important factor but not the only determinant to explain FLSA.

5.2.3. Discussion on the findings related to the change in the level of 'English Speaking Anxiety' according to the type of high school graduated

The findings related to the third sub-question offer significant insights into the relationship between foreign FLSA and the type of high school from which participants graduated. The results of the one-way ANOVA analysis indicated that there were no statistically significant differences in the levels of FLSA components, including fear of negative evaluation, communication anxiety, pre-test anxiety, and comfort in speaking English, based on high school type.

The absence of significant differences in the fear of being evaluated negatively implies that the type of high school students attended had no role in their concerns about the negative evaluation of their English proficiency by others. This may suggest that in light of the growing adoption of standardized language education across diverse high school settings, students are likely exposed to similar evaluative scenarios, leading to a uniform level of anxiety associated with this component.

Secondly, when the relationship between communication apprehension and high school type is analyzed, it reinforces the conclusion that this variable is not an important factor in determining students' anxiety about verbal communication. The results regarding test anxiety did not show a statistically significant difference between high school groups. This shows that the tension experienced during language testing is a universal phenomenon among students and that they will more or less carry this anxiety regardless of the type of school they attend.

The data revealed that there was no statistically significant difference in comfort in speaking English. This suggests that high school type is not a significant determinant

of whether students are comfortable speaking English and whether they gain confidence in the language. Ultimately, the comprehensive assessment of foreign language speaking anxiety incorporates all dimensions and did not reveal a notable correlation with high school type. This finding highlights the complex nature of the FLSA, suggesting that the factors influencing FLSA formation in individuals are found in personal and contextual differences rather than structural or pedagogical characteristics of different high schools.

When considered collectively, these findings indicate that the type of high school attended does not play a significant role in developing foreign language speaking anxiety. In this regard, the findings are consistent with those of Karataş et al. (2016) and Karıcı et al. (2018). On the other hand, the studies of Al-Shuaibi et al. (2014) and Aydın (2008) contain different findings from this study. Their studies revealed that there was a significant relationship between school type and general anxiety level, communication anxiety, and negative evaluation anxiety. However, Aydın and Uştuk (2020) investigated the potential correlation between FLSA and the school level attended instead of graduation school.

These findings emphasize that interventions to reduce FLSA should focus on universal strategies that can be applied in different educational situations, rather than tailoring interventions based only on high school types. For example, creating a stress-free classroom environment where students can communicate in the target language without anxiety can benefit all students regardless of their high school background.

5.3. Discussion on the findings related to the effect of the English speaking club application on the 'English Speaking Anxiety' of the students

The results of the study addressing the second research question—that is, "What is the effect of the English-speaking club activity on the 'English-speaking anxiety' of the students?"—provide valuable insights regarding the influence of extracurricular activities with a structured format on students' anxiety levels. The results of the paired samples t-test for the experimental group participating in the English speaking club indicate that there were different changes in various dimensions of English speaking anxiety. However, the absence of statistically significant findings across all dimensions calls for a more thorough investigation of the underlying causes of these changes.

Although not statistically significant, the slight reduction in fear of negative evaluation in the experimental group suggests a potential positive effect of the speaking club. The findings obtained from qualitative data point in the same direction. For example, Speaker 12 expresses the impact of the club on her anxiety about speaking English with the following statements; "This speaking club I joined had a positive impact on my speaking anxiety. This is because I feel that my friends or others will not judge me when I make mistakes." The implementation of structured speaking activities might have served to reduce the levels of apprehension experienced by participants concerning the potential for being subjected to judgment. However, the limited magnitude of change suggests that the level of intensity of the intervention could have been inadequate to relieve this aspect of anxiety fully. It also indicates that deeply rooted fears associated with evaluation might necessitate more long-term or individualized interventions.

The findings that there was little reduction in communication anxiety suggest that the club had a limited impact on students' comfort with participating in English speaking activities or communicating in the target language in different settings. When qualitative data are analyzed, it is possible to come across findings similar to quantitative data on this issue. For example, Speaker 5 stated that there was a change in her anxiety after completing the club activity as follows: "Talking together in class and talking about the movies we watched reduced my anxiety. Of course, this anxiety was a bit more in the first weeks, but as it became a routine over time, I started to enjoy it more and my anxiety decreased." However, the same speaker stated in the reflection form in the 3rd week that he was insufficient in some subjects in this way: "I couldn't make too many complex sentences. My answers were short and clear." This might be due to the nature of some of the activities included in the club activities that require participants to have a high level of communication skills. For example, the ability to discuss the implicit message of the movie is a competence that may be necessary for participants to actively participate in the conversation club.

Although not statistically significant, the decrease in pre-test anxiety was higher than that observed in the other dimensions. This trend could demonstrate the effectiveness of preparing for the language tasks inherent in the speaking club in facilitating participants' advanced preparation and familiarization with language tests. Especially the qualitative data obtained from the reflection forms show that the work

done by the students before the meeting to increase participation and performance can be effective in reducing their anxiety about this issue. Among these, preparatory activities such as watching movie review videos, obtaining detailed information about the movie with the help of artificial intelligence, and practicing vocabulary specific to the movie stand out. Nevertheless, pre-test anxiety frequently has its roots in factors that extend beyond language proficiency, such as generalized test anxiety or perfectionism. It may be necessary to consider interventions that extend beyond the scope of a language-focused club in order to address these underlying issues.

Notably, there was a decrease in comfort in speaking English after the intervention. Here, there is a contradiction between qualitative data and quantitative data. Because more than half of the interviewed participants stated the opposite of the quantitative data for this sub-dimension, that is, that their anxiety decreased. However, none of the participants reported an increase in this type of anxiety. This unexpected result may indicate that the club increased students' self-awareness of their speaking skills, which in turn led to a discomfort in participants who became aware of their mistakes while speaking. It is equally likely that the activities in which the participants engaged subjected them to more demanding speaking tasks, which, while advantageous in the long term, initially evoked feelings of discomfort. Similarly, Ordoñez and Holguín (2021) reported in their study that participants who were members of the speaking club were insecure and stressed to a certain extent due to entering an unknown environment during the sessions.

The overall decrease in foreign language speaking anxiety in the experimental group was not statistically significant, although the observed trend suggests a potential reduction in anxiety levels. Likewise, some researches (Arnold, 2007; Ataş, 2014; Virawan et al., 2021) reported that in their study, the conversation club activity benefited participants in many problematic areas, such as self-confidence, motivation, and fear of making mistakes, as well as reducing their anxiety. These results might indicate the complex, multifaceted nature of language anxiety, where challenges in another may outweigh improvements in one area. For example, although students may have been more at ease with tasks that had been previously prepared, they may still have experienced difficulties in engaging in spontaneous interactions or in responding to evaluative situations. Similarly, Suharsih and Supriatna (2020), who tried to conclude by using the discussion technique in the speaking club in their research, shared that

although the participants experienced some difficulties, they generally made positive gains in English speaking skills.

On the other hand, Irfan and Zafar (2020), in their qualitative study on the impact of the FLSA on the online talk club due to COVID-19 restrictions, drew attention to the anxiety felt by the participants during the activities and their methods of coping with this anxiety. After all, like Alshahrani (2016), Canals (2020), and Kut et al. (2022), who reached similar conclusions in their studies, they also emphasized the reducing role of the speaking club on FLSA and reached similar conclusions to this study. Güvendir et al. (2020) and Zerey (2018) reached a similar result in their studies, but also stated that these results were statistically significant. Although Hermayani and Mbato (2020) and Akel Oğuz and Külekçi (2018) examined the relationship of the speaking club with a different variable in their qualitative study, they obtained similar results regarding the effectiveness of the speaking club. However, the results of some research (Altın & Saraçoğlu, 2019; Bashori et al., 2022; Güzel & Aydın, 2019; Kruk, 2016), in which almost no change was observed in the FLSA levels of the participants after the intervention, differ from current study.

In the control group who did not participate in the English speaking club, no significant change was observed in general anxiety and its sub-dimensions. These findings highlight the potential value of interventions that address the spoken ability of language, such as a conversation club. Although the improvements in the experimental group were not statistically significant, the fact that the control group did not show similar tendencies to the experimental group suggests that structured speaking activities might reduce anxiety to some extent. The result contradicts the result of Ding (2024), who did not observe any change in the FLSAs of the control and experimental groups after the intervention.

In the case of the items of the PSCAS, the Paired Sample T-Test results show that the most considerable changes were observed in items 13, 7, and item 5, decreasing and increasing, respectively. The decrease in scores for items related to impromptu speaking and the psychological impact of anxiety, such as Item 13 and Item 7, can be attributed to the supportive environment of the speaking club, which helped participants feel more comfortable in unplanned speaking scenarios. When the opinions of the participants obtained through qualitative data collection tools are analyzed, it is possible

to find data that coincide with the quantitative findings. "I wasn't doing any written preparation in the meetings, I mean, I was watching the movie, I was coming. I was generating something in my head from the questions you asked. I was thinking that here I can give this answer, I can say this" (Speaker 15). However, the increase in anxiety for items such as Item 5, which focused on participants' mental processing of language, may indicate that participants were exposed to more challenging speaking situations, which temporarily increased their awareness of their anxiety. Qualitative data also contain content that points to this finding. "... so the words don't come to my mind. And when they don't come, all the sentences, grammar, this and that all get mixed up" (Speaker 14). The lack of statistical significance in all items suggests that the intervention might not have been intensive or long enough to create measurable changes in anxiety levels, or that external factors that were not intervened could have played an active role in the process. Other factors, such as participants' baseline anxiety levels or external stressors, could also have influenced the results.

One of the reasons why there was no statistically significant decrease in the anxiety level of the experimental group might be that most of the students willing to participate in this club had good English skills and were confident enough to speak in a speaking club. This was evident from the observations during the speaking club sessions and the students' self-reflection forms. Although the English-speaking club demonstrated the potential to reduce English-speaking anxiety, the absence of statistically significant findings suggests that more intensive, targeted, and long-term interventions are necessary to achieve substantial improvements. In conclusion, it could be said that speaking clubs that address specific dimensions of anxiety and design activities appropriate to the needs of students have the potential to be an important tool for promoting self-confidence and reducing anxiety in foreign language learners.

5.4. Discussion on the findings related to students' opinions about their English speaking anxiety

In order to respond to this research question, the data obtained from student reflection forms and semi-structured interviews were analyzed. The findings for Research Question 3, "What are students' opinions about their English-speaking anxiety?" demonstrate a range of experiences and perspectives on the triggers and

coping strategies associated with anxiety. Thematic analysis of the qualitative data revealed seven themes, each of which concerns the complex nature of English speaking anxiety and can answer questions about the role of the speaking club.

The fear of being judged was identified as a significant source of anxiety for many participants, who frequently cited concerns about making mistakes and the potential for peer judgment. For example, one participant stated, "Especially in the past, when I was going to give a speech, I used to feel anxious because of my grammatical mistakes" (Speaker 11). This anxiety might originate from students' internalization of the pressure to appear proficient, which could result in their avoidance of verbal communication in order to minimize the potential for criticism. In the same direction, Felicity (2018) and Virawan et al. (2021) also found that fear of making mistakes was a factor that negatively affected speaking in a foreign language. The anxiety was frequently intensified by social comparison, as one participant noted, "Knowing others are better made me nervous" (Speaker 17). This may indicate that competitive result-oriented classroom environments may unintentionally increase self-consciousness and negatively affect engagement. However, the results of the paired samples t-test for the experimental group indicate that there was a decrease in the participants' levels of this anxiety sub-dimension at the end of activity. This reveals both qualitative and quantitative data that the conversation club is a useful activity for the fear of negative judgment.

Considering the views of the participants, there is almost a consensus that creating a supportive environment is a very important factor in reducing anxiety. Participants frequently emphasized the absence of negative judgment as a defining characteristic of the club, with one noting, "Here, no one criticizes mistakes; everyone is here to improve" (Speaker 12). This might have encouraged students to take risks knowing that they would not be criticized negatively and strengthened the participants' sense of psychological safety. Similar results are also encountered in studies on the same subject in the literature (Kut et al., 2022; Ordoñez & Holguín, 2021; Suharsih & Supriatna, 2020; Virawan et al., 2021). The relaxed setting also contributed to a reduction in anxiety levels, as reflected in the comment, "The friendly atmosphere helped me feel less anxious" (Speaker 4). This suggests that replacing the formality of language practice with a freer environment may lead to a decrease in students' levels of self-control and an increase in engagement. Peer encouragement was also identified as

an important contributing factor for speaking in an anxiety-free environment, with one participant explaining, "Talking to familiar friends made me more comfortable" (Speaker 16). This might have reduced the fear of negative judgment, as interaction with a trusted peer group can support students in terms of morale and motivation. Similarly, the "family-like" environment described by one participant ("It felt like a family environment, not formal at all" - Speaker 4) could have created a sense of belonging in the participants, thus reducing anxiety in members who felt themselves in the company of acquaintances and increasing both self-confidence and trust in group members over time.

Another factor that emerged as an important determinant of participants' experiences was the instructor, who has a wide variety of roles in conversation clubs. The encouraging guidance provided by the educator during club activities was often praised, as one student noted, "The instructor's attitude made us feel comfortable" (Speaker 16). The educator's behavior, which was generally accepted by the participants, might have reduced students' anxiety by fostering a relationship in which they felt safe knowing that they would not be judged negatively. However, some participants stated that the trainer should give equal opportunity to speak. "Everyone needs to be given the opportunity to speak individually, and we need more time to talk" (Speaker 17). Implementing structured activities was also identified as a significant contributing factor, with one participant highlighting, "Weekly meetings helped me gain confidence gradually" (Speaker 15).

Nevertheless, one participant emphasized that questions with multidimensional answers about the films should be prepared and that this would increase their participation. "I try to participate as much as I can, but it would be better if the questions are not single-answer questions, that is if there are more questions where everyone can express their different opinions" (Speaker 12). The structured nature of the sessions could have provided students with a clear and defined path for progress, which might have reduced uncertainty and the anxiety that often accompanies it. The results of this study suggest that instructors who create an anxiety-free and stimulating learning atmosphere for students can reduce students' speaking anxiety by using a balanced training model. Although they did not mention the importance of the instructor, the studies of researchers who noted the contribution of a structured program, clear goals, and regular weekly meetings to providing a supportive learning environment are

noteworthy in terms of similar findings (Akel Oğuz & Külekçi, 2018; Ordoñez & Holguín 2021).

Two areas where participants reported significant progress throughout the study were gaining confidence in speaking English and being able to express themselves comfortably. Items 4, 8 and 12 of the PSCAS are also related to self-confidence and comfort. Paired sample t-test results show that there is a decrease in these items, that is, the results are in line with the qualitative data. One student remarked, "At first, I was hesitant, but now I feel at ease" (Speaker 9), while another explained, "This helped me express myself more effectively" (Speaker 14). These improvements noted by participants could have been facilitated by the consistent, regular and gradual exposure provided by the conversation club. This might have helped students to overcome their initial reluctance and increase their engagement. Zerey (2018) also reached a similar conclusion in his study following the theater practice. The fact that the activities were carried out regularly every week and that the topics were determined in advance and the discussion was carried out through structured questions contributed to the fluency of the participants. One participant expressed his opinion on this issue: "Speaking regularly helped me improve my spontaneity and fluency" (Speaker 11). The findings of Suharsih and Supriatna (2020) and Virawan et al. (2021) in the same direction are important in underlining the usefulness of speaking practice in this respect. Another participant noted, "The weekly meetings gave me consistent practice and helped me overcome my anxiety" (Speaker 5). The regular performance of this activity may have reduced the sense of uncertainty associated with the speaking tasks, thus contributing to a growing sense of comfort and confidence over time. Similarly, Irfan and Zafar (2020) revealed in his study that the anxiety experienced by the participants decreased over time, and they gained self-confidence. One participant pointed out, "One of the reasons why it was effective was because we carried out this activity, this club, every week, and there was an order" (Speaker 15). The routine of conducting activities at the same time, place and with the same people every week may have encouraged a sense of stability among participants, which in turn may have led to continuity and gradual improvement in participation.

Despite the above-mentioned beneficial effects of the conversation club, participants identified several barriers that at times limited their ability to fully benefit from the club. The existence of these barriers may have constrained participants'

capacity to adequately prepare for the discussions, thereby potentially heightening their levels of anxiety. For instance, dormitory conditions posed challenges, as described by a participant: "Since we were living in a dormitory, it was a little difficult to watch movies, and despite the opportunities you provided, sometimes I had to attend meetings without being able to watch the movies fully" (Speaker 17). This might have contributed to feeling inadequate or unprepared, which could increase anxiety during meetings. Believing in the lack of knowledge of pronunciation was another issue, with one participant noting, "Because even though I know what it means, sometimes I wonder if I mispronounce the word" (Speaker 10). Another challenge experienced by participants was that they sometimes believed that they did not have the English proficiency needed to participate in the conversations. For example, one participant's answer to the question "What should you do to improve your performance?" was as follows: "I need to participate more in conversations" (Speaker 15). The underlying reason for the participants' insufficient participation could be that they were not adequately prepared for the topic, did not understand the question asked, or were not confident in their English proficiency. Moreover, the low level of engagement observed among some members, as reported by four participants, may indicate that the activities to be implemented should involve all students and be engaging and entertaining. A lack of vocabulary, mentioned by three participants, might have led to hesitations, as one participant stated, "I was getting stuck when I couldn't translate exactly what I was going to say" (Speaker 17). The aforementioned challenges indicate that targeted assistance in vocabulary and fluency development might enhance students' speaking abilities. Pronunciation problems and lack of vocabulary, which Suharsih and Supriatna (2020) and Virawan et al. (2021) also mentioned as difficulties experienced by students, support the findings of this study. These diverse challenges might have limited the ability of students to fully benefit from the program. In addition, participants might have lost energy and concentration as a result of mental and physical fatigue from attending after-school sessions, potentially leading to poor attendance and performance.

Lack of self-confidence during the club activities was a common theme expressed by almost all participants, who expressed concerns about limited vocabulary and difficulty in organizing their thoughts. For instance, one student shared, "I feel nervous when I can't remember the words I want to use" (Speaker 17), while another stated, "I feel anxious because I think I lack the vocabulary to express myself" (Speaker

15). These challenges could have resulted from insufficient exposure to authentic speaking opportunities, which might limit students' ability to internalize and recall vocabulary effectively. When the paired sample t-test results of PSCAS items 1, 4, 11 and 12 related to self-confidence were analyzed, it was determined that the Speaking Club had a contribution in this context. In other words, it was noted that there was a decrease in the anxiety levels of the participants in these items. Lack of self-confidence is one of the common problems experienced by participants in similar studies (Akel Oğuz & Külekçi, 2018; Irfan & Zafar, 2020; Kut et al., 2022; Suharsih & Supriatna, 2020; Virawan et al., 2021). Occasional hesitation was also noted, as one participant explained, "I was hesitant initially but improved with practice" (Speaker 15). This might suggest that repeated exposure to speaking situations might help to reduce hesitation over time. Kut et al. (2022), who obtained similar results in their study, state that shyness can be overcome with more practice. Difficulty organizing thoughts, as described by another participant ("I worry about not being able to express myself clearly" - Speaker 15), could be an indication that cognitive overload during speaking tasks may contribute to anxiety.

Participants were overwhelmingly complimentary of the program for the long-term benefits it provided. For instance, one participant noted, "The attitudes of the people there, their culture, their perspectives. We saw them" (Speaker 8), which could indicate that engaging in different activities closely related to foreign life experiences could help to gain new perspectives and increase awareness of new cultures. Another student emphasized, "This gave us practical experience and confidence" (Speaker 14). This suggests that learners can improve their communication skills by engaging in structured and authentic communication activities that focus on the culture of the target language. However, one participant stated that self-confidence is also related to the number of participants, "We can be more confident by keeping the number of people smaller" (Speaker 17). The normalization of errors has been particularly effective, as one participant reflected, "This club taught me that making mistakes is normal and okay" (Speaker 12). This shift in thinking might have reduced the pressure to perform perfectly, thereby reducing anxiety. Increased speaking opportunities were also valued, with one participant explaining, "Maybe it was because there were fewer of us, but we had more opportunities to talk" (Speaker 17). This may indicate that frequent practice could lead to an increased awareness of anxiety-provoking situations, which might

ultimately lead to increased self-confidence. The studies of Suharsih and Supriatna (2020) and Virawan et al. (2021), which have common features with this study, also indicated that the participants enjoyed and found beneficial activities that provided more practice opportunities. On the other hand, there were also participants, Speaker 6, 12, and 14, who stated that the duration of the club was short and that it should be a longer activity. "I wish this activity were longer. If this was a longer program like this, I think I could overcome all my anxieties" (Speaker 14).

Students' opinions about their fear of speaking English highlight the interplay of emotional, social, and practical factors influencing their experiences. By providing a supportive environment, structured activities and consistent and regular practice, the Speaking Club demonstrated that balanced tasks can offer participants new gains in their communication skills. Therefore, creating a safe and stimulating space, such as that offered by a conversation club, can help to reduce the fear of being judged, while regular and structured conversation practices can contribute to building confidence in participants over time. As a matter of fact, it is understood that the results obtained from the quantitative data support this point of view.

5.5. Discussion on the findings related to students' reflections on their English Speaking Club experience

The results obtained from various data collection instruments and participant views provide a comprehensive understanding of the impact of the program on the participants. The analysis of the research question revealed several themes that highlighted the many positive aspects of the club as well as the challenges faced. The themes that emerged show how the multifaceted activities in the club may have contributed to the participants' overall language experience.

The theme of anxiety reduction was central to the participants' reflections, with many emphasizing how the Speaking Club helped reduce their fear of speaking English. Sixteen out of eighteen participants noted reduced speaking anxiety, with one stating, "The effects on my anxiety were definitely very beneficial for me" (Speaker 9). When analyzing the quantitative data, it is understood that the results of the paired samples t-test also indicate a decrease in participants' English speaking anxiety. Therefore, it can be said that both qualitative and quantitative data have overlapping results in this context. This reduction might be due to the consistent exposure to speaking

opportunities in a nonjudgmental environment, which may have made participants insensitive to the stress of speaking. The results of the research are in line with other studies conducted in this field in terms of reducing the FLSA experienced (Akel Oğuz & Külekçi, 2018; Ding, 2024; Irfan & Zafar, 2020; Kut et al., 2022; Suharsih & Supriatna, 2020; Virawan et al., 2021). The gradual familiarity that develops with regular practice, mentioned by nine participants, may be reflected in the increased comfort with speaking. For example, one participant noted, "With this activity, my desire to speak English increased" (Speaker 4), suggesting that positive experiences may have replaced anxiety with enthusiasm. Additionally, the program's normalizing of mistakes, as expressed by five participants ("Nobody is perfect, so I learned that I shouldn't be afraid of making mistakes" - Speaker 17), could have helped students re-conceptualize mistakes as learning opportunities rather than failures. Akel Oğuz and Külekçi (2018) and Ordoñez and Holguín (2021), whose studies are similar to this study in terms of the results they found, expressed that students who realized their mistakes overcame them more quickly and improved their speaking skills. The latter also emphasizes that a conversation club may not yield the same results for those who have not acquired the skills for self-directed learning outside the classroom.

Arguably, the most impactful area of the conversation club was the creation of a supportive environment, which the vast majority of participants said played an important role in their positive experience. As a matter of fact, seventeen participants highlighted the club's comfortable and friendly atmosphere, with one stating, "...the warm, friendly atmosphere encouraged me to participate even more" (Speaker 1). This friendly atmosphere, which allowed participants to interact without fear of negative judgment, might have made them feel safe and allowed them to share their views as they wished. Encouraging one another, mentioned by six, may have helped to reduce anxiety further, as one participant noted, "I didn't feel anxious about speaking during the events, as everyone was people we already knew" (Speaker 2). Another critical element was to feel part of a community that complemented the supportive classroom environment; as one participant described, "It was like a family environment, not just a classroom environment and teacher and students" (Speaker 4). This sense of belonging, where participants see the organization as a component of their own little world, highlights the importance of creating a welcoming environment that can increase students' motivation and willingness to participate.

Fourteen participants expressed interest in the club's various activities, indicating a high level of engagement. One participant commented, "Most enjoyable part of this week was the activity where we solved hidden questions about books on the Wordwall program" (Speaker 9), suggesting that interactive tasks may have been effective in terms of engagement and focus as they are by nature activities that require attention and interest. Virawan et al. (2021) also found similar results, citing the significant impact of activities of particular interest to participants on increasing participation. The enjoyment of film discussions, mentioned by 12 participants, could indicate that culturally rich and relatable materials can increase engagement and inspire meaningful conversations. For instance, one participant noted, "My favorite part of this week was the section where we talked about quotes from the film" (Speaker 9). The use of digital tools, although less frequently mentioned, could have added variety to the activities and provided a modern approach to language learning; as one participant reflected, "I found it more useful to go through slides" (Speaker 7).

Social and cultural impact, which plays a very important role in foreign language learning, was another main theme for the club activities. In this regard, six participants talked about how discussions in the club about films reflecting the culture of the target language broadened their perspectives, with one stating, "We learn new ideas, new perspectives, and new types of philosophies" (Speaker 2). This may indicate that, in addition to improving their language skills, the club contributed positively to their intellectual and cultural development in proportion to the level of the materials chosen for discussion and the competence of the educator. The development of intercultural understanding, as noted by five participants, could have impacted on empathy and awareness of global diversity, as expressed by one participant: "The discussions helped me understand other cultures and their habits" (Speaker 13). Peer interaction, which 13 respondents mentioned, was also seen as a vital aspect of the club's success, as one participant explained, "That day, we started talking there. In that sense, it helped us socialize" (Speaker 9). This interaction might have had the effect of reducing feelings of isolation in favor of collaborative learning. Similar studies show that the Speaking Club contributed to the social and cultural development of the participants (Akel Oğuz & Külekçi, 2018; Virawan et al., 2021).

The club made a notable contribution to the participants' personal development, particularly in the area of self-confidence, as evidenced by the responses of six

individuals. One participant shared, "It contributed to my belief in my performance ability" (Speaker 17), suggesting that abundant speaking practice may have led to a positive change in students' self-belief. When the 3 items of PSCAS related to self-confidence (Items 1, 11 and 12) are analyzed, it is seen that there was a decrease in the post-test mean values of the participants, that is, there was an increase in their self-confidence. Therefore, it can be stated that quantitative data support qualitative data regarding this theme. The results of the study on increasing self-confidence in students through the speaking club activity are similar to previous studies (Akel Oğuz & Külekçi, 2018; Irfan & Zafar, 2020; Kut et al., 2022; Ordoñez & Holguín 2021; Suharsih & Supriatna, 2020; Virawan et al., 2021). The nine participants who mentioned increased critical thinking indicated that it may have been fostered through in-depth discussions, as one participant observed, "And the more we go into it and discuss it in more depth, the better we understand it" (Speaker 13). Likewise, previous research in this area (Irfan & Zafar, 2020; Suharsih & Supriatna, 2020) also concluded that the speaking club contributes to personal development in terms of critical thinking skills. The results suggest that the club could have offered benefits beyond linguistic development, potentially contributing to cognitive and emotional growth.

The films discussed at the club meeting were mostly well-received, but there were also some who were disappointed with some of the films or did not like them very much. Fourteen participants appreciated memorable films, with one noting, "Shawshank Redemption... It became one of the movies I would watch over and over again" (Speaker 17). This may indicate that content that engages participants and appeals to their emotions has the potential to benefit the activity in general and leave a lasting impression on participants. Similarly, Zambak (2024) reported that one of the most favorite out-of-class activities of the participants in their study was subtitled movies. Conversely, 12 participants disliked for certain films, such as one stating, "Fight Club was not really my style" (Speaker 9). The variability in participant preferences underlines the necessity of offering options suitable for different tastes as well as appealing to the general public in material selection. Otherwise, how films that do not appeal to the general public will affect participation can be clearly understood from the following participants' words, "I didn't like the movie, so my performance was bad, and to improve my performance, I should choose to watch more movies that I can like" (Speaker 15). "I think I stayed semi-active because I didn't like the movie" (Speaker 7).

Students' reflections on their experiences in the English Speaking Club reveal the multifaceted benefits of the program mentioned above. The findings suggest that carefully crafted, engaging activities, coupled with a supportive and welcoming atmosphere, can help students to maximize their learning. The effectiveness of the program can be further enhanced by supportive training to address challenges such as mispronunciation and vocabulary gaps at specific stages of the program. Overall, the club provided its participants with a valuable opportunity for language development, cultural awareness and personal growth in different areas, with a special focus on speaking ability. It has also provided practical insights to various stakeholders in the world of education on effective strategies to reduce anxiety in non-native speakers of English.



CHAPTER VI

CONCLUSIONS

6.1. Introduction

This section first provides a brief summary of the study and shares the most remarkable findings of the research. This is followed by pedagogical implications, limitations related to the scope of the study, and recommendations for future similar studies based on the experiences of this research.

6.2. Summary of the research

This study was conducted in order to find out the effects of English speaking club on prospective English language teachers. In this context, research questions about foreign language speaking anxiety and the relationship between demographic variables and this anxiety and the participants' own experiences about foreign language speaking anxiety and English speaking club were formulated. In the light of these questions, a comprehensive body of information was systematically evaluated by reviewing the relevant literature. In addition, similar studies conducted in Türkiye and abroad were examined in terms of process and results, and the areas that they responded and failed to respond in the literature were identified. After a comprehensive evaluation of all these, it was decided which research method and design should be used in order to find answers to the research questions. In the study, the convergent parallel design of the mixed research method was preferred in order to fill the missing parts of both methods and to add depth to qualitative data with quantitative data.

The participants of the study were 61 first-year English language teaching students studying at a state university in Türkiye. The participants determined by purposive sampling method were divided into two groups, 18 in the experimental group and 43 in the control group. Before starting the study, the necessary permissions were obtained and an informative meeting was held with the participants about how the process would take place and they signed consent forms indicating that they volunteered for the study. The data collection tools used in the study were a 4-item demographic form to determine the demographic information of the participants, a 17-item PSCAS scale to determine their anxiety levels, a 12-item semi-structured interview form and a

student reflection form consisting of 8 open-ended questions that would help reveal the students' anxiety levels and their own views about the speaking club.

For the speaking club to be implemented in the study, 8 films whose English level, subject matter and content were evaluated as appropriate to the level of the participants were selected and speaking plans were prepared for each selected film. Timetables including the date, time, place and subject of the meeting were prepared and shared with the participants. Before the meeting was held for the club, the PSCAS scale was administered to all participants as a pre-test and the anxiety levels of the participants before the intervention were determined. Then, an 8-week intervention process was carried out with the experimental group and the participants filled out reflection forms online, including their opinions about the meeting held every week and the English speaking anxiety they experienced. Extra activities were planned and implemented from time to time to prevent students from becoming too restless and absent, to keep their excitement at a high level at all times, and to create a sense of belonging. After the speaking club activity had been completed, the PCAS scale was applied to both groups as a post-test and the post-activity anxiety levels of both groups were determined. After that, one-to-one interviews, the last step of the data collection phase, were conducted and the intervention part of the research was finalized.

The qualitative data collected with the PSCAS scale and demographic form were analyzed using mean scores, Pearson Correlation Test, T-test, One-way ANOVA and Paired Sample T-Test by using the SPSS-26 program. On the other hand, qualitative data collected through student reflection forms and semi-structured interviews were analyzed using the Constant Comparative Method. The results obtained were organized and analyzed in a systematic way and discussed in the light of the findings of researchers who reached similar results in the literature and by indicating possible reasons. The most striking results of the research were presented here.

First, the highest difference between the experimental and control groups was in the “comfort in speaking English” sub-dimension of the FLSA. It was observed that the experimental group was much more comfortable speaking English than the control group and reflected this in their speech. Secondly, what is remarkable was that while one in five people in the control group identified themselves as highly anxious, no one in the experimental group identified themselves in this category. Thirdly, among the

sub-dimensions of FLSA, the most striking trend was observed again in comfort in speaking English, which showed a slightly stronger negative relationship with age. This trend may indicate that older participants feel slightly more comfortable speaking English than younger participants. Fourthly, the most striking difference was observed one more time in the comfort in speaking English dimension of FLSA, where women reported significantly lower levels of comfort compared to men. The underlying reasons for this significant difference can be sought in the cultural and social dynamics that play a major role in the upbringing of men and women. Fifthly, the reduction in pre-test anxiety was greater than that observed in the other dimensions. This trend may be an indication of the effectiveness of the weekly structured conversation club in facilitating participants to become more prepared and familiar with the language tasks. Interestingly, comfort in speaking English showed a slight increase in mean scores, indicating a decreasing comfort in the experimental group after the intervention. This unexpected result may indicate that participation in the club increased students' self-awareness of their speaking skills, which led to a brief decrease in their perceived comfort level. Indeed, increased self-awareness is likely to lead to more self-correction on the part of the learner, which may increase accuracy but decrease fluency. Finally, the supportive environment, non-judgmental atmosphere and reduced speaking anxiety were the most frequently mentioned positive aspects of the speaking club by the students. This is important as it shows that the English-speaking environment has a great impact on the participants' anxiety about speaking English. On the other hand, although few in number, there are also difficulties encountered during English speaking club activities. These include difficulty in finding movies, dormitory conditions, mispronunciation and fatigue. It can be said that these difficulties, if not overcome, will have a negative impact on foreign language speaking anxiety and English speaking skills.

6.3. Pedagogical implications

The objective of this study was to make a contribution to the fields of FLSA and English speaking skills by investigating the potential benefits of implementing a speaking club as a means of reducing FLSA. Considering this aim, an 8-week speaking club activity was conducted with future English teachers. The findings contain various implications for the use of speaking activities such as English speaking clubs to reduce FLSA that can be taken into account by policy makers in the central organization of the

Ministry of National Education and English language teachers who implement these programs in the provincial organization, as well as stakeholders such as academics who train teachers in universities and researchers working on similar issues in the field.

First of all, it was found that the speaking club had a positive effect on reducing English speaking anxiety. In particular, it is possible to say that it relieves the fear of negative criticism due to constructive social interaction and paves the way for students to express themselves in the target language without fear. In consideration of these results, it might be recommended that teachers utilize speaking club activity as a means of reducing anxiety in the English classroom. The findings of this research indicate that the positive impact of a well-framed and well-organized talk club on the FLSA is of such significance that it cannot be overlooked. Therefore, an interactive speaking activity similar to the speaking club implemented in this study could be included in the curricula and could be presented to the evaluations of the relevant people to be implemented with sensitivity.

A beneficial outcome of the Speaking Club on FLSA was observed, with particularly notable results in some areas. These are pre-test anxiety, supportive environment and non-judgmental atmosphere. It is thought that educators who wish to address the shortcomings of their students in these areas might find it beneficial to integrate the speaking club activity into their educational processes as an educational aid. The findings of the study demonstrate that participation in the speaking club has a beneficial impact on the relevant areas. Nevertheless, there was a slight increase in the experimental group students' comfort level with regard to speaking English in the aftermath of the intervention. The reason for this unexpected situation may be related to the participants' increased awareness levels due to the intensity of interaction in the target language. Therefore, it may be useful for educators who want to include this type of activity in their educational programs to consider that the tension experienced by the students in their clubs while speaking English may be due to the increased level of awareness and develop an intervention plan accordingly.

Participants generally referred to the following topics as challenges they faced during the speaking club: lack of pronunciation, lack of vocabulary, insufficient participation, fatigue and dormitory conditions. Therefore, it may be useful for educators who want to include interactive activities such as a conversation club in their

educational process to reduce students' FLSA to consider these individual and environmental factors that may negatively affect students' potential. For example, individualized measures may need to be taken for students who are willing but do not come to the conversation club due to lack of pronunciation or vocabulary, or for students who do come but do not participate in the conversations. In addition, it is an issue that educators should consider that the speaking club, which has already been found to have a significant effect on increasing the participants' willingness to speak, can eliminate these problematic areas with regular participation and sufficient speaking time.

The results of the study revealed that the speaking club activity was both an anxiety-reducing and participation-enhancing factor in terms of English speaking anxiety and English speaking ability. In this context, in order to contribute to the field of English language teaching, the implications based on the research results are presented to the attention of those concerned. For instructors who want to implement such an activity to reduce students' foreign language speaking anxiety in their own education programs, this study might be useful in terms of providing an exemplary framework. However, it is important to keep in mind that this is a multi-faceted study with its pros and cons and that different variables, both personal and environmental, can affect the success of the program.

6.4. Limitations and suggestions for further research

Although the present research reveals the beneficial aspects of the speaking club for reducing students' FLSA levels and for their English speaking ability, there are some limitations in the research. It is considered that addressing the findings of the research independently of these limitations might not allow the research to be evaluated correctly, and it could be useful to draw the attention of researchers who will work on similar issues to these points.

The initial limitation of the study is the potential for generalization of the findings. Since it is an experimental research, a non-probability sampling strategy was preferred in the selection of participants, the generalization of the findings for a wider audience and for other context might be limited. Therefore, further research could reach

more generalizable results in terms of subject and participant by working with a sample group selected by probability sampling method that represents the population more comprehensively.

The second limitation can be attributed to demographic variables. Although the research aims to reveal the relationship between FLSA and some variables, the amount of these variables was limited to age, gender and graduation school. However, considering the number of individual and environmental variables that are likely to affect the FLSA, such a limitation seems inevitable. Investigating other potential predictors of FLSA, such as socioeconomic background, proficiency levels, or exposure to English outside school settings, could provide a more comprehensive understanding of the factors contributing to language anxiety. Therefore, it is considered that further research studies with a different and quantitatively wider demographic variable group might contribute to the literature.

Participant diversity can be considered as the third limitation. Since English language education addresses different levels of education from primary school to university and at the university level almost all departments partially and some departments fully, it might be useful to select participants to represent different student groups. Because increasing student diversity will change many factors such as English proficiency, motivation, vocabulary, pronunciation, etc., it is recommended that future research should take these into account and determine a framework for speaking club-like activities that is suitable for the participants in general. In addition, English speaking clubs can be open to both domestic and international students as an activity in which non-native speakers of English can participate. Thus, relying only on the target language as the language of communication can positively affect students' speaking and participation.

Another limitation is the duration of the Speaking Club, which was used as the intervention activity in the study. The research involves a conversation club activity for 8 weeks, with a meeting held every week, where participants express their opinions about the movie selected for that week and exchange ideas. As the duration of the speaking club is an important factor in terms of its power to influence students' familiarization with the group, the researcher and the environment, and thus their willingness to participate, a longer duration might increase the potential of the research

to yield healthier results. What further research might consider for a longer intervention period is to create a program that takes into account midterm exams, final exams, religious and national holidays and some special days in students' educational calendars. Another issue that future research should consider is how to deal with the boredom and complacency that increased intervention duration may cause in participants. In this context, extra activities such as excursions, picnics, breakfasts, etc. will not only strengthen students' bonds with each other, but also increase the sense of belonging to the group and ensure that participation is at the desired level. Another consideration for future research looking to secure speaking engagements is the need for speaking club meetings to be flexible in terms of time and place, and to have a plan B in case of last minute developments. Furthermore, longitudinal studies exploring the evolution of FLSA over time and across different educational transitions might offer deeper insights into its underlying mechanisms and inform the development of more targeted interventions.

Although there is a significant relationship between foreign language speaking anxiety and gender in this study, a detailed examination of the reasons underlying this relationship is beyond the scope of this study. Further research could investigate the underlying causes of these differences in greater depth and explore strategies to address them, with a view to ensuring equitable opportunities for all learners to develop their speaking skills in foreign languages.

Finally, limitations related to the dependent variable and data collection tools can be mentioned. Since the research examines foreign language speaking anxiety as dependent variable, the scale was implemented to statistically measure the level and change of this anxiety. Qualitative data collection devices aimed to reach an important data source in terms of reflecting the students' own views on the activity and adding depth to the quantitative data. Although this may be the case, future research could diversify the quantitative data collection tools by focusing on different dependent and independent variables, as well as incorporating different qualitative data collection tools to analyze the multifaceted dimensions of the phenomenon under study.

The findings suggest that English-speaking clubs could serve as a valuable component of language-learning programs, particularly for addressing specific aspects of speaking anxiety. However, the results also highlight the need for carefully designed

interventions tailored to students' unique needs. The lack of statistically significant results might be partially attributed to the limited duration of the intervention (8 weeks) or the relatively small sample size of the experimental group. Future studies could explore the effects of longer-term interventions, larger sample sizes, or a combination of speaking clubs with other anxiety-reducing strategies. Additionally, qualitative data, such as interviews or open-ended questions, could provide richer insights into participants' experiences and perceptions of the speaking club. Addressing logistical barriers and tailoring activities to individual needs might further enhance the effectiveness of such programs, paving the way for more comprehensive anxiety-reduction strategies in language learning.



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APPENDICES

A. APPROVAL OF İNÖNÜ UNIVERSITY SOCIAL AND HUMAN SCIENCES SCIENTIFIC RESEARCH AND PUBLICATION ETHICS COMMITTEE

T.C. İNÖNÜ ÜNİVERSİTESİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulu			
Oturum Tarihi : 29-12-2022		Oturum Sayısı : 24	
Karar Sayısı : 29			
Etik Açidan Uygun			
Çalışma Adı		Konuşma Kulübünün Yabancı Dil Konuşma Kaygısına Etkisi	
Araştırmacılar		Yüksek lisans Öğrencisi Basri ŞİMŞEK (Yürütücü) Dr.Öğretim Üyesi Namık Ülkersoy (Danışman)	
Başkan		Prof.Dr. Mehmet ÜSTÜNER	
Kurul Üyeleri			
Kullanıcı Mehmet YILMAZ		Prof.Dr. Yusuf BATAR	
Prof.Dr. Mehmet ONAL		Prof.Dr. Mehmet GÜNGÖR	
Prof.Dr. Süleyman ÇALDAK		Prof.Dr. Nesrin SİS	
Prof.Dr. Lutfiye ÖZDEMİR			

**B. İNÖNÜ UNIVERSITY FACULTY OF EDUCATION RESEARCH
PERMISSION**

Evrak Tarih ve Sayısı: 23/12/2022-E.263740



T.C.
İNÖNÜ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı :E-92512750-300--263740
Konu : Öğr. Basri ŞİMŞEK (Araştırma İzni)

23/12/2022

REKTÖRLÜK MAKAMINA

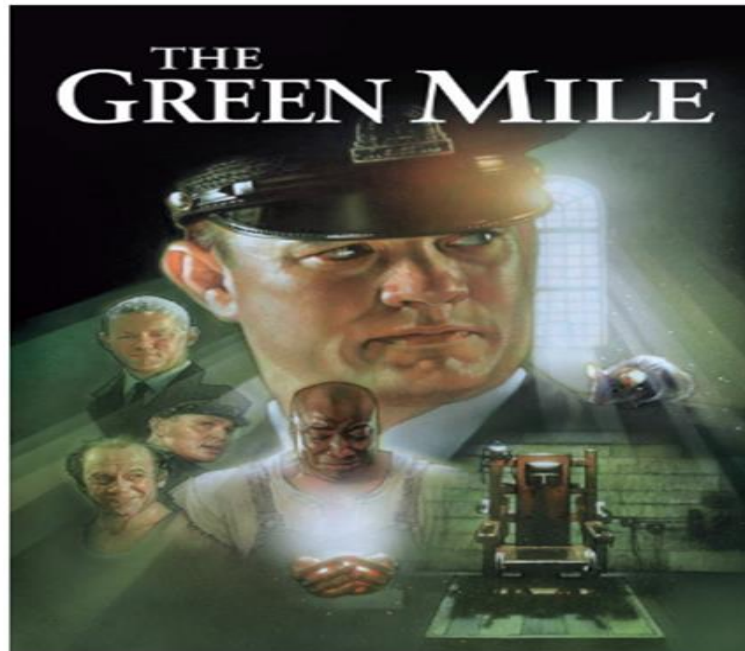
İlgi : Öğrenci İşleri Daire Başkanlığının 21/12/2022 tarihli ve 262077 sayılı yazısı.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı yüksek lisans öğrencisi Basri ŞİMŞEK'in, Dr. Öğr. Üyesi Namık ÜLKERSOY danışmanlığında yürütmekte olduğu "İngilizce Konuşma Kulübünün Yabancı Dil Konuşma Kaygısına Etkisi" konulu tez çalışmasını, Fakültemiz Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı 1. sınıf öğrencilerine yönelik anket uygulama isteği Dekanlığımızca uygun görülmüştür.

Gereğini bilgilerinize arz ederim.

Doç.Dr. Ali KIŞ
Dekan V.

C. SAMPLE SLIDES FROM THE SLIDESHOWS USED IN THE WEEKLY SESSIONS



WEEK-6
30.04.2024



Step 1. Warm Up Questions

- What do you think about its IMDB score? **8.6**
- What about the year it was released? **1999**
- Budget : ? **60 Million \$**
- Earning : ? **286 Million \$**
- What is the genre of the movie?

Mystery

Drama

Fantasy

Step 2. New Words

- Have you learned any new word, phrase, idiom or proverb after you watched the film and could you share it with us?

spill out

reckon

fetch

tame

smother

death row

puke

bladder infection

busted mouse

hoedown

tater

ignoramus

upsy daisy

gumbo

QUOTES-I

- I guess sometimes the past just catches up with you whether you want it to or not.
- "I'm tired, boss. Tired of being on the road, lonely as a sparrow in the rain. I'm tired of never having a buddy to be with, to tell me where we's going to, coming from or why. Mostly, I'm tired of people being ugly to each other.«
- On the day of my judgment, when I stand before God, and He asks me why did I kill one of his true miracles, what am I gonna say? That it was my job?



Step 3. Comprehension Questions

- What crime is John Coffey accused of in the movie?
- Who is the warden of the prison in "The Green Mile"?
- What animal plays a significant role in the movie?
- How does John Coffey heal people?
- What is the setting (time and place) of "The Green Mile"?
- What method of execution is used in the prison?

CAST



Step 4. Analysis Questions

- Explain the significance of the title "The Green Mile."
- How does the movie depict the concept of justice?
- Interpret the significance of John Coffey's supernatural abilities.
- How would you compare the moral dilemmas faced by Paul Edgecomb in the movie to those in real-world justice systems?

Step 5. Evaluating Questions

- What are the factors that influence the guards' perceptions of John Coffey?
- How would you judge the moral decisions made by the characters in the movie?
- Critique the depiction of the prison system in "The Green Mile.»
- What do you think of the way that John Coffey speaks from a linguistic perspective?



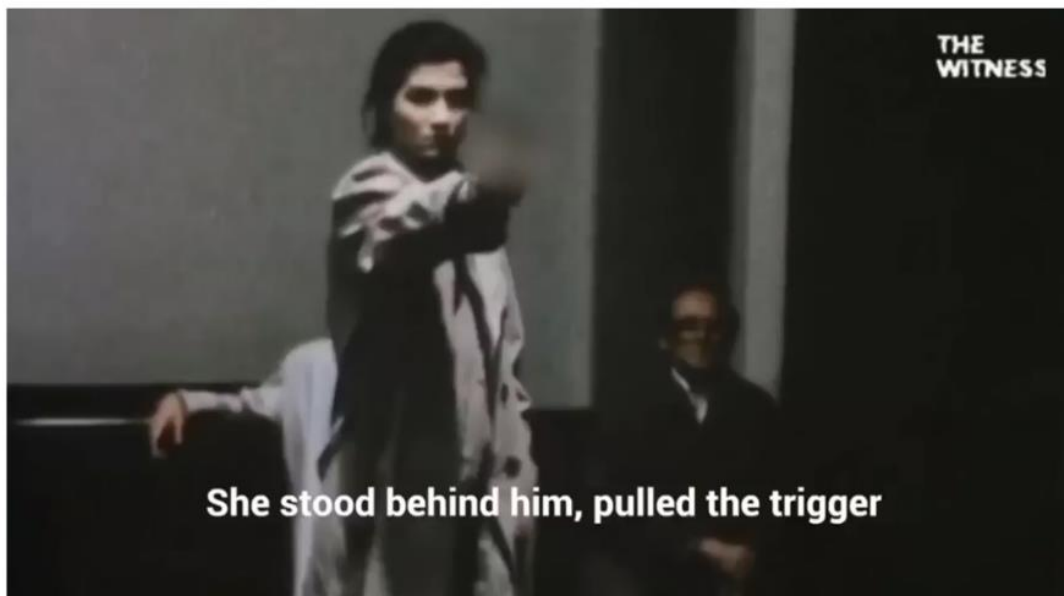
Post-speaking stage

- Devise an alternative ending for the movie.

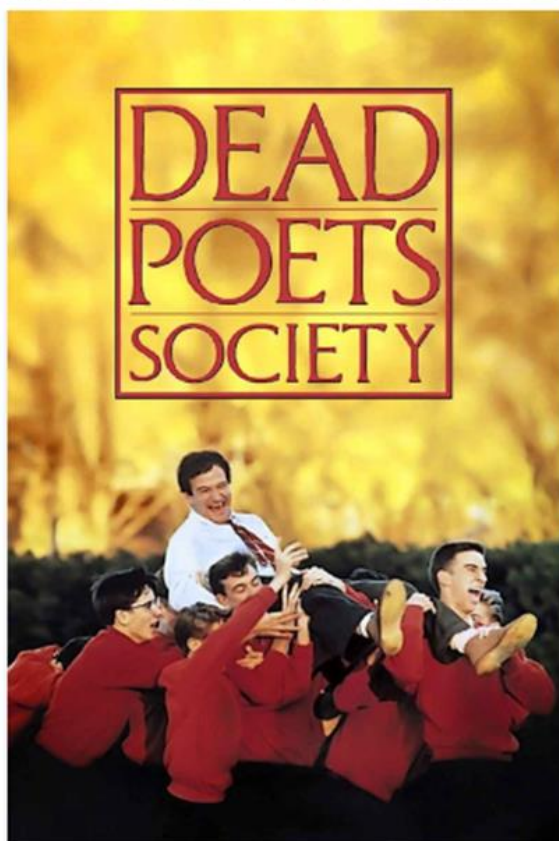
DESCRIBE THE SCENE



A MOM VIGILANTE FROM GERMANY



NEXT WEEK'S MOVIE



D. AN EXAMPLE OF REFLECTION FORMS

BUCKET LIST - Reflection Form

Bu haftaki konuşma kulübü uygulaması ve izlediğimiz filme ait deneyimlerinizi/tecrübelerinizi bu forma aktarmanızı rica ediyorum. Katılımınızdan dolayı teşekkür ederim.

Araştırmacı Basri ŞİMŞEK

Adınız Soyadınız *

Yanıtınız

1. Bu hafta konuşma kulübü aktivitesinde kendinizi nasıl hissettiniz, her hangi bir kaygı yaşadınız mı? *

Yanıtınız

2. Konuşma kaygınızı 1'den 10'a kadar bir rakamla tarif etseydiniz, bugün yaşadığınız konuşma kaygınızı hangi rakamla açıklardınız? (1 en düşük, 10 en yüksek) *

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☐ 10

3. Aşağıdaki seçenekler açısından bu uygulama konuşma kaygınız üzerinde herhangi bir değişiklik yaptı mı? *

	Evet	Hayır
Sınıfta İngilizce konuşurken kendime olan güvenime katkı sağladı.	<input type="checkbox"/>	<input type="checkbox"/>
Performans yeteneğime olan inancıma katkı sağladı.	<input type="checkbox"/>	<input type="checkbox"/>
İngilizce konuşmaya karşı tepkilerimi olumlu şekilde etkiledi.	<input type="checkbox"/>	<input type="checkbox"/>
Kaygıyla baş edebilmeye karşı olumlu deneyimler kazandı.	<input type="checkbox"/>	<input type="checkbox"/>

4. Bu haftaki aktivitede en çok hoşunuza giden şey neydi?

Yanıtınız

5. Bu haftaki performansınızı nasıl değerlendiriyorsunuz?

Yanıtınız

6. Performansınızın yeterli olmadığını düşünüyorsanız aktiviteye daha etkin bir şekilde katılmak için sizce ne gibi çalışmalar yapmanız gerekiyor?

Yanıtınız

7. Bu hafta için seçilen filmi nasıl buldunuz?

Yanıtınız

8. Bunlardan başka eklemek istediğiniz hususları lütfen belirtiniz.

Yanıtınız

Gönder

Formu temizle

KATILIMCI GÜNLÜĞÜ

Değerli arkadaşım,

Sizden periyodik olarak yazmanızı talep ettiğim konuşma kulübü uygulamasına ait deneyimleriniz/tecrübeleriniz, konuşma kaygınızın yapmakta olduğumuz Konuşma Kulübü Uygulaması ile ne derece azaltılabildiğinin etkisini görmek ve konuşma kaygınızın azaltılmasına hangi yönlerden katkıda bulunduğunun daha detaylı açıklaması açısından araştırmamda önemli bir yer tutmaktadır. Bu yolla, sizdeki konuşma kaygısına yönelik değişimi birlikte izleme şansımız olacaktır.

Her konuşma kulübü uygulamasından sonra o uygulamaya ait deneyimlerinizi/tecrübelerinizi bu forma aktarmanızı rica ediyorum. Aşağıdaki liste günlük tutarken size yön gösterecek ve günlüğünüzün çerçevesini belirleyecek olan maddelerden oluşmaktadır. Tecrübe/deneyim formlarına tarih ve isim yazmayı unutmayınız. Katılımınızdan dolayı teşekkür ederim.

1. Bu hafta konuşma kulübü aktivitesinde kendinizi nasıl hissettiniz, her hangi bir kaygı yaşadınız mı?
2. Konuşma kaygınızı 1’den 10’a kadar bir rakamla tarif etseydiniz, bugün yaşadığınız konuşma kaygınızı hangi rakamla açıklardınız? (1 en düşük, 10 en yüksek)
3. Aşağıdaki seçenekler açısından bu uygulama konuşma kaygınız üzerinde herhangi bir değişiklik yaptı mı?
 - Sınıfta İngilizce konuşurken kendime olan güvenime katkı sağladı. ☐
 - Performans yeteneğime olan inancıma katkı sağladı. ☐
 - İngilizce konuşmaya karşı tepkilerimi olumlu şekilde etkiledi. ☐
 - Kaygıyla baş edebilmeye karşı olumlu deneyimler kazandırdı. ☐
4. Bu haftaki aktivitede en çok hoşunuza giden şey neydi?
5. Bugünkü performansınızı nasıl değerlendiriyorsunuz?
6. Performansınızın yeterli olmadığını düşünüyorsanız aktiviteye daha etkin bir şekilde katılmak için sizce ne gibi çalışmalar yapmanız gerekiyor?
7. Bu hafta için seçilen filmi nasıl buldunuz?
8. Bunlardan başka eklemek istediğiniz hususları lütfen belirtiniz.

E. PSCAS QUESTIONNAIRE

PUBLIC SPEAKING CLASS ANXIETY SCALE

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

Değerli arkadaşlar,

İngilizceyi yabancı dil olarak öğrenen öğrencilerin yaşadığı yabancı dil konuşma kaygısına yönelik bir araştırma yapıyorum. İngilizce konuşurken yaşadığınız kaygı seviyesi hakkında bilgi toplamak için hazırladığım aşağıdaki anketin sorularını İÇTENLİKLE cevaplarsanız çok memnun olurum. Lütfen her maddeyi okuduktan sonra size en uygun olan rakamı daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Kimliğinizle ilgili hiçbir bilgi bu araştırma sonucunda hazırlanan hiçbir raporda kullanılmayacaktır ve ankette belirtmenize de gerek yoktur. Araştırmaya katılım tamamen gönüllüdür. Katkılarınızdan dolayı teşekkür ederim.

Bu formdaki bilgileri okudum ve araştırmaya katılmayı kabul ediyorum. EVET

☐

HAYIR

☐

1. Yaşınız:

2. Cinsiyetiniz:

A) Kız

B) Erkek

3. Mezun olduğunuz okul:

1) Anadolu Lisesi

2) Meslek Lisesi

3) İmam Hatip Lisesi

4) Özel Okul

5) Sosyal Bilgiler Lisesi

6) Fen Lisesi

7)

.....

4. Hangi Şubede Eğitim Görmektesiniz: A

☐

B

☐

SINIFTA TOPLULUK ÖNÜNDE KONUŞMA KAYGISI ÖLÇEĞİ

Madde No	Maddeler	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	İngilizce konuşurken kendimden asla tam olarak emin olamıyorum.	5	4	3	2	1
2	Hazırlık yapmadan İngilizce konuşmak zorunda kaldığımda paniklemeye başlıyorum.	5	4	3	2	1
3	Konuşma dersinde bildiğim her şeyi unutacak kadar gergin olabiliyorum.	5	4	3	2	1
4	İngilizce konuşurken kendime güveniyorum.	5	4	3	2	1
5	İngilizce konuşurken tedirgin oluyorum ve kafam karışıyor.	5	4	3	2	1

Madde No	Maddeler	Kesinlikle Katlıyorum	Katlıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
6	İngilizce konuşurken arkadaşlarımdan bana gülmesinden endişe duyuyorum.	5	4	3	2	1
7	Önceden hazırladığım bir konuda bile, İngilizce öğretmeni İngilizce konuşmamı istediğinde geriliyorum.	5	4	3	2	1
8	İngilizce konuşmaktan hiçbir zaman korkmuyorum.	5	4	3	2	1
9	Konuşma sırası bana geldiğinde kalbimin çarptığını hissediyorum.	5	4	3	2	1
10	İngilizce konuşurken kendimi rahat hissediyorum.	5	4	3	2	1
11	İngilizce konuşurken ilk kişi olma konusunda gönüllü olmaktan çekiniyorum.	5	4	3	2	1
12	İngilizce konuşma ihtimalini güvenle karşılıyorum.	5	4	3	2	1
13	İngilizce konuşurken vücudumda kasılmalar ve gerilmeler hissediyorum.	5	4	3	2	1
14	Konuşma sırasının bana gelmesini beklerken kaygılanıyorum.	5	4	3	2	1
15	İngilizce konuşurken sesimi ve vücut dilimi kullanmaktan hoşlanmıyorum.	5	4	3	2	1
16	İngilizce konuşurken hareketlerimi koordine etmekte zorlanıyorum.	5	4	3	2	1
17	Çok iyi hazırlanmış olsam bile, İngilizce konuşmak beni kaygılandırıyor.	5	4	3	2	1

F. SEMI-STRUCTURED INTERVIEW

GÖRÜŞME BİLGİLENDİRME FORMU

Değerli Katılımcı,

Bu görüşmenin amacı, İngilizce konuşma kaygısı ve yapmış olduğumuz Konuşma Kulübü hakkındaki duygu ve düşüncelerinizi öğrenmektir. Bu çalışmadan alınan dersler ve elde edilen veriler doğrultusunda, İngilizce konuşma kaygısının nedenlerinin tespit edilerek konuşma kaygısının azaltılması çalışmalarına katkıda bulunması amaçlanmaktadır.

Görüşme boyunca tarafınıza 12 soru yöneltilecek ve görüşme yaklaşık olarak 25-30 dakika sürecektir. Görüşme, telefonum vasıtasıyla kayıt altına alınacaktır ve benden başka kimsenin bu kaydı dinlemeyeceğinden emin olabilirsiniz.

Görüşmeden sonra, sizden elde edilen bilgiler tarafımda analiz edilecektir. Bu bilgileri danışmanım haricinde kimseyle paylaşmayacağım hususunda sizi temin ederim.

Araştırmanın daha ileri aşamalarında görüşmeden yapılan direk alıntılar yüksek lisans çalışmamda kullanabilirim. Ancak şunu bilmenizi isterim ki her ne durumda olursa olsun isminiz hiçbir surette ifşa edilmeyecektir.

Bu bilgilendirme belgesini okuduktan sonra altta bu belgeye ilişik bulunan izin formunu imzalamanızı talep ediyorum. Eğer çalışmanın amacı ve görüşme süreci ile ilgili herhangi bir sorunuz varsa lütfen çekinmeden sorun.

Tarih :

İmza :

GÖRÜŞME ONAY FORMU

Bu görüşmeye kendi rızamla katılıyorum. Araştırmacı tarafından çalışmanın amacı ve görüşme süreci ile ilgili bilgilendirildim. Bu görüşme ile ilgili tarafıma hiçbir zorlamada bulunulmadığını beyan ederim.

İsim :

Tarih :

İmza :

GÖRÜŞME SORULARI

1. Sınıfta İngilizce konuşurken kaygı hisseder misiniz?
2. Bir önceki soruya cevabınız “evet” ise konuşma kaygınızın nedenleri hakkında ne düşünüyorsunuz?
3. Katılmış olduğunuz konuşma kulübü konuşma kaygınız üzerinde etkili oldu mu? Eğer olduysa hangi açılardan etkili oldu?
 - Konuşma kulübü uygulamasının en çok hoşunuza giden yönü neydi?
4. Konuşma kulübü çalışmaları boyunca hiç konuşma kaygısı hissettiniz mi? Hissettiyseniz sizce nedeni neydi?
5. Konuşma kulübü aktivitelerinde yaşadığınız zorluklar nelerdir?
6. Bu çalışmadan konuşma kaygısı açısından beklentileriniz nelerdi?
7. Konuşma kulübü aktiviteleri bu bakımdan beklentilerinizi karşıladı mı? Eğer karşıladığını düşünüyorsanız, hangi konularda karşıladığını açıklayabilir misiniz?
8. Katılmış olduğunuz bu konuşma kulübü uygulamasının avantajları ve dezavantajları nelerdir?
9. Filmleri bir amaç için izlemenin ve daha sonra tartışmanın filmleri ve verdikleri mesajı daha iyi anlamak konusunda yardımcı olduğunu düşünüyor musunuz? Cevabınız “evet” ise ne şekilde yardımcı oldu?
10. En çok ve en az beğendiğiniz filmler nelerdi?
11. Uygulamalar sırasında sınıf atmosferini nasıl buldunuz? Ortam açısından okul konuşma dersleri ile konuşma kulübü toplantıları arasında herhangi bir değişiklik var mıydı?
12. Uygulamaya ilişkin paylaşmak istediğiniz başka düşünceleriniz var mı?

INTERVIEW QUESTIONS

1. Do you generally feel anxiety when you are speaking in English in class?
2. What do you think of reasons of your speaking anxiety? (If yes to the previous question)
3. Does the speaking club you have participated in have any effect on your speaking anxiety? If yes, in what ways?
 - What do you enjoy most about the speaking club activity?
4. Did you feel anxious during the speaking club sessions? What would be possible reasons?
5. What were the challenges during the activities?
6. What were your expectations in terms of speaking anxiety?
7. Have speaking club activities met your expectations regarding speaking anxiety? If yes, in what ways?
8. What are the advantages and disadvantages of speaking club?
9. Does the watching the films for an aim and discussing them at speaking club help you to cope with your speaking anxiety? If yes, how?
10. Which films do you like most and least?
11. How do you describe the atmosphere during the speaking club? Is there any difference between your speaking class and speaking club activity in terms of atmosphere?
12. Are there any other thoughts about speaking club activity that you would like to share?

G. INFORMED CONSENT FORM

İNÖNÜ ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda “İngilizce Konuşma Kulübünün Yabancı Dil Kaygısına Etkisi” başlıklı araştırma “Basri ŞİMŞEK” tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: İngilizce konuşma kulübü uygulamasının İngilizce Öğretmenliği öğrencilerinin yabancı dil konuşma kaygıları üzerindeki etkisini incelemek.

Araştırmanın Nedeni: Ana dili Türkçe olan ve İngilizceyi yabancı dil olarak öğrenen İngilizce Öğretmenliği bölümü öğrencilerinin yaşadığı yabancı dil konuşma kaygısının İngilizce konuşma kulübü vasıtasıyla azaltılması.

Süresi: Altı ay

Araştırmanın Yürütüleceği Yer: İnönü Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği Bölümü

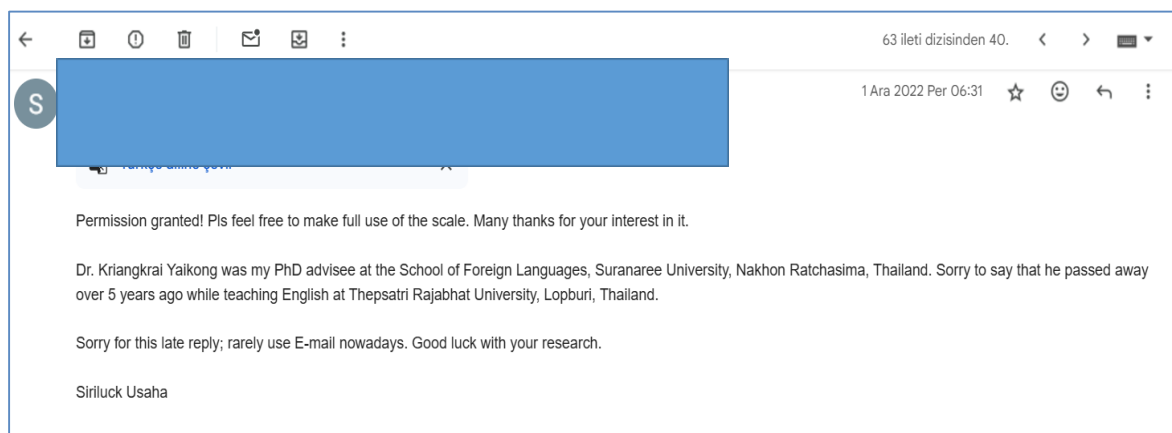
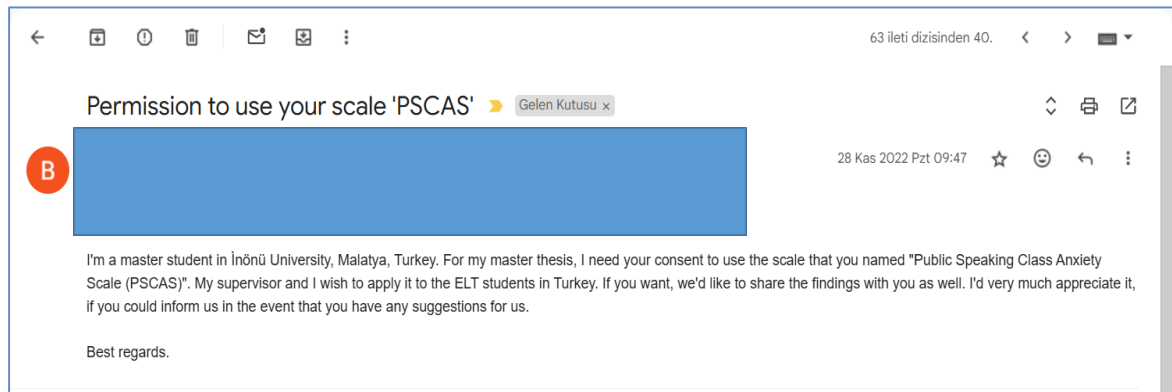
Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar sözlü olarak araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile)


H. PERMISSION OBTAINED FROM SCALE DEVELOPERS TO IMPLEMENT THE SCALE



I. EXAMPLES OF ACTIVITIES PREPARED IN WORDWALL AND USED IN SOME SESSIONS

Wordwall Create better lessons quicker My Activities My Results

0:02



Spin It

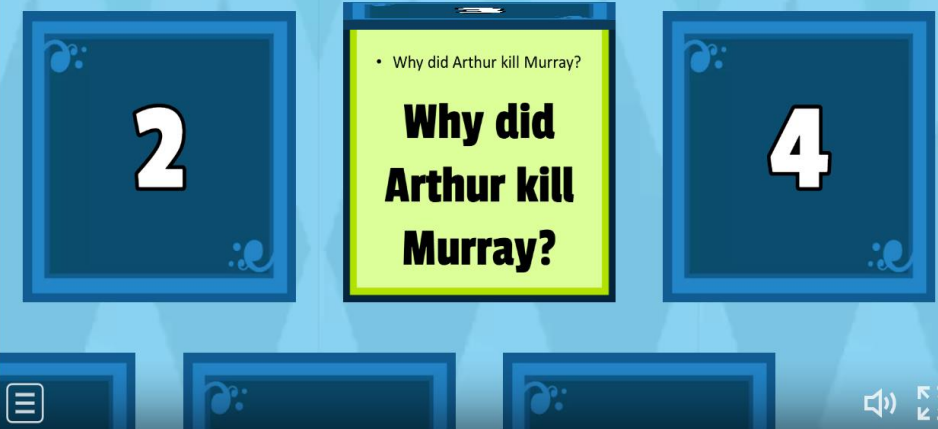
Untitled2

Share

Edit Content </> Embed More

Wordwall Create better lessons quicker My Activities My Results

0:30 Tap one to open



Evaluating Questions

by Akifnaci

Share

Edit Content </> Embed More

Wordwall Create better lessons quicker My Activities My Results

f p </>

Why does Arthur always check the mailbox when he comes home?

Why does Arthur always check the mailbox when he comes home?

Shuffle Undo Deal

Analysis Questions

Share

Edit Content </> Embed More

Wordwall Create better lessons quicker My Activities My Results

f p </>

0:30 Tap one to open

Why does Randall tell a lie to the boss about the gun?

Why does Randall tell a lie to the boss about the gun?

Comprehension Questions

Share

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