



**AN INVESTIGATION OF FOREIGN
LANGUAGE SPEAKING ANXIETY,
SOURCES, AND COPING STRATEGIES
AMONG 7TH GRADERS**

Yüksek Lisans Tezi

Ebru İÇİKLİ

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**AN INVESTIGATION OF FOREIGN LANGUAGE SPEAKING ANXIETY,
SOURCES, AND COPING STRATEGIES AMONG 7TH GRADERS**

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MA THESIS

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MA in English Language Teaching Programme

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JÜRİ VE ENSTİTÜ ONAYI

Ebru İÇİKLİ'nin "AN INVESTIGATION OF FOREIGN LANGUAGE SPEAKING ANXIETY, SOURCES, AND COPING STRATEGIES AMONG 7TH GRADERS" başlıklı tezi 13/06/2025 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca, Yabancı Diller Eğitimi Ana Bilim dalında İngilizce Eğitimi Programında Yüksek Lisans tezi olarak kabul edilmiştir.

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ABSTRACT

AN INVESTIGATION OF FOREIGN LANGUAGE SPEAKING ANXIETY, SOURCES, AND COPING STRATEGIES AMONG 7TH GRADERS

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Department of Foreign Language Education, Programme in English Language Teaching

Graduate School of Anadolu University, July 2025

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This study aimed to examine seventh-grade middle school students' foreign language speaking anxiety levels, identify its sources, and explore their coping strategies within a Turkish context. A total of 123 seventh-grade students participated in the study. This study employed a convergent parallel mixed methods design in which both quantitative and qualitative data were collected. The quantitative data were collected through Foreign Language Speaking Anxiety Questionnaire, while the qualitative data were obtained via semi-structured interviews with 11 participants. Descriptive statistics were used to analyze the results of the questionnaire, and content analysis method was employed to analyze the semi-structured interviews. The findings revealed that the participants studying in the seventh grade experienced a moderate level of foreign language speaking anxiety. The study also found that the participants' speaking anxiety stemmed from three types of sources: linguistic, environmental, and personal. The present study also revealed that the participants employed six types of coping strategies for their foreign language speaking anxiety: cognitive, affective, memory-related, social, metacognitive, and compensatory. Based on these findings, several implications are suggested for teachers, school administrators, and policymakers.

Keywords: Foreign language speaking anxiety, Sources of speaking anxiety, Coping strategies for speaking anxiety.

ÖZET

7. SINIF ÖĞRENCİLERİNDE YABANCI DİL KONUŞMA KAYGISI, KAYNAKLARI VE BAŞA ÇIKMA STRATEJİLERİNİN İNCELENMESİ

Ebru İÇİKLİ

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Danışman: Prof. Dr. Özgür YILDIRIM

Bu çalışma, yedinci sınıf ortaokul öğrencilerinin yabancı dil konuşma kaygısı düzeylerini incelemeyi, bu kaygının kaynaklarını belirlemeyi ve öğrencilerin konuşma kaygısıyla başa çıkma stratejilerini Türk bağlamında araştırmayı amaçlamıştır. Çalışmaya toplam 123 yedinci sınıf öğrencisi katılmıştır. Nicel ve nitel verilerin birlikte toplandığı yakınsak paralel karma yöntem deseni kullanılmıştır. Nicel veriler Yabancı Dil Konuşma Kaygısı Ölçeği aracılığıyla toplanırken, nitel veriler 11 katılımcıyla yapılan yarı yapılandırılmış görüşmeler yoluyla elde edilmiştir. Anket verileri betimsel istatistikler ile analiz edilmiş, yarı yapılandırılmış görüşmeler ise içerik analizi yöntemiyle incelenmiştir. Bulgular, yedinci sınıfta öğrenim gören katılımcıların yabancı dil konuşma kaygısı düzeylerinin orta seviyede olduğunu ortaya koymuştur. Ayrıca, öğrencilerin konuşma kaygılarının dilsel, çevresel ve kişisel olmak üzere üç temel kaynaktan kaynaklandığı belirlenmiştir. Çalışma, öğrencilerin yabancı dil konuşma kaygısıyla başa çıkmak için bilişsel, duyuşsal, bellekle ilişkili, sosyal, üstbilişsel ve telafi edici olmak üzere altı farklı strateji türü kullandıklarını da ortaya koymuştur. Bu bulgular doğrultusunda, öğretmenlere, okul yöneticilerine ve eğitim politikası yapımcılarına yönelik çeşitli öneriler sunulmuştur.

Anahtar Sözcükler: Yabancı dil konuşma kaygısı, yabancı dil konuşma kaygısının kaynakları, konuşma kaygısıyla başa çıkma stratejileri.

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmamın Anadolu Üniversitesi tarafından kullanılan “Bilimsel İntihal Tespit Programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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I hereby truthfully declare that this thesis/dissertation is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “Scientific Plagiarism Detection Program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Ebru İÇİKLİ

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LIST OF ABBREVIATIONS

CA	: Communication Apprehension
DA	: Debilitating Anxiety
FA	: Facilitating Anxiety
FLA	: Foreign Language Anxiety
FLSA	: Foreign Language Speaking Anxiety
FNE	: Fear of Negative Evaluation
SA	: State Anxiety
SSA	: Situation-Specific Anxiety

1 INTRODUCTION

This chapter introduces the phenomenon of foreign language speaking anxiety by providing background information on the study. It is followed by presenting the statement of the problem, the study's purpose, research questions, significance, limitations, and suggestions for future research. Finally, the definitions of key terms used in the study are given in this chapter.

1.1 Background of the Study

As of 2022, there are 7,164 languages that are spoken throughout the world (Eberhard, Simons, & Fennig, 2024). According to the Central Intelligence Agency (CIA, 2025), English is the most widely spoken language globally, with a share of 18.8% of speakers. It is spoken by 1.5 billion people (Eberhard et al., 2024), which corresponds to nearly one-fifth of the world's population. Due to its widespread use, people are likely to encounter the English language at many times in their personal, academic, or professional lives.

English has a vital importance in various fields, such as economy, finance, commerce, industry, business, politics, medicine, technology, science, entertainment, academia, and education. The English language helps the countries who speak languages other than English to trade with each other more easily by forming a common language between them, to resolve conflicts and keep peace by building trust, and to debate in international meetings in diverse areas such as climate change, human rights, and terrorism (Robson, 2013). In medicine, most medical textbooks and journal articles are written in English, and medical professionals often use English to communicate with their colleagues and patients, particularly in international hospitals. In technology, user manuals and IT support are primarily in English, and most programming languages (Python, Java, C++) use English-based syntax. In science, English is widely used for publishing scientific articles and facilitating communication among scientists from diverse backgrounds. In the entertainment industry, international markets are dominated by English-language movies, TV shows, and music that stream on platforms such as YouTube and Netflix, whose primary language is also English. Moreover, most video games are developed and released in English first. In academia, many researchers use English to publish their articles, give seminars, and present their studies at academic conferences.

In education, English is generally a compulsory subject that is taught either as a foreign or second language in schools across a significant number of countries, starting from a very young age. For instance, in both Canada and Norway, English has been taught as a second language. In Canada, English has been taught starting in Grade 1 in state schools (Fallon & Rublik, 2011). Similarly, in Norway, students begin studying English from the first year of primary school and continue learning English for 10 years (Vattøy, 2019).

In contrast, some countries have introduced English as a foreign language. For example, in Iran, English has been taught from Grade 7 to Grade 12 as a foreign language since the educational reform in 2013 (Azarnoosh, 2014). In China, students start studying English in Grade 3 as a mandatory foreign language (Sun, Wu, Yi, & Zhang, 2021). In Japan, English became a compulsory subject in public schools starting from Grade 5 in 2011 (Inoue, 2014). In Italy, English has been a mandatory foreign language from the first year of primary school for students since 2006 (Faez, 2011). Similarly, in Spain, English has been taught as a compulsory subject from the first year of primary education (Gonzalez, 2019).

As can be seen, many countries aim to introduce English to students at an early age, although the starting grade and intensity of instruction can differ from one country to another. These educational approaches demonstrate that there is a rising international awareness of the importance of early English language education. Aligned with these global educational practices, Türkiye has offered English as a foreign language from Grade 2 in state primary schools since 2013; before that, it was introduced at Grade 4 (Turkish Ministry of National Education, 2013a). In Turkish state primary schools, students in Grades 2, 3, and 4 receive two hours of compulsory English instruction per week, with the exception of Grade 1 (Turkish Ministry of National Education, 2013b). In middle schools, the weekly hours allocated for English lessons are as follows: three hours for Grade 5 and Grade 6; and four hours for Grade 7 and Grade 8 (Turkish Ministry of National Education, 2013b). This means that students graduate from Grade 8 after taking 760 hours of compulsory English lessons. Moreover, in Turkish high schools, students receive four hours of compulsory English lessons per week (İnan-Karagül & Yüksel, 2019). In addition to these compulsory English lessons, high school students can also choose elective English courses. As for the tertiary education in Türkiye, a considerable

number of well-regarded universities use English as the language of instruction. Some of these universities offer an English preparatory program, which includes 20-24 hours of English instruction per week (İnan-Karagül & Yüksel, 2019). This program is mandatory for some students depending on the language of instruction in their department, while some students can choose to attend this program voluntarily. Students who pass the English preparatory exam are allowed to begin their undergraduate education.

It is evident that the students in Türkiye receive a significant amount of English instruction at various stages of their educational lives. However, many students still struggle with English, fail to succeed in exams, and are unable to improve their language skills despite the high number of instructional hours. This paradox emphasizes the intricate nature of language learning and implies that the amount of instruction received is not the sole factor influencing language proficiency.

There are other important factors that also shape learners' language development, such as individual differences. Oxford (1992) states that, especially in language learning, teachers need to consider their students' diverse individual differences, such as age, gender, motivation, anxiety, self-esteem, tolerance of ambiguity, risk-taking, cooperation, competition, and language learning strategies and styles. Among these, motivation, anxiety, self-esteem, and attitudes are categorized as affective factors, which can influence the language learning process either positively or negatively. The remaining factors can be categorized as cognitive, social, or personal, which may also affect the learners' language learning process depending on the context. These individual differences significantly impact how students interact with language learning tasks, cope with challenges, and how well they perform in the end.

According to Arnold and Brown (1999), it is likely that among affective variables, anxiety is the most influential factor that disrupts the learning process. As a result, numerous researchers have explored how anxiety influences the process of learning a foreign or second language for decades in the literature (Horwitz, Horwitz, and Cope, 1986; Young, 1990; MacIntyre & Gardner, 1994; Saito & Samimy, 1996; Saltan, 2003; Woodrow, 2006). These studies collectively demonstrate that anxiety affects students' language learning process in a negative way by decreasing their active participation, disrupting their cognitive processing, and associating negative feelings with language learning.

It has been found that among all language skills, speaking has been identified as the one that triggers the most anxiety in learners (Horwitz et al., 1986; Young, 1990; Price, 1991). Due to this anxiety, students may struggle to perform their best when asked to speak in a language they are learning. Individuals who experience elevated levels of anxiety related to speaking often experience poor concentration, heart palpitations, absentmindedness, and avoidance behaviors, such as skipping their lessons and procrastinating on their assignments (Horwitz et al., 1986). In addition, if not effectively managed, speaking anxiety may result in long-term academic setbacks and lower levels of language retention over time.

Given this, it is essential to examine seventh-grade students' speaking anxiety levels, identify its sources, and explore their coping strategies for the speaking anxiety in Türkiye. Such an investigation can contribute to deeper insight into the phenomenon of speaking anxiety and help develop effective strategies for both students and educators. A deeper understanding of this phenomenon can enable educators to choose teaching methods that promote a more and less anxiety-inducing classroom. This research may also provide insights to policymakers regarding recent changes in foreign language assessments that place greater emphasis on students' speaking skills.

1.2 Statement of the Problem

According to Krashen's (1982) Affective Filter hypothesis, the process of language learning may be partially hindered or even completely blocked by affective filters, which are influenced by affective variables, such as motivation, self-confidence, and anxiety. This suggests that learners who have elevated anxiety while learning English because of some factors such as personality or classroom environment, they may struggle significantly in language learning compared to the students who do not experience such anxiety. MacIntyre and Gardner (1991) indicate that anxiety creates multiple challenges for foreign language learners, particularly by limiting their ability to acquire, retain, and, most notably, produce the target language, which often results in the occurrence of foreign language speaking anxiety (FLSA) among students. Numerous studies have reported that FLSA adversely impacts both students' speaking abilities and academic achievement (Chan & Wu, 2004; Liu, 2006; Woodrow, 2006).

Moreover, FLSA can manifest through three types of symptoms: physiological, cognitive, and behavioral (Woodrow, 2006). Physiological symptoms include a pounding

heart, sweating, shortness of breath, sleep disturbances (Horwitz et al., 1986), blushing, nausea, shaking, tingling, and dizziness. Cognitive symptoms involve the fear of performance, obsessive thoughts, forgetting words (Young, 1991), and difficulty concentrating. Behavioral symptoms include avoiding speaking, skipping class, speaking quietly, freezing (Horwitz et al., 1986), stuttering, the frequent use of filler words, avoiding eye contact (Young, 1991), and speaking too fast. These indicators of foreign language speaking anxiety are a real threat to both students' psychological and physical health and their overall language learning process.

In Türkiye, the English subject was assessed through listening and written exams which could be either multiple-choice tests or open-ended exams until 2023. According to the Assessment and Evaluation Regulation of the Ministry of National Education (T.C. Resmî Gazete, 2023), which came into force on September 9, 2023, speaking exams have been introduced so as to evaluate students' English proficiency more extensively. Since then, foreign language course exam scores have been determined by weighting the written exam at 50%, and both the listening and speaking exams at 25% each (Turkish Ministry of National Education, 2023).

Because speaking exams have been conducted for only one and a half years in Türkiye, students may have difficulty in adapting to these newly introduced exams. As a result, they can experience heightened anxiety while speaking in a foreign language, which might hinder learners' language learning process, and affect their oral performances and exam scores negatively. Furthermore, the studies carried out on this theme in Türkiye have focused mostly on high school and university students (Kayaoğlu & Sağlamlı, 2013; Debreli & Demirhan, 2016; Fındıklı & Büyükkaracı, 2023; Zambak, 2024). The existing research conducted with middle school students in Türkiye to investigate their speaking anxiety remains scarce (Zambak, 2016; Korkmaz, 2019; Kılıç, 2024). Also, the strategies that the students adopt so as to cope with their anxiety are very scarcely examined in the field. Therefore, considering all of these reasons, it is important to measure seventh-grade students' speaking anxiety levels, investigate its sources, and explore their coping strategies in Türkiye and to fill this gap in the literature.

1.3 Purpose of the Study

The objective of this thesis is to measure the foreign language speaking anxiety levels of seventh-grade middle school students in Türkiye. The present study also aims to

investigate the sources of their foreign language speaking anxiety, and to explore the strategies they adopt in order to cope with their speaking anxiety.

Considering the aforementioned purposes, this study seeks to answer the following research questions:

1. What are the foreign language speaking anxiety levels of seventh-grade middle school students in Türkiye?
2. What are the sources of seventh graders' foreign language speaking anxiety?
3. Which strategies do seventh graders adopt in order to cope with their foreign language speaking anxiety?

1.4 Significance of the Study

In his Affective Filter hypothesis, Krashen (1982) states that affective factors including motivation, self-confidence, and anxiety play a crucial role in language learning. These factors can either support or obstruct a person's language learning process depending on their levels. Among these, anxiety is widely regarded as one of the most influential and debilitating factors affecting learners' ability to acquire and use a foreign language successfully. Research has consistently demonstrated its detrimental effects on students' willingness to communicate, classroom engagement, and academic performance (Aida, 1994; Saito & Samimy, 1996; Horwitz, 2001).

Many studies have concluded that among the four main language skills (i.e., reading, listening, speaking, and writing), speaking tends to induce the greatest anxiety among learners (Horwitz et al., 1986; Young, 1990; Price, 1991). As a result, foreign language speaking anxiety (FLSA) is a widely studied topic in the literature. Although it has been studied for decades, FLSA still remains a major obstacle to achieving fluency and oral performance for learners of all ages. Therefore, investigating the phenomenon of FLSA continues to be a significant area of study for those striving to create anxiety-free language learning environments.

While most of the studies in the field have focused on the levels and sources of students' speaking anxiety, relatively few studies have investigated students' coping strategies for their speaking anxiety. However, exploring learners' coping strategies is equally crucial, as it provides valuable information about how students actively manage

their anxiety and what kind of support they need to speak more confidently and comfortably. Thus, this study is one of the few comprehensive studies that address not only the levels and sources of students' speaking anxiety but also their coping strategies as an integrated whole.

Furthermore, the context of this study is particularly significant given recent changes in educational assessment policies in Türkiye. Until 2023, listening and written exams were carried out to assess students' competence in the English language in Türkiye. However, after this date, a new regulation entered into force regarding the implementation of speaking exams to evaluate students' oral performance (T.C. Resmî Gazete, 2023). Since then, the English subject has been assessed by weighting the written exam at 50%, and the listening and speaking exams at 25% each (Turkish Ministry of National Education, 2023). This reform signifies a major change in language teaching and assessments, presenting new challenges for students who are not accustomed to these newly introduced speaking exams. Consequently, speaking anxiety may arise in the students, affecting their performance and language development, and hindering their overall language learning process, which makes the current study both highly relevant and timely.

In addition, middle school students remain significantly underrepresented in the existing literature on foreign language speaking anxiety. Most of the studies conducted in Türkiye to examine this topic have predominantly focused on either university or high school students (Kayaoğlu & Sağlamel, 2013; Debreli & Demirkan, 2016; Fındıklı & Büyükkarcı, 2023; Zambak, 2024). The levels and sources of speaking anxiety, as well as coping strategies among middle school students, have been rarely investigated (Zambak, 2016; Korkmaz, 2019; Kılıç, 2024). This highlights the urgent need for more studies focusing on younger students' speaking anxiety, especially during a transitional and formative stage like seventh grade. Hence, this study is significant in that it attempts to fill this gap within the current educational context in Türkiye by exploring seventh-grade middle school students' speaking anxiety from a comprehensive perspective, including its levels, sources, and coping strategies.

Furthermore, the findings of this study can offer valuable guidance to students, students' parents, teachers, teacher educators, school administrators, policymakers, material designers, and researchers who want to better understand the phenomenon and

support learners in decreasing their speaking anxiety. This study can help students and their parents become more aware of the factors that influence oral performance and success in English, as well as explore effective coping strategies that can alleviate anxiety and boost confidence. For teachers, the outcomes of this study could aid them in establishing a learning environment that enables learners to improve their speaking skills confidently and safely in a comfortable and supportive setting. Additionally, they can adjust their teaching methods and speaking tasks accordingly. Likewise, teacher educators can draw on these findings to integrate coping strategies and practices that raise awareness into training programs, helping both pre-service and in-service teachers better understand and manage students' speaking anxiety. School administrators and policymakers can benefit from the findings to align curriculum, teacher training, and assessment practices with students' emotional needs. Furthermore, these findings may guide material designers in developing student-centered speaking activities and materials that not only reduce anxiety but also foster confidence and engagement. Lastly, researchers may use this study to further investigate speaking anxiety in language learning, particularly within under-researched educational contexts.

1.5 Limitations of the Study and Suggestions for Future Research

The sample size and scope of the study are one of the key limitations of this study. The current study was conducted with 123 seventh-grade middle school students attending a state school in Eskişehir, Türkiye. Hence, the sample is limited to seventh-grade students from a single school in Türkiye, and thus, the findings may not be generalizable to all seventh-grade students in Türkiye or in different educational settings. Some factors such as regional, cultural, or institutional differences may impact students' experiences with foreign language speaking anxiety, which were not addressed in this study. Additionally, since the participants were selected from a single grade level, the results may not reflect the experiences of students at other educational levels. Further research can be done with more students from different cities and grade levels to enhance external validity.

Another limitation of this study is its reliance on self-reported data. This study adopted a mixed-methods approach in which a questionnaire and semi-structured interviews were employed to obtain self-reported data from the participants. While these instruments are valuable for providing deep insights into the participants' thoughts and

experiences, the students' responses might be affected by their perceptions, memory recall, or social desirability bias. For example, the participants may misinterpret the items in the questionnaire or the interview questions; they may have difficulty in accurately recalling their past experiences; or they may respond to the questions in a manner they believe is socially desirable instead of sharing their genuine opinions or feelings. Future studies could employ a wider range of data collection instruments, such as diaries, class observations, teacher reports, or speaking exam scores to obtain richer and more comprehensive data on the phenomenon of speaking anxiety.

Moreover, due to time constraints, this study was designed as a cross-sectional investigation rather than a longitudinal one. Consequently, this study captures participants' foreign language speaking anxiety at a specific point in time rather than examining its changes or fluctuations over an extended period. Future research could incorporate longitudinal designs to observe the evolution, manifestations, and patterns of speaking anxiety, as well as the development of students' speaking skills over time within various learning contexts.

1.6 Definitions of Key Terms

Anxiety: Spielberger (1983) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (as cited in Horwitz, 2001, p. 113).

Foreign Language Anxiety: Horwitz et al. (1986) conceive foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

Foreign Language Speaking Anxiety: Foreign language speaking anxiety refers to “the emotional reactions with which one speaks a foreign language under uneasy, fearful, nervous, or worrying situations in EFL classroom settings” (Huang, 2004, p. 6; as cited in Öztürk, 2012, p. 5).

2 LITERATURE REVIEW

In this chapter, the definitions of anxiety provided by various researchers are first presented. Then, the types of anxiety including trait, state, situation-specific anxiety, debilitating and facilitating anxiety are examined individually. Finally, foreign language anxiety (FLA) and foreign language speaking anxiety (FLSA) are discussed in detail with a focus on the components of FLA, the sources of FLSA, and the coping strategies employed by learners.

2.1 What is Anxiety?

This question has been asked by many scholars for decades; however, they have not been able to come up with a single answer to this question. Since anxiety is an abstract concept and individuals experience it in different ways, the researchers experience difficulties in defining this term, resulting in the development of various definitions of anxiety.

According to May (1950), anxiety refers to “the apprehension cued off by a threat to some value which the individual holds essential to his existence as a personality” (p. 191). Spielberger (1983) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (as cited in Horwitz, 2001, p. 113). Scovel (1991, p. 18) calls it as “a state of apprehension, a vague fear that is only indirectly associated with an object” (as cited in Öztürk, 2012, p. 20). In another definition, anxiety is “a psychic condition of heightened sensitivity to some perceived threat, risk, peril or danger” (Hunt, 1999, p. 509). According to Arnold and Brown (1999), anxiety is linked to a series of unpleasant emotional states, including discomfort, nervousness, lack of confidence, frustration, and worry.

It can be seen that even though the scholars have defined anxiety with different terms, there are some common elements in their definitions, such as negative feelings and a sense of threat or danger. Thus, in simple terms, anxiety can be defined as the experience of negative feelings in response to a perceived threat. This threat can be physical, such as death or loss of freedom, or psychological, involving concerns like success, patriotism, or the love of another person (May, 1950).

From a neurological perspective, the brain and various hormones produced by the body play a crucial role in the development of anxiety. The amygdala, which is located in our brain, is responsible for processing emotions, specifically fear and anxiety (Steimer, 2002). When the brain perceives a possible threat, it stimulates the amygdala, resulting in activating the body's stress response system and triggering the release of stress hormones, such as cortisol and adrenaline (Kim & Gorman, 2005). When released, these hormones can cause a range of physiological symptoms, including a pounding heart, increased blood pressure, shortness of breath, muscle tension, sweating, shaking, and dizziness. These physiological manifestations are a part of the body's natural survival mechanism, designed to prepare a person to cope with danger. However, the brain can sometimes interpret non-threatening situations as potential threats, such as those encountered in language learning contexts. In such cases, the brain still releases these stress hormones even though there is no real danger. As a result, individuals who feel anxious in language learning often experience these physiological manifestations, which are closely associated with anxiety.

2.2 Types of Anxiety

Depending on the types of perceived threats, anxiety varies within itself. Researchers have divided it into two broad categories: one includes trait, state, and situation-specific anxiety, which describe its form, while the other category involves debilitating and facilitating anxiety, which focus on its functionality.

2.2.1 Trait anxiety

Trait anxiety originates from an individual's personality traits. According to Brown (1994), trait anxiety refers to “a more permanent predisposition to be anxious” (p. 161). In another definition, trait anxiety is defined as “an individual's likelihood of becoming anxious in any situation” (Spielberger, 1983; as cited in MacIntyre & Gardner, 1991, p. 87). Zhanibek (2001) defines trait anxiety as “stable personality differences in anxiety proneness” (p. 11).

Based on the definitions above, trait anxiety can be described as an enduring personality characteristic that leads individuals to experience anxiety across a variety of situations. As trait anxiety derives from inherent personality characteristics, it is considered a stable and permanent condition. Research indicates that trait anxiety can

negatively impact cognitive processes, interfere with memory, and give rise to the emergence of avoidance behaviors (MacIntyre & Gardner, 1991).

2.2.2 State anxiety (SA)

MacIntyre and Gardner (1991) point out that state anxiety (SA) arises from the interaction between both trait and situation-specific anxiety. Dörnyei (2005) defines SA as “the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation” (p. 198). Similarly, Brown (1994) states that SA is the experience of anxiety momentarily in response to a particular occasion. Also, Aydın (1999) highlights that SA, which is a temporary psychological state, occurs only under particular circumstances, such as before entering an exam.

Considering the definitions, to put it simply, SA refers to a temporary form of anxiety that arises in reaction to certain moments. Aydın (1999) emphasizes a significant correlation between state anxiety and trait anxiety. Spielberger (1971) suggests that those with high trait anxiety have a tendency to experience higher levels of SA on stressful occasions.

2.2.3 Situation-specific anxiety (SSA)

Individuals who recurrently experience state anxiety only within the same specific situations each time may develop what is referred to as situation-specific anxiety (SSA) (MacIntyre & Gardner, 1989). Psychologists use the term SSA to distinguish individuals who experience anxiety only in specific situations from those who exhibit high levels of anxiety across various contexts (Horwitz, 1986). The examples of these specific situations that may trigger SSA include public speaking, writing exams, performing science or mathematics tasks, or attending a French class (MacIntyre & Gardner, 1991). Scholars consider foreign language anxiety as a form of SSA, as this anxiety tends to recur each time learners attempt to use the target language in specific contexts (e.g. classrooms) (Balemir, 2009).

2.2.4 Facilitating anxiety (FA)

As the name implies, facilitating anxiety (FA) refers to a type of anxiety that facilitates or helps individuals in performing various tasks. Aydın (1999) describes FA as the “good” or “mild” form of anxiety that encourages people to enhance their performance

by keeping them alert. Similarly, Dörnyei (2005) states that anxiety leading learners to improve their performance is called “beneficial” or “facilitating” anxiety. Scovel (1991) further explains that FA encourages learners to confront new learning challenges by preparing them emotionally and proactively (as cited in Saltan, 2003). Thus, FA plays a motivating role in helping learners to accomplish their tasks with greater effort and determination.

2.2.5 Debilitating anxiety (DA)

Contrary to facilitating anxiety (FA), debilitating anxiety (DA) is a type of anxiety that hinders learners from completing numerous tasks. Young (1990) defines DA as a form of anxiety that causes impaired performance in individuals. According to Scovel (1991), DA causes learners to retreat from new learning challenges by emotionally triggering avoidance behaviors (as cited in Öztürk, 2012).

Scovel (1991) claims that both FA and DA exist in a normal person at the same time, so they do not work separately; instead, they function together simultaneously in a balanced way by serving both a motivating and warning role to improve learners’ performance and keep them alerted to any potential errors, thus, this balance helps the learner adapt and succeed in the language-learning environment (as cited in Aydın, 1999). However, maintaining this balance is crucial. While a certain degree of anxiety can promote learners’ performance, excessive anxiety can be detrimental for them (Phillips, 1992). According to research in the literature, it is widely considered that foreign/second language anxiety tends to have a predominantly debilitating effect on learners (Liu, 2006; Woodrow, 2006).

2.3 Foreign Language Anxiety (FLA)

Krashen’s Affective Filter Hypothesis (1982) suggests that there are some certain affective factors that can affect learners’ language learning process in a positive or negative way. Motivation, self-confidence, and anxiety are key examples of these affective factors. The affective filter, which exists in every individual, acts as a mental barrier that can either support or impede the act of learning a language. When the learners experience high motivation and confidence along with low anxiety, their affective filter is lowered, which helps their language learning to occur more effectively. On the other

hand, when they have low motivation and confidence alongside heightened anxiety, their affective filter becomes high, which hinders their language learning.

Within the domain of foreign language learning, this type of anxiety is termed as “foreign language anxiety” (FLA). Horwitz et al. (1986), pioneers in the study of FLA, define it as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). A significant body of research has been devoted to better understand the dynamics of FLA. Aida (1994) carried out a study with language learners of Japanese as a foreign language at the university level and identified a moderate inverse relationship between FLA and their academic performance. Similarly, Salehi and Marefat (2014) revealed a negative relationship between FLA and exam grades, indicating that FLA may have a debilitating effect on participants’ test performance. Likewise, Hu, Zhang, and McGeown (2021) examined FLA among primary school students and discovered an inverse correlation between FLA and foreign language achievement. They also reported that this negative relationship becomes stronger when the students take high-stakes assessments compared to lower-stakes assessments.

In addition, Marwan (2007) investigated university students' experiences with FLA and found that the participants reported suffering from FLA because of a lack of preparation, low confidence, and fear of failing the class. The study also identified four strategies that students use to cope with their anxiety: preparation, relaxation, positive thinking, and peer seeking. Haile and Tilahun (2019) attempted to find out the levels of ninth-grade secondary school students’ FLA and stated that most of them experienced FLA at a medium level.

In a Turkish context, Çubukçu (2007) explored the sources of university students’ FLA and revealed that the participants’ anxiety resulted from classroom presentations, stress about language inaccuracies, apprehension about damaging their self-image in classrooms, challenges with conveying ideas accurately, fear of failure in exams, their teachers, and academic expectations.

Tosun (2018) explored the key contributors to FLA and examined how this anxiety correlates with learners' ages through using a scale. The study involved third-year students from a university's English Language and Literature Department. The study

revealed that there was no significant correlation between learners' age and their level of FLA. A key source of anxiety identified was the lack of preparation time prior to speaking tasks in class. Additional prominent factors included the fear of failure, being asked unexpected questions, the feeling of inadequacy, and not fully understanding the teacher's instructions.

Oruç and Demirci (2020) investigated whether student engagement serves as a mediator between FLA and success in learning English. Using a predictive research design, the researchers collected data from university-level students enrolled in English preparatory classes. The findings revealed that student engagement played a mediating role, indicating that higher levels of engagement could lessen the negative impact of anxiety on English achievement.

Kurtoğlu and Sabuncuoğlu (2021) examined the effects of FLA on secondary school students. They indicated that most of the students suffered from FLA due to a number of factors, such as low self-confidence, error correction, speaking activities, linguistic challenges, talking with native speakers, and the fear of misunderstanding their teachers.

2.3.1 The components of foreign language anxiety

Horwitz et al. (1986) identify three key components that constitute foreign language anxiety (FLA): communication apprehension, test anxiety, and fear of negative evaluation. Examining these components individually is essential for gaining a deeper understanding of FLA.

2.3.1.1 Communication apprehension (CA)

According to McCroskey (1977a), communication apprehension (CA) refers to “an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person and persons” (as cited in McCroskey, 1984, p. 13). Horwitz et al. (1986) define CA as “a type of shyness characterized by fear of or anxiety about communicating with people” (p. 127). Individuals with high levels of CA may struggle in various situations, such as giving a speech, being the new person in a social setting (McCroskey, 1984), talking in front of other students and teachers, giving presentations, standing up to ask questions in the classroom, or speaking up in class discussions. McCroskey (1984) states that people with high CA exhibit four behavior

patterns when they come across situations in which they need to speak: communication avoidance, communication withdrawal, communication disruption, and excessive communication. In simple terms, communication avoidance refers to an attempt to escape from these situations. For instance, students may try to avoid attending lessons, participating in group activities, or engaging in exercises that require speaking, which prevents them from learning efficiently. Communication withdrawal refers to being silent partially or fully when they are not able to avoid these situations (McCroskey, 1984). For example, the students may speak a little only when they are called upon or make very brief presentations. The third behavior pattern is communication disruption which causes individuals to have unnatural behaviors or verbal disfluencies such as poor choices of communicative strategies (McCroskey, 1984). Lastly, excessive communication is the only atypical behavior pattern among them, which is characterized by overcommunication (McCroskey, 1984). The students who exhibit this pattern may try to speak too much and dominate conversations in order to compensate for themselves.

2.3.1.2 Test anxiety

The second component is test anxiety, also referred to as examination anxiety. Horwitz et al. (1986) define it as “a type of performance anxiety stemming from a fear of failure” (p. 127). This fear of failure may arise from perfectionism, fear of making errors, or pressure from external factors, such as students’ parents, teachers, administrators, or even relatives. In a language classroom, frequent quizzes and exams are often used to assess how well students understand the topics or use the target language structures accurately. The learners with elevated test anxiety generally want to get perfect scores or points on these assessments. Consequently, they may experience heightened anxiety, which can hinder their performance on the test. Therefore, they may perform much below their potential in the exams even if they study and prepare for the exams thoroughly. According to Covington (1985, as cited in Aydın, 1999), test anxiety involves four phases: test anticipation, test preparation, the test-taking stage, and test reaction. In the first stage, the students think about the test and ponder the possibility of being successful or unsuccessful on the test based on their prior knowledge and the prediction of the test in terms of its difficulty and importance (Aydın, 1999). If they conclude that they will fail, test anxiety may start to emerge at this phase. In the second stage, they study and get prepared for the exam even if they experience test anxiety. During the test-taking stage,

the students with high test anxiety may exhibit physical and emotional symptoms such as trembling hands, nausea, rapid heartbeat, or even panic attacks. In the final phase, they decide whether their fears, worries, or expectations are realized or not based on their performance on the test (Aydın, 1999).

2.3.1.3 Fear of negative evaluation (FNE)

Fear of negative evaluation (FNE) is the final component which is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Horwitz, 1986, p. 128). Students who experience FNE may be afraid of receiving negative evaluations, especially from their peers and teachers. Thus, they tend to avoid situations where they might be evaluated unfavorably, such as presentations, group or class discussions, various activities, or assessments. These students may fear that their peers and teachers will mock, laugh at, or harshly criticize them if they make errors in these evaluative situations. They often view making errors as unnatural in the language learning process because they associate making mistakes with damage to their self-image and fear of negative judgement (Tsiplakides & Keramida, 2009). As a result, they tend to participate in the lessons involuntarily with a minimum level of communication, which jeopardizes the whole language learning process.

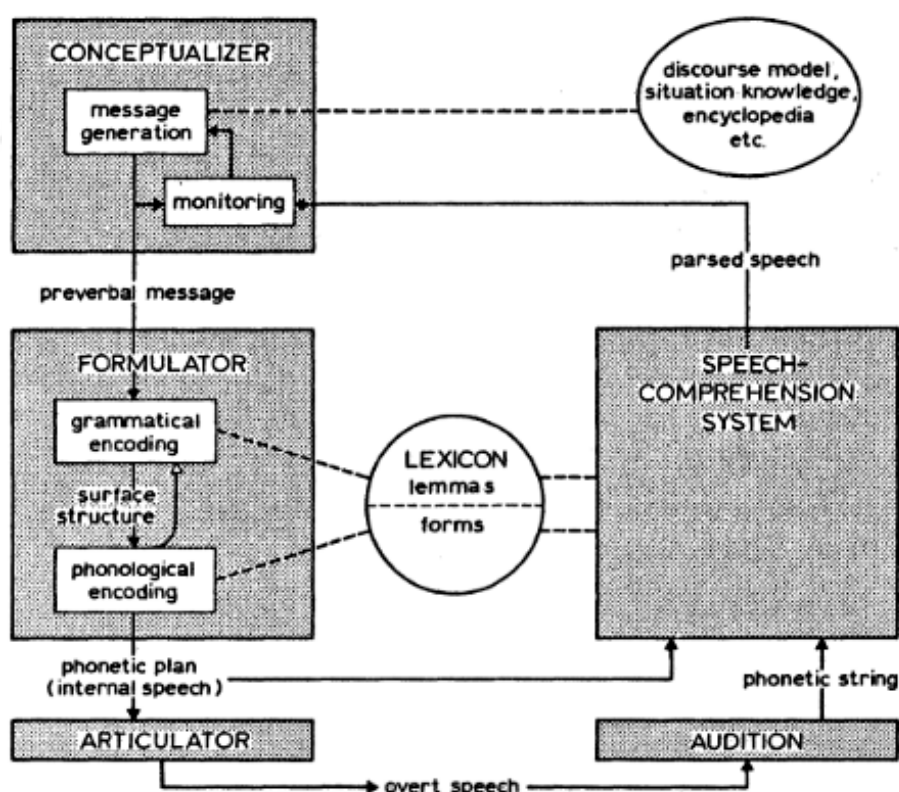
2.4 Speaking Skill

According to Horwitz (1995), meaningful and authentic communication through using phonological, morphological, syntactic, semantic, and pragmatical systems is the core of successful foreign language learning. To achieve this, language learners need to develop four main skills including reading, listening, writing, and speaking, alongside grammar, vocabulary, and pronunciation. Among them, speaking is often regarded as the most complex and challenging skill for learners, as it involves multiple components, such as fluency, social interaction, pronunciation, and the recall of vocabulary items and grammatical structures. In addition to these elements, speaking happens within seconds in real time, which leaves the speakers with very limited time to organize their thoughts and prepare their speech (Thornbury, 2005). Given the complexity of mastering these elements, speaking can be a challenging and stressful process for the learners, often triggering anxiety at various stages.

From a psycholinguistic perspective, Levelt's (1989) model, presented in *Figure 2.1*, proposes that speaking occurs in four stages: conceptualizing, formulating, articulating, and self-monitoring. In the conceptualizing stage, the first step of speaking, speakers structure their thoughts and mentally prepare their speech based on the topic and communicative goal. During the formulating phase, appropriate grammatical structures and vocabulary items are selected for the speech. In the articulating stage, the speakers physically articulate their speech through using the articulatory organs. Finally, in the self-monitoring phase, the speakers control their speech in terms of accuracy and make error corrections if necessary. These stages generally occur instantly and simultaneously, requiring the speakers to process and produce their speech within seconds. As a result, learners may find the speaking process highly challenging, which can lead to elevated anxiety among them.

Figure 2.1

The process of speaking



Source: Levelt, 1989, p. 9.

2.5 Foreign Language Speaking Anxiety (FLSA)

Among the four main language skills including reading, speaking, listening, and writing, speaking is reported as the most anxiety-producing skill by both researchers and learners (Horwitz et al., 1986; Young, 1990; Price, 1991; Horwitz, 1995; Öztürk, 2012). This phenomenon is widely referred to as foreign language speaking anxiety (FLSA) in the literature. It is defined as “the emotional reactions with which one speaks a foreign language under uneasy, fearful, nervous, or worrying situations in EFL classroom settings” (Huang, 2004, p. 6; as cited in Öztürk, 2012, p. 5). These situations that can trigger FLSA include participating in group or class discussions, making presentations, asking questions in front of peers and teachers, or taking oral assessments.

The students who experience FLSA may display three types of symptoms: physiological, cognitive, and behavioral (Woodrow, 2006). Physiological symptoms include a rapid heart, sweating, shortness of breath, sleep disturbances (Horwitz et al., 1986), blushing, nausea, shaking, tingling, and dizziness. Cognitive symptoms involve the fear of performance, obsessive thoughts, forgetting words (Young, 1991), and difficulty concentrating. Behavioral symptoms include avoidance behaviors, such as avoiding eye contact (Young, 1991), skipping class, avoiding speaking, or choosing a seat at the rear of the classroom to reduce their visibility, active involvement, and class interaction (Young, 1991), and observable actions of nervousness, such as playing with their hair, clothes, or objects (Aydın, 1999), foot tapping (Marzec-Stawiarska, 2015), or nervous laughter (Young, 1991). Additionally, behaviors like stuttering (Woodrow, 2006), speaking quietly, freezing (Horwitz et al., 1986), using excessive filler words, joking (Young, 1991), and speaking too fast may further indicate FLSA. These indicators of FLSA can significantly hinder students' participation and overall language learning process in addition to harming students' psychological and physical well-being. Therefore, it is critical to identify the sources of FLSA to reduce the anxiety among the students.

In addition to identifying its sources, several studies have also investigated the relationship between foreign language speaking anxiety (FLSA) and other variables such as motivation, gender, enjoyment, willingness to communicate, and academic performance. For instance, Wu and Lin (2014) explored whether FLSA served as a mediating variable in the relationship between learners' motivation and their willingness

to communicate among university students. The study revealed that motivation was found to be negatively associated with university students' FLSA and positively associated with their willingness to communicate. In addition, FLSA was negatively related to willingness to communicate and was shown to partially mediate the relationship between motivation and willingness to communicate.

Siahpoosh, Varghaei, and Khodadadi (2022) examined gender-based differences in university students' FLSA and foreign language enjoyment in online speaking classes. After conducting nine online sessions via Zoom, they collected data from the participants through two questionnaires. They found that female students reported higher levels of both FLSA and enjoyment compared to their male peers.

Al-Khotaba, Alkhataba, Abdul-Hamid, and Bashir (2019) investigated the link between FLSA and speaking achievement among university students by administering questionnaires and speaking achievement tests. The study revealed a weak correlation between FLSA and speaking achievement, suggesting that higher anxiety was associated with lower speaking achievement.

In a Turkish context, Öztürk and Gürbüz (2013) examined the effects of gender on FLSA and motivation by using two questionnaires and semi-structured interviews. Their findings indicated that female university preparatory students had higher levels of both motivation and anxiety than male students.

Kılıç (2024) investigated the relationship between FLSA and foreign language enjoyment using two scales and found a weak negative correlation between the two variables. In the study, the participants consisting of secondary school students reported a moderate level of FLSA and a high level of enjoyment. It was also found that female students experienced greater levels of speaking anxiety compared to their male peers; however, gender did not appear to be a factor influencing enjoyment.

Özalp and Merç (2022) focused on the relationship between pre-service English teachers' FLSA and willingness to communicate by conducting a quantitative study. They found that the pre-service teachers experienced moderate FLSA alongside a strong willingness to communicate, and that these variables were significantly correlated. Additionally, the study revealed that gender was one of the factors affecting FLSA, as female participants exhibited higher levels of anxiety than male participants.

In a study conducted by Özkan (2019), the relationship between FLSA and academic success was explored among university students through both a questionnaire and semi-structured interviews. The results showed that FLSA and academic success were in a moderate negative correlation, indicating that students with lower levels of anxiety tended to be more academically successful, while those with higher anxiety showed lower academic performance. Moreover, gender and department were not found to have a significant effect on FLSA.

Zambak (2024) explored the factors influencing FLSA among high school students by using a scale. The study revealed that students' interest in English and their experience of going abroad had a significant effect on their levels of FLSA. It was also found that students mostly preferred playing games, watching movies or videos, listening to songs, and participating in pair or group work as in-class activities.

2.5.1 The Sources of Foreign Language Speaking Anxiety

Foreign language speaking anxiety (FLSA) may stem from various sources depending on each learner's personality characteristics and environment. Hence, learners may experience FLSA due to both internal and external factors. Numerous researchers have conducted studies in order to examine the sources of FLSA. Young (1990) examined FLSA in relation to speaking-oriented classroom activities and teacher behavior among 135 university and 109 high school students using a questionnaire. The study revealed that the activities occurring “on the spot” and “in front of the class”, as well as teachers' harsh behavior toward error correction were the factors that provoked FLSA the most.

Liu (2006) investigated Chinese undergraduate students' FLSA levels and its sources via reflective journals, surveys, observations, and interviews. The study showed that most of the participants experienced FLSA and that language proficiency and anxiety levels were negatively correlated with each other. The participants reported experiencing the highest anxiety when responding to the teacher and the lowest when working with peers.

In her study, Marzec-Stawiarska (2015) explored FLSA among 54 MA students majoring in the field of English Language Teaching in Poland. She found that the most common sources that trigger FLSA included classmates, making mistakes, being called on to speak spontaneously, and communicating with native speakers. Similarly, Sadighi

and Dastpak (2017) examined the sources of FLSA through a questionnaire among 154 Iranian students learning English as a foreign language. The results indicated that apprehension about committing errors, concern about being judged negatively, and limited vocabulary knowledge were the primary sources contributing to anxiety in the participants.

Employing a concurrent mixed method, Liu (2018) attempted to investigate the levels and sources of FLSA among Chinese middle school students (from 7th to 9th grade) via questionnaires and interviews. The study revealed that a minority of the participants experienced FLSA due to peer pressure, fear of making language errors, low self-confidence, inadequate preparation, insufficient practice, fear of being the center of attention, the complexity of the tasks, lack of vocabulary knowledge, low proficiency in English, and fear of mispronunciation.

Ansari (2015) explored the phenomenon of speaking anxiety among 12th-grade secondary school students through a case study and reported that apprehension about their classmates' negative feedback, low motivation, and the belief that they are less capable than their classmates as the most frequently cited sources of speaking anxiety by the participants.

In the Turkish context, Aydın (1999) examined the sources of foreign language anxiety in speaking and writing classes among university students using Foreign Language Classroom Anxiety Scale, personal diaries, interviews, and a questionnaire called Beliefs About Language Learning Inventory. The study found that participants experienced anxiety due to personal reasons (e.g., high expectations, unreasonable beliefs about language learning, negative thinking, and self-comparison to other peers), teacher behaviors (e.g., reactions to students' mistakes), and teaching procedures in speaking (e.g., performing verbal presentations, studying individually, and speaking in front of their teachers and peers). Likewise, Subaşı (2010) examined potential sources of FLSA among 55 university students through a survey and semi-structured interviews. It is revealed that the sources of participants' FLSA stem from personal reasons (e.g., low confidence, apprehension about negative judgement, comparing themselves to their classmates, and high expectations), teachers' behaviors (e.g., reactions to their errors), teaching procedures (e.g., boring materials and uninteresting activities), and previous experience.

Balemir (2009) investigated the sources of FLSA and its relationship with language proficiency among 234 university students through a proficiency exam, a questionnaire and interviews. He discovered that the students experienced a moderate degree of FLSA, and that language proficiency levels were not significantly correlated with FLSA. Moreover, the study identified teaching and testing methods, personal factors, linguistic difficulties, and apprehension about negative judgement as the most anxiety-producing sources.

Öztürk (2012) examined FLSA and foreign language learning motivation among 383 university students via questionnaires and interviews. The study concluded that the students had a low level of FLSA and a moderate level of motivation, with a negative correlation between each other. Additionally, Öztürk (2012) categorized the sources of FLSA into three groups: educational, individual, and environmental. The results showed that individual factors were the most anxiety-provoking, with lack of familiarity with the target language being the most frequently reported individual-related reason.

Gürsoy and Korkmaz (2018) investigated the levels and causes of FLSA among 117 freshman and senior prospective teachers using questionnaires and interviews. The study identified no significant differences in FLSA levels between genders. However, the participants reported experiencing a moderate level of FLSA because of language proficiency, self-doubt, apprehension about interaction, and discomfort with being corrected.

Debreli and Demirkan (2016) exploring university students' speaking anxiety levels and sources through a questionnaire and interviews, highlighted that the participants having anxiety at a low level reported pronunciation challenges, discomfort caused by spontaneous teacher questions, and difficulty in comprehending their teachers' questions as the sources of FLSA.

In her thesis, Bozok (2018) investigated the sources of FLSA among Turkish university students through questionnaires and interviews, and found that low language proficiency, the attitudes of their teacher, teaching methods, and apprehension about their classmates' negative feedback were the most frequently reported causes by the participants.

Arpacı (2024) addressed university preparatory students' anxiety by adopting questionnaires and interviews and indicated that their anxiety stemmed from being unprepared, delivering speeches in the classroom, worrying about making errors related to grammar, vocabulary, and pronunciation, the concern of being mocked by their classmates, the belief that their classmates are more proficient, and the behaviors of peers and teachers.

Zambak (2023) conducted a qualitative multiple case study to determine whether there are differences between Turkish university students' thoughts about their sources of FLSA and their teachers' ideas about students' speaking anxiety by adopting diaries, interviews, and observation to collect her data. The study revealed that intrusive thoughts or overconcern about speaking performance, the level of familiarity with the interlocutor, speaking English with Turkish speakers, external pressure from their family, and disorders, such as generalized anxiety disorder and attention deficit hyperactivity disorder were reported as the sources of FLSA by the students, while their teachers identified a considerable number of sources of FLSA, including communicating with native friends, feelings of inadequacy compared to classmates, apprehension about making errors and being corrected, being perfectionist, fear of mispronunciation, low self-confidence, speaking in a group of people, concern over negative judgement from their classmates, fear of misunderstanding their teachers' questions, and insufficient speaking practice and preparation time.

2.5.2 The Strategies to Cope with Foreign Language Speaking Anxiety

Learning strategies refer to “specific actions, behaviors, steps, or techniques used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63; as cited in Oxford, 2003, p. 2). Although these strategies are traditionally considered as language learning strategies, they can also be used as strategies for coping with anxiety. Lucas, Miraflores, and Go (2011) indicate that students may employ language learning strategies not only to improve their language skills but also to cope with their language-related anxieties. Language learners often adopt a variety of coping strategies to relieve themselves while experiencing foreign language anxiety (FLA) or foreign language speaking anxiety (FLSA). To better understand them, some researchers have classified the strategies into different categories.

Oxford (1990, as cited in Oxford, 2003) divided foreign/second language learning strategies into six major categories: cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. Cognitive strategies help learners to comprehend and produce the target language by summarizing, translating, and note-taking. Metacognitive strategies are not directly related to the language itself. They involve planning and evaluating the language learning process, as well as monitoring language errors. Memory-related strategies include using flashcards, rhyming, visualizing target words, incorporating body movements, and using acronyms to retrieve the information more easily (Oxford, 2003). Compensatory strategies involve trying to understand and guess from context and using gestures or synonyms. Affective strategies which are related to managing and controlling one's feelings include taking a deep breath, positive thinking, or praying. Finally, social strategies which involve other people in the language learning process include getting help from one's family, peers, or teachers, asking them questions, studying together with their classmates, etc.

Kondo and Ying-Ling (2004) carried out a study to develop a typology of coping strategies for FLA. In the study, the participants consisted of 209 university students in Japan. Based on their findings of the study, Kondo and Ying-Ling (2004) grouped the coping strategies into five main categories: preparation, relaxation, positive thinking, peer seeking, and resignation. Under the category of preparation, the participants reported that they tried to study hard, take lecture notes, prepare themselves for the lesson, check dictionaries, focus on the lesson, and ask questions to their teacher. Under the category of relaxation, they indicated that they take a deep breath, close their eyes, play with their hands, touch their hair, and look at their watch. The strategies they employed under the category of positive thinking include trying to be confident, thinking positively, singing their favorite song, encouraging themselves, praying, and thinking of a joke. Under the category of peer seeking, they uttered that they talk with their friends and look for others who experience FLA. Lastly, under the category of resignation, they reported that they sleep in the class, give up, and accept the situation.

In his study, Nakatani (2006) aimed to develop an oral communication strategy inventory based on a sample of 400 Japanese university students. Eight categories were identified including social-affective (e.g., using fillers and relaxation techniques), fluency-oriented (e.g., paying attention to intonation, rhythm, and pronunciation),

negotiation for meaning (e.g., giving examples, checking the listener's reaction, and repeating), accuracy-oriented (e.g., correcting their speech and paying attention to grammar and word order), message reduction and alteration (e.g., shortening the message, using familiar words, and changing the sentence), nonverbal (e.g., making eye contact and employing gestures and facial expressions), message abandonment (e.g., giving up and leaving a message unfinished), and strategies that encourage thinking in English (e.g., forming sentences in their native language before translating).

Several researchers have carried out studies to identify the strategies that the students employ to cope with their FLSA. Woodrow (2006) investigated speaking anxiety among English for academic purposes (EAP) students using a questionnaire and interviews. She found that the most frequently reported sources of anxiety are the interaction with native speakers, delivering verbal presentations, and performing speeches in front of the class. The results also revealed that the participants employed perseverance (e.g., making an effort to speak), improving language skills, positive thinking, compensation strategies (e.g., smiling and volunteering), and relaxation strategies (e.g., deep breathing) to cope with their speaking anxiety.

Some students may prefer specific types of activities, particularly in relation to teaching and testing procedures to alleviate their anxiety. Koch and Terrel (1991, as cited in Horwitz, 1995) revealed that students in Natural Approach classes preferred to participate in activities that include pair work and personalized discussions, which allowed for lower-pressure speaking opportunities. In her study, Young (1990) found that most students preferred to participate in the lesson when they have a pair and when the topic is interesting. Moreover, the study showed that the participants tried to prepare for the lesson a day before to cope with their FLSA.

In Greece, Tsiplakides and Keramida (2009) conducted a classroom-based case study to explore the sources of FLSA and strategies to decrease it. The participants included 15 third-grade students studying in the middle school. The results indicated that the students experienced FLSA because of their apprehension about negative judgement from their classmates and perception of low capacity compared to their classmates. They implemented a number of classroom interventions, such as project work, creating a learning and supportive classroom environment, teacher-students relations, giving indirect language error correction, teacher immediacy, and provision of praise. The study

concluded that these interventions were largely effective in helping anxious students to be more willing to participate in oral activities, keep their eye contact with the teacher, and improve their speaking skills.

There is limited research conducted in the Turkish context to explore the coping strategies for FLSA. Korkmaz (2019) investigated the phenomenon of FLSA from the perspectives of both 149 fifth graders and 5 teachers through a questionnaire and semi-structured interview. He found that the participants experienced FLSA at a moderate level due to lack of self-confidence, low proficiency in language, and fear of interaction, negative perception, and error correction. To cope with their anxiety, they reported coping strategies, such as doing speaking practice regularly, seeking help from their teacher and family, preparing for lessons in advance, believing in themselves, and keeping a vocabulary notebook.

Adopting a qualitative research method, Kayaoğlu and Sağlamel (2013) explored university students' perceptions of FLSA using semi-structured interviews. The findings of the study revealed that the participants experienced FLSA due to many factors, such as linguistic difficulties (e.g., lack of vocabulary and difficulty in pronunciation and grammar), the role of their teachers, competitiveness, lack of information in their first language, and cognitive challenges (e.g., lack of self-esteem, failing in exams, fear of making errors, failing in front of their peers, and failure in communication). To cope with their anxiety, they indicated using strategies such as developing their vocabulary knowledge, collaborating with their peers, and contributing to a more comfortable classroom environment.

2.6 Summary

This chapter begins by exploring the concept of anxiety, presenting many definitions from various scholars. Then, a general overview of the types of anxiety including trait, state, situation-specific, debilitating, and facilitating anxiety is presented individually. In the final sections, foreign language anxiety and foreign language speaking anxiety are discussed with a focus on their definitions, the three components of foreign language anxiety, the sources of foreign language speaking anxiety, and the coping strategies adopted by students. Numerous studies conducted on this phenomenon both in Türkiye and other countries are mentioned. Considering the results of these

studies, it can be seen that anxiety poses a real threat to language learners in terms of both their mental and physical health, as well as their language learning processes. The sources of foreign language speaking anxiety may stem from various factors. Research findings suggest that it can be related to internal reasons, such as personality traits, language proficiency, and fear of making mistakes, or external reasons, such as teachers' behaviors, peer influence, and the classroom environment. To cope with these various sources, students employ a number of strategies either intentionally or unintentionally. Some researchers have developed typologies to classify these strategies (Oxford, 1990; Kondo & Ying-Ling, 2004; Woodrow, 2006). Overall, these strategies include social, affective, cognitive, metacognitive, compensatory, preparation, relaxation, resignation, linguistic, and nonverbal strategies.

In light of the reviewed literature, foreign language speaking anxiety is an extensive problem for language learners worldwide. Hence, it requires a comprehensive understanding of its possible sources and coping strategies. This literature review provides the foundation for the present study, which aims to build on previous research by further examining the phenomenon of foreign language speaking anxiety among seventh graders in order to better understand their anxiety levels, possible sources, and coping strategies.

3 METHODOLOGY

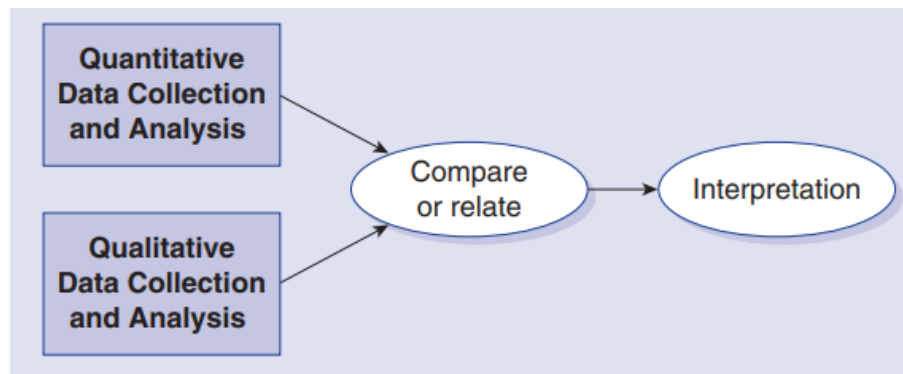
In this chapter, the overall research design and the components of the study including participants, setting, data collection instruments, data collection procedure, and data analysis are presented in detail.

3.1 Research Design

The present study employs a convergent parallel mixed methods design (also known as the convergence model) which is a type of concurrent mixed methods approach. Creswell (1999) defines the convergence model as a method in which data collection involves gathering quantitative and qualitative information concurrently, which is followed by separate analyses of each type of data. According to Creswell (2009), in this method, the quantitative and qualitative data obtained are compared to determine whether there are similarities, differences, or a combination of them. *Figure 3.1* shows a visual representation of the process of the convergence model. In this study, the convergent parallel mixed methods design was adopted in order to gain a comprehensive understanding of foreign language speaking anxiety. The quantitative data were collected through a questionnaire to examine participants' speaking anxiety levels while the qualitative data were obtained via semi-structured interviews to explore its sources and coping strategies in depth. After the data collection, the two data sets were analyzed separately and then converged to support and enrich the findings.

Figure 3.1

The process of the convergence model



Source: Creswell & Plano Clark, 2011, p. 69.

3.2 Participants

In the present study, the participants consisted of seventh-grade students studying in a public school in Eskişehir. A total of 123 students participated in the quantitative phase of the study while 11 students were interviewed for the qualitative phase. Their ages ranged from 11 to 13. There were 67 female and 56 male students who took part in the study. The data were collected from three classes, each consisting of approximately 40 students. The school was selected through convenience sampling due to its accessibility and the researcher's prior connection to it. According to Robinson (2014), convenience sampling is a type of sampling in which the participants are selected based on their proximity and eagerness to participate. Permission for the study was obtained from the Ministry of National Education, the school administration, participants, and participants' parents. All the participation was voluntary.

For the qualitative phase, 11 students were randomly selected for the semi-structured interviews from among 123 participants, based on their teachers' recommendations and parental consent. After the interviews were conducted, their questionnaire results were examined to determine their speaking anxiety levels, using Öztürk (2012)'s categorization of speaking anxiety levels based on the score ranges in the Foreign Language Speaking Anxiety Questionnaire. According to the quantitative data, five students were found to have low levels of speaking anxiety, three had moderate levels, and three had a high level of anxiety. *Table 3.1* displays the speaking anxiety levels of the interview participants based on their questionnaire results and participant codes.

Table 3.1

Speaking Anxiety Levels of Interview Participants

Participant Code	Speaking Anxiety Levels
S1	High
S2	Low
S3	Low
S4	Moderate
S5	High
S6	Moderate
S7	Low
S8	Low
S9	High
S10	Low
S11	Moderate

3.3 Setting

This study was conducted at Ticaret Odası Middle School in Eskişehir, Türkiye in the second half of 2024-2025 academic year. The school is a project school where conducting research and implementing educational projects are encouraged. Yılmaztürk and Balyer (2022) define the project school as a recent method in Turkish education to enhance the quality of education by running special projects or programs. The project schools are generally selected from among schools with high success rankings throughout the province. The students who wish to attend these project schools are admitted through an entrance exam while teachers and administrators are also specifically appointed to these schools (Yılmaztürk & Balyer, 2022). Therefore, it can be said that the students attending these schools are relatively more successful academically, as they are accepted based on the ranking of the exam. Moreover, these schools generally have better infrastructure, including advanced technological equipment and laboratories, compared to other public schools.

In addition, according to Turkish Ministry of National Education (2013b), seventh-grade school students receive four hours of English instruction per week. Until 2023, the English subject was assessed through listening and written exams. As stated in the Assessment and Evaluation Regulation issued by the Turkish Ministry of National Education (T.C. Resmî Gazete, 2023), speaking exams were added to measure students' English skills extensively, starting from September 9, 2023. Under this regulation, foreign language exam scores are now based on a distribution of 50% for written exams and 25% each for listening and speaking assessments (Turkish Ministry of National Education, 2023). Since speaking exams have only been implemented in Türkiye for approximately one and a half years, students may still be in the process of adapting to this newly introduced assessment component. This recent change may influence their comfort levels and performance during speaking tasks.

3.4 Data Collection Instruments

To collect both quantitative and qualitative data, this study employed two instruments: the Foreign Language Speaking Anxiety Questionnaire and semi-structured interviews. The questionnaire was used to examine the participants' foreign language speaking anxiety levels while the semi-structured interviews were conducted to explore their anxiety sources and coping strategies in depth.

3.4.1 Foreign Language Speaking Anxiety Questionnaire

Horwitz et al. (1986) developed Foreign Language Classroom Anxiety Scale (FLCAS) which is one of the most widely used scales for measuring overall classroom anxiety among students. The scale has excellent internal reliability, with a Cronbach's alpha coefficient of .93. Later, Saltan (2003) adapted this scale by selecting 18 of the 33 items that are only related to speaking anxiety and incorporated additional items from Young (1991) and her own contributions, resulting in a 63-item questionnaire. She also translated them into Turkish. The internal consistency of this scale was reported as .89.

Öztürk (2012) used the 18 speaking-related items of the Saltan (2003)'s questionnaire, which were adapted from Horwitz et al. (1986) and made a few minor revisions to improve the clarity of the translation. In the present study, Öztürk's (2012) adapted version was used, as his translation was slightly clearer and more understandable for seventh-grade students. Also, the other items were considered potentially confusing and complex for young learners. The reliability coefficient of Öztürk (2012)'s questionnaire was calculated as .91, which shows excellent internal reliability. Permission to use the questionnaire was obtained via e-mail (see Appendix 1).

As for the reliability coefficient of the questionnaire that was used in the present study, it was measured using Cronbach's Alpha. The questionnaire demonstrated excellent internal consistency, with a Cronbach's Alpha coefficient of .95. As for the validity of the questionnaire, three experts examined the items of the scale to determine whether they were appropriate for seventh grade students and approved its use. Hence, it can be concluded that the Foreign Language Speaking Anxiety Questionnaire used in this study can be considered a reliable and valid instrument.

The Foreign Language Speaking Anxiety Questionnaire is a five-point Likert scale ranging from 5 ("strongly agree") to 1 ("strongly disagree") (Appendix 2). The Turkish-translated version of the questionnaire was used in the study to make the participants feel comfortable and to minimize misunderstandings (Appendix 3). As the scale consists of 18 items rated on a five-point scale, the total possible scores range from 18 to 90. Based on these scores, in his study, Öztürk (2012) classified foreign language speaking anxiety levels as shown in *Table 3.2*. In the present study, these score ranges were used to analyze and interpret the quantitative data.

Table 3.2*Foreign Language Speaking Anxiety Levels*

Speaking Anxiety Levels	Score Ranges
Low	18 – 53
Moderate	54 – 72
High	73 – 90

3.4.2 Semi-Structured Interviews

For the qualitative part of the study, semi-structured interviews were conducted with eleven participants who were randomly selected in order to explore the sources of their foreign language speaking anxiety and the strategies they employ to cope with it. They consisted of six male and five female students. The school administration provided a quiet room for the interviews to minimize distraction from external factors. A total of seven questions were asked to the students (Appendix 4). The questions were prepared by the researcher, which were reviewed and approved by three experts as well as three seventh-grade students who were not the participants of the main study. The interviews were conducted in Turkish, the mother tongue of the participants, to decrease their anxiety and get more informative data (Appendix 5). During the interviews, their voices were recorded for data analysis. Before the interviews, the participants and their parents were informed about voice-recording and gave permission for it. Moreover, in the direct quotes given in the chapter of findings, student names were coded as S1, S2, and so on.

3.5 Data Collection Procedure

Before starting the data collection procedure, all the necessary permissions to conduct the study were obtained from the Ethics Committee of Anadolu University Graduate School (Appendix 6), Ticaret Odası Middle School, the Turkish Ministry of Education (Appendix 7), the participants (Appendix 8), and their parents (Appendix 9). The study was carried out in February 2025. The researcher distributed the Foreign Language Speaking Anxiety Questionnaire to three classes one by one, collecting the completed questionnaires from one class before proceeding to the next. Before filling them out, the students were informed about the questionnaire and reminded not to write their names on it to ensure anonymity. During the data collection process, the researcher walked around the classroom to answer the students' questions. The quantitative data collection process took approximately 20 minutes for each class.

After the quantitative data collection, semi-structured interviews were conducted with eleven participants who were randomly chosen from among the participants. The interviews were carried out individually in a quiet room that was provided by the school administration. Before starting, the students were informed about the process and the use of voice recording. They were also told that they could stop the recording at any time and that they had plenty of time to think about the questions to reduce their interview-related anxiety and obtain richer responses. They were assured that the recordings would not be shared with third parties. Each interview lasted approximately 15 minutes on average, depending on the length of the participants' responses.

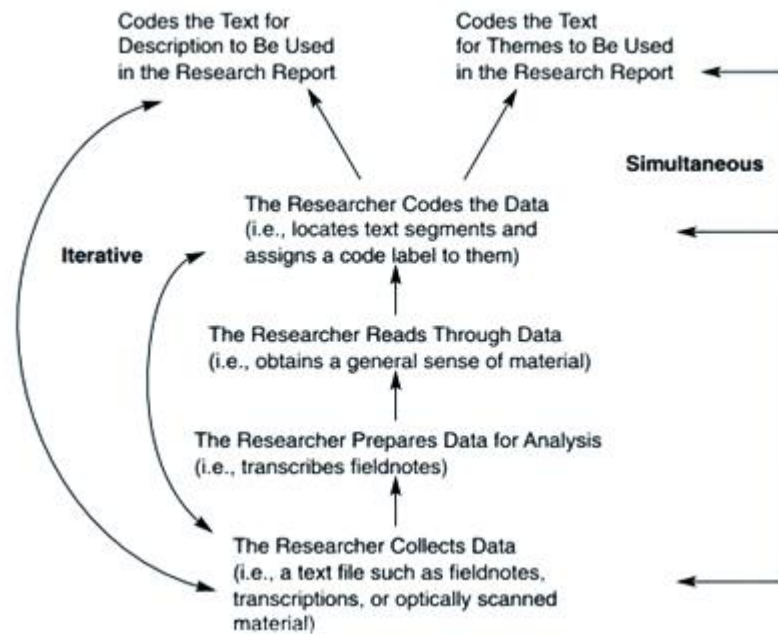
3.6 Data Analysis

The quantitative data collected from the Foreign Language Speaking Anxiety Questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) version 20.0. Before proceeding with the analysis, the data were screened for missing values and possible entry errors. Descriptive statistics, including means, standard deviations, frequencies, and percentages, were then calculated to interpret the participants' levels of foreign language speaking anxiety. The results of the descriptive analysis shed light on the overall anxiety levels of the participants and helped categorize them into three groups of different anxiety levels (i.e., low, moderate, and high) based on their total scores. In line with the mixed methods design of the study, these results were subsequently interpreted together with the qualitative findings to gain deeper insight into the sources of students' anxiety and the coping strategies they employed.

The qualitative data obtained from the semi-structured interviews were analyzed by employing the content analysis method which is defined as a method to draw conclusions from data units in a systematic way (Holsti, 1969; as cited in Stemler, 2001). This technique includes the development of coding schemes and categorizations to analyze the qualitative data. *Figure 3.2* shows how the content analysis method is carried out step by step. First, the data were collected and then prepared for the analysis by transcribing the audio recordings. After the transcriptions, the researcher closely examined the data and highlighted recurrent items, which led to the development of the codes and categorizations. Finally, the themes were created based on these recurrent codes and categorizations.

Figure 3.2.

The process of the content analysis method



Source: Creswell, 2011, p. 237

In order to enhance the trustworthiness of the qualitative data analysis, a co-rater participated in the coding process. The co-rater, who was familiar with the qualitative data analysis, was a master's student in the English Language Teaching Program and an English language teacher working with seventh-grade students at a state middle school, with six years of teaching experience. The researcher first conducted the initial coding of all interview transcripts and prepared a codebook that included the identified themes, related codes, and representative sample quotes. This codebook was then shared with the co-rater to review and validate the qualitative analysis of the interview data. Finally, the co-rater confirmed the appropriateness of the codes and themes assigned to the sample quotes, which helped strengthen the reliability of the qualitative data analysis.

4 FINDINGS

This chapter presents the findings in relation to each of the three research questions. The first research question focuses on the quantitative data collected through the questionnaire, which was analyzed using the SPSS program, while the second and third questions address the qualitative data obtained from the semi-structured interviews and analyzed using the content analysis method. The findings are displayed in separate tables.

4.1 Foreign Language Speaking Anxiety Levels among Seventh Graders

The first research question was “*What are the foreign language speaking anxiety levels of seventh-grade middle school students in Türkiye?*”. This question aimed to investigate seventh graders’ foreign language speaking anxiety (FLSA) levels through the use of the Foreign Language Speaking Anxiety Questionnaire. Descriptive statistics including means, standard deviations, frequencies, and percentages were calculated in SPSS to be able to answer this question.

Participants responded to 18 items on the Foreign Language Speaking Anxiety Questionnaire, which was based on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree). The mean scores of the 18 items were calculated and then ranked in descending order, ranging from the highest to the lowest. In this ranking, items with higher mean scores were interpreted as causing more speaking anxiety among the participants, whereas items with lower mean scores were considered to trigger less anxiety among seventh-grade students. *Table 4.1* presents the descriptive statistics for each questionnaire item, including the means, standard deviations, and number of respondents.

Table 4.1*Descriptive Statistics of the Questionnaire Items*

Item No.	Statements	N	Mean	Std. Deviation
5.	I start to panic when I have to speak without preparation in English classes.	123	3.41	1.442
3.	I tremble when I know that I am going to be called on in English classes.	123	3.37	1.351
2.	I am afraid of making mistakes in English classes.	123	3.32	1.428
12.	I always feel that the other students speak English better than I do.	123	3.30	1.482
11.	I can feel my heart pounding when I am going to be called on in English classes.	123	3.25	1.435
1.	I am never quite sure of myself when I am speaking in English.	123	3.24	1.415
14.	I get nervous and confused when I am speaking in English classes.	123	3.16	1.369
13.	I feel very self-conscious about speaking English in front of other students.	123	3.15	1.482
17.	I am afraid that the other students will laugh at me when I speak English.	123	3.15	1.648
18.	I get nervous when the English teacher asks questions which I haven't prepared in advance.	123	2.98	1.482
9.	I don't feel confident when I speak English in classes.	123	2.96	1.417
6.	I get embarrassed to volunteer answers in English classes.	123	2.93	1.478
7.	I feel nervous while speaking English with native speakers.	123	2.93	1.503
15.	I get nervous when I don't understand every word my English teacher says.	123	2.89	1.459
4.	I get frightened when I don't understand what the teacher is saying in English.	123	2.72	1.450
16.	I feel overwhelmed by the number of rules I have to learn to speak English.	123	2.72	1.489
8.	I get upset when I don't understand what the teacher is correcting.	123	2.71	1.389
10.	I am afraid that my English teacher is ready to correct every mistake I make.	123	2.59	1.436

It was also found that the mean score of the participants on the Foreign Language Speaking Anxiety Questionnaire was 54.8 (SD = 19.4) out of a maximum possible score of 90. This result indicates that the seventh-grade students at Eskişehir Ticaret Odası Middle School experienced a moderate level of foreign language speaking anxiety (FLSA). The score ranges of the FLSA levels, which were based on Öztürk (2012) are as follows: low (18-53), moderate (54-72), and high (73-90). Based on these score ranges, the results shown in *Table 4.2* revealed that among 123 participants, 59 students (48.0%) experienced FLSA at a low level, 38 students (30.9%) had a moderate level, and 26 students (21.1%) experienced a high level of FLSA. While the overall mean score of the participants indicated a moderate level of FLSA, the majority of students were identified as experiencing low levels of speaking anxiety. This can suggest that students with both moderate and high anxiety, which constitute more than half of the students, may have increased the total average.

Table 4.2

Participants' Foreign Language Speaking Anxiety Levels

Speaking Anxiety Levels	Frequencies	Percentages
Low	59	48.0
Moderate	38	30.9
High	26	21.1

4.2 Sources of Seventh Graders' Foreign Language Speaking Anxiety

The second research question was “*What are the sources of seventh graders' foreign language speaking anxiety?*”. In order to answer this question, semi-structured interviews were conducted with the participants. The qualitative data transcribed from the audio recordings were analyzed and interpreted through content analysis method by determining recurrent themes and codes. The findings related to the sources of the participants' foreign language speaking anxiety (FLSA) are presented in *Table 4.3*.

Table 4.3*Sources of Participants' Foreign Language Speaking Anxiety*

Themes	Codes	Frequency
Linguistic	Lack of vocabulary knowledge	10
	Forming sentences incorrectly	7
	Making pronunciation errors	5
	Limited grammatical knowledge	3
	Difficulty in delivering the intended message	3
	Difficulty understanding the other speaker	2
Environmental	Fear of being mocked or judged by classmates	6
	Fear of teachers' error correction	3
	Crowded classrooms	3
	Speaking with native speakers	3
Personal	Fear of making errors	2
	Being unprepared	2
	Fear of receiving low grades or failing	2

According to Table 4.3, the participants' foreign language speaking anxiety stems from three types of sources: linguistic, environmental, and personal. Among them, the most stated type is linguistic in which it incorporates various sources. Lack of vocabulary knowledge is the most mentioned linguistic-related source. All participants, except for one, expressed that their speaking anxiety results from the lack of vocabulary knowledge. The following are quotes from six participants on this subject:

S1: "Not knowing the meaning of what I say makes me very anxious. I suffer from the lack of vocabulary knowledge a lot."

S2: "Lack of vocabulary knowledge. For example, I explain something to a person, I say something nice and suddenly I forget the word and think about what to do next. Then 2 hours pass, days pass, weeks pass and then the word comes to my mind."

S3: "Not being able to find the right word makes me more anxious. I still express myself, but I may not be able to find the right word."

S4: "I have a lack of vocabulary. For instance, I forget a lot of words when I say something. I can forget even the easiest words."

S7: *“My vocabulary knowledge generally makes me feel anxious the most because I sometimes come across words I've never heard before or words I've heard too often, with nothing in between. This worries me.”*

S9: *“There might be a vocabulary problem. I'm afraid of saying the wrong word. Not knowing the meanings of words makes me very anxious. I think this situation stems more from not being able to memorize the words. Since I don't know the Turkish meanings of the words I've memorized, I can't do my homework either.”*

Seven students stated that they experience FLSA because of forming sentences incorrectly. Four participants uttered that:

S3: *“The most difficult thing for me is to form the sentence correctly. Because in Turkish we say it directly, but in English we say other things before it, so I get a little confused when forming the sentence, and this makes me anxious.”*

S8: *“Forming incorrect sentences while speaking makes me feel stressed.”*

S10: *“I struggle a lot when forming sentences, trying to figure out which word should come next and which tense I should use. This makes me anxious.”*

S11: *“Constructing a sentence incorrectly. For example, when my teacher asks me a question, I feel very anxious because I don't know how to form the sentence exactly. I mean, I have difficulty in forming a sentence, and I can only construct it if someone comes to me and says such and such.”*

Making pronunciation errors was identified as one of the sources of FLSA for five participants. Four interviewees pointed out that:

S5: *“My anxiety stems from not being able to speak English. I have an accent in Turkish, so I can't pronounce words correctly in English, either.”*

S7: *“Pronunciation makes me anxious because my tongue sometimes slips a lot. I have such a problem. I just get nervous about that.”*

S9: *“Not being able to pronounce words, saying words incorrectly, speaking badly, and mispronouncing words because I don't know their meanings make me very anxious.”*

S11: *“Mispronouncing a word. I mean, I get stressed and sometimes anxious because sometimes even if I know how to form a sentence, if I mispronounce a word, I get scared.”*

Three participants indicated that they experience FLSA because they have limited grammatical knowledge. A student’s statement related to this subject is as follows:

S4: *“I also experience speaking anxiety due to my lack of grammatical knowledge. I especially struggle with the past tenses.”*

The difficulty in delivering the intended message is another linguistic-related source of anxiety reported by three participants. One of the students stated that:

S1: *“I speak, but I don't know what I'm saying. This makes me very anxious because if I say something wrong, the other person might misunderstand me, and I'll end up in an awkward situation.”*

Two students specified that they feel anxious when speaking because of the difficulty understanding the other speaker. Below, there is a quote from the interviews:

S2: *“In some situations, I get really anxious. For example, imagine there's a native English speaker in front of me. He tries to tell me something, and when I don't understand anything, I'm like, 'What am I even supposed to say to this person?'. I feel this kind of nervousness, like I might accidentally mislead them.”*

A number of the students highlighted that their foreign language speaking anxiety (FLSA) stems from environmental-related sources. Among them, the fear of being mocked or judged by their classmates is the most stated source that six participants mentioned. Two students’ statements are as follows:

S1: *“Also, since our class tends to make fun of people sometimes, this makes me really nervous. It creates pressure on me, and that's why I feel very anxious in class. ... During speaking exams, since it's a one-on-one conversation with the teacher and others can't hear me, I assume they don't hear what I'm saying and talk to the teacher that way. When I do that, I feel more comfortable. I still get nervous during speaking exams, but I can manage that nervousness. ... What really makes me anxious is the fear of being made fun of. It feels like people think, 'You couldn't even answer that question.' Then you start blaming yourself, thinking, 'How could I not know that?' and it just gets worse in your own mind.”*

S4: *“Just when I’m about to say something, I hesitate and start overthinking, worrying that people might make fun of me. I get worried that if I forget a word, they’ll make fun of me, laugh at me or I’ll embarrass myself somehow.”*

Three students reported that their anxiety results from the fear of their teachers’ error correction. Two participants said that:

S9: *“I’m afraid of saying the wrong word, and I can say it’s because of my teacher correcting or pronouncing the wrong word I said.”*

S10: *“I also get anxious when the teacher says something after I have pronounced words that I have difficulty pronouncing.”*

Crowded classrooms are another environmental-related source of FLSA, which three participants mentioned. One of the interviewees stated that:

S9: *“During those exams, when I have to speak in front of people, I get really scared, and I just can’t do it. In fact, the last time it happened, my hands and feet were shaking so much that I stopped halfway through my sentence because I just couldn’t continue. Later on, I studied again and tried it once more.”*

Three students indicated that they experience FLSA the most when they have to speak with native speakers. Below, there is a statement from one of the participants:

S3: *“This depends on the person I’m talking to. When I speak with a native speaker, I get a bit anxious, worrying they might not understand me, but if I’m with my friends or talking to my brother who knows English well, I feel more comfortable speaking.”*

A minority of the participants reported that their speaking anxiety stems from personal-related sources. Two students pointed out that the fear of making errors makes them anxious at speaking. One of the students uttered that:

S4: *“I have a moderate level of anxiety because I worry that I might say something wrong or make an error when speaking English.”*

Two participants stated that they feel very anxious when they are unprepared when their teacher asks them a question. Their quotes are as follows:

S8: *“If the teacher calls me up unprepared, I get a little excited, but if it comes from something I’ve studied before or know, I get happy to speak English.”*

S11: *“Yes, I feel very anxious. Especially if the teacher asks the question suddenly, I feel very uneasy at those times.”*

Finally, two participants explained that their speaking anxiety results from the fear of receiving low grades or failing the class. One of them expressed that:

S7: *“Of course, I do get nervous during those exams, and since the result will affect my report card, I feel a bit anxious about it. In other words, I have some anxiety related to the grade.”*

4.3 Seventh Graders’ Coping Strategies for Foreign Language Speaking Anxiety

The third research question was *“Which strategies do seventh graders adopt in order to cope with their foreign language speaking anxiety?”*. This question attempts to identify coping strategies that the participants employ in order to reduce or overcome their foreign language speaking anxiety (FLSA). The qualitative data obtained from the semi-structured interviews were examined meticulously. While forming the themes, Oxford (1990)’s language learning strategies taxonomy, including cognitive, metacognitive, memory-related, compensatory, affective, and social strategies, is used as a guiding framework for categorization, and thus codes were created accordingly. *Table 4.4* presents the findings of the participants’ coping strategies for FLSA.

Table 4.4*Participants' Coping Strategies for Foreign Language Speaking Anxiety*

Themes	Codes	Frequency
Cognitive	Use of English-language resources	5
	Studying hard	4
	Looking up words in a dictionary	2
	Learning correct forms	1
Affective	Positive thinking	5
	Ignoring or not caring	3
	Breathing exercises	1
	Giving up	1
Memory-related	Memorizing their prepared speech	5
	Memorizing vocabulary	3
Social	Speaking practices	3
Metacognitive	Attending an English course	3
Compensatory	Using alternative expressions	1
	Changing the topic	1

As presented in *Table 4.4*, six types of strategies that the participants adopted to cope with their FLSA were identified. These include cognitive, metacognitive, affective, social, memory-related, and compensatory strategies. The findings reveal that the participants preferred to use cognitive, affective, and memory-related strategies more than social, metacognitive, and compensatory strategies. Among cognitive strategies, the most mentioned strategy with five participants is the use of English-language resources, such as videos, songs, books, tests, and movies. Their quotes are as follows:

S1: “Most of the time, I listen to English songs to cope with my anxiety.”

S2: “At home, I watch educational videos and read books. I’ve listened to the Russian version of the *Harry Potter* book a few times, and I’ve also started listening to it in English. Even the words I don't know have started to sound familiar to me. In this way, I’m trying to improve my English.”

S5: “I’m trying to solve English tests to improve my English.”

S7: “Generally, when I'm going to watch or consume something, I prefer to choose foreign sources because I believe the pronunciations there will correct my own pronunciation.”

S8: *“Sometimes I can watch animations or movies. They also help to decrease my anxiety.”*

Four participants indicated that they study hard to overcome their speaking anxiety. Below, there are three statements from the participants to explain this issue:

S1: *“First of all, studying hard. For example, I don’t have a strong foundation in English. Lately, I’ve been trying to build that foundation myself. Since we don’t have the budget to hire a private tutor, I’m trying to improve my English on my own. I really want it, and not being able to do the things I want makes me very sad.”*

S8: *“To deal with my anxiety, I study English frequently. I mean, I study English whenever I have any free time.”*

S11: *“I’m trying to improve my English by studying a lot so that I can overcome my anxiety in completing sentences and express myself more clearly.”*

Two students reported employing the strategy of looking up words in a dictionary to cope with their FLSA. One of them uttered that:

S6: *“If I encounter unfamiliar words or the words that I can’t recall, I check them in the dictionary.”*

Finally, one of the participants stated that he tries to learn the correct forms when making an error. His quote is as follows:

S4: *“Each time I make an error, I try to learn the correct way.”*

Among affective strategies, the most stated strategy with five participants is positive thinking. Two students indicated that:

S1: *“I sit by myself at home and listen to myself. I try to motivate myself by saying, ‘You should do this, you have to do it, you can do it, but you just don’t see it yet.’ It works for a while, but then that motivation stops working again. After a certain point, the person just breaks down and feels stuck.”*

S9: *“Usually, when I feel very anxious, I try to be alone and think positively to relieve myself.”*

Three participants explained that they use the strategy of ignoring or not caring about their peers' negative reactions or the errors they made. Their statements on this issue are presented below:

S2: *"As for my friends, I usually try to ignore their reactions."*

S4: *"I try not to care too much. If I make a mistake, I try not to worry too much."*

S11: *"I try to handle my anxiety with my own methods. For example, I tell myself I don't care who laughs. I just speak as if only the teacher and I are in the classroom."*

One student mentioned that she takes a deep breath to calm herself when she feels too anxious during speaking exams or has a panic attack. Her quote is as follows:

S9: *"I usually do this during speaking exams or when I have a panic attack—I especially focus on taking deep breaths continuously."*

Lastly, one participant was identified as employing a negative strategy of giving up among affective strategies. She said that:

S1: *"Yes, I get very tense and stressed. I don't know. I study enough and say what I know, but it still doesn't work, and when it doesn't work, you start to lose motivation mentally; you feel disconnected from the lesson; you do not want to do it anymore. Due to this kind of mindset I've developed, I don't feel like doing it since I want to do it, but I just can't, and after a while, that really starts to hurt."*

The third strategy type that was formed is memory-related strategies. Among them, nearly half of the interviewees reported using the strategy of memorizing their prepared speech to cope with their speaking anxiety. Three students expressed that:

S1: *"Yes, we have speaking exams, and if I don't review at least a week before, it becomes a huge problem for me. My English-speaking exams usually go well, but if I don't memorize and prepare for them, they turn out really badly."*

S3: *"Yes, they are done. Before those speaking exams, my teacher usually gives a very similar topic. Then I write it down on paper myself and repeat it a few times. Since we do it later, it doesn't make much of a difference during the exam."*

S5: *"Yes, since I memorized my speech that I prepared before the exam, I don't really feel anything. I don't feel much stress during those exams because I memorized it."*

Another memory-related strategy is memorizing vocabulary that three participants adopted. Two quotes from the interviews are as follows:

S2: *“I am trying to learn more English words, know their meanings, know their synonyms and learn where and how I can use them.”*

S6: *“I’m trying to study and memorize the words I don’t know.”*

Three participants reported adopting social strategies by doing speaking practices with other people. They uttered that:

S3: *“I also sometimes speak English with my brother.”*

S7: *“The English tutor I took private lessons from is a native speaker, so I try to practice speaking in English with him/her. I’m taking steps to reduce my anxiety in that direction.”*

S10: *“My anxiety decreases as I speak up more and get in front of the class more often. Then, my anxiety gradually fades away.”*

Another strategy type is metacognitive strategies that involve the strategy of attending an English course which three participants reported. It was identified as a metacognitive strategy because learners plan and organize their learning and decide to attend an English course. Two students indicated that:

S3: *“I’m attending an English course so that I try to cope with my speaking anxiety.”*

S7: *“I also take English classes outside school on weekends to develop my English speaking skills.”*

S8: *“Apart from that, I’m attending an English course so that I’m trying to improve my English.”*

The last strategy type is compensatory, which was not frequently preferred by the participants compared to the other strategies. Only one student stated that he tries to use alternative expressions or change the topic when he cannot find the correct words to complete the sentences and deliver the intended message. His statements are as follows:

S2: *“When I can’t remember a word, I generally try to find an alternative expression. Or I try to change the topic somehow. I’ve only used this a few times, but it has happened once or twice.”*



5 CONCLUSION, DISCUSSION, AND IMPLICATIONS

This chapter consists of three sections: conclusion, discussion, and implications. First, a detailed summary of the overall study is presented. Then, the three research questions are discussed separately by presenting many studies. Finally, several implications are provided for teachers, school administrators, and policymakers.

5.1 Conclusion

The present study aimed to examine seventh-grade middle school students' foreign language speaking anxiety levels, identify its sources, and explore their coping strategies for speaking anxiety in a Turkish context. The study was carried out at Ticaret Odası Middle School in Eskişehir. 123 seventh-grade students participated in the study. As for the research design, this study employed a convergent parallel mixed methods design in which both quantitative and qualitative data were collected simultaneously from the participants. The quantitative data were collected through Foreign Language Speaking Anxiety Questionnaire that included 18 items while the qualitative data were obtained via semi-structured interviews. The questionnaire was analyzed on SPSS program by calculating descriptive statistics including means, standard deviations, frequencies, and percentages to examine the participants' foreign language speaking anxiety levels. The semi-structured interviews were conducted with 11 participants in a silent room by using voice recording. To analyze the semi-structured interviews, content analysis method was employed. Firstly, the recordings were transcribed and then the transcriptions were examined meticulously so that the codes and themes were created from the recurrent items to explore the participants' speaking anxiety sources and coping strategies. This study revealed that the participants studying in the seventh grade experienced a moderate level of foreign language speaking anxiety (FLSA). The study also found that among 123 participants, 59 students experienced FLSA at a low level; 38 participants felt moderately anxious at speaking; and 26 students experienced a high level of FLSA. As for the sources of FLSA, the current study revealed that the participants' FLSA stemmed from three types of sources: linguistic, environmental, and personal. The linguistic-related sources were the most commonly stated by the participants. Among the linguistic-related sources, the following were mentioned most frequently to least frequently by the students: lack of vocabulary knowledge, forming sentences incorrectly, making pronunciation errors, limited grammatical knowledge, difficulty delivering the intended message, and difficulty

understanding the other speaker. Secondly, the participants indicated that their FLSA resulted from environmental-related sources, which are listed from the most to the least frequently mentioned: fear of being mocked or judged by classmates, fear of teachers' error correction, crowded classrooms, and speaking with native speakers. Finally, some participants experienced FLSA due to personal-related sources, which included fear of making errors, being unprepared, and fear of receiving low grades or failing. As for the participants' coping strategies for FLSA, the present study explored that the participants employed six types of coping strategies for FLSA: cognitive, affective, memory-related, social, metacognitive, and compensatory. The cognitive strategies were the most commonly stated by the participants. Among them, they reported using the strategies of using English-language resources, studying hard, looking up words in a dictionary, and learning correct forms. Secondly, they employed affective strategies, which included positive thinking, ignoring or not caring, breathing exercises, and giving up. Thirdly, they adopted memory-related strategies that involved memorizing their prepared speech and memorizing vocabulary. Fourthly, the participants used social strategies including speaking practices. Fifthly, they reported employing metacognitive strategies, which involved attending an English course. Lastly, they adopted compensatory strategies including using alternative expressions and changing the topic.

To conclude, the results of this study indicate that the students experience varying levels of foreign language speaking anxiety (FLSA), which may cause some problems for them. FLSA can harm both their psychological well-being and physical health in addition to hindering their overall language learning process. In some cases, it may even discourage them from continuing to learn English. Therefore, appropriate measures should be taken in order to prevent or reduce their speaking anxiety.

5.2 Discussion

This section discusses three research questions individually by firstly providing a short summary of the results of this study and then presenting a number of studies that support or differ from the findings of the current study.

5.2.1 Foreign Language Speaking Anxiety Levels among Seventh Graders

The first research question aims to examine seventh graders' foreign language speaking anxiety (FLSA) levels by asking “*What are the foreign language speaking anxiety levels of seventh-grade middle school students in Türkiye?*”. To answer this question, the quantitative data were collected from the Foreign Language Speaking Anxiety Questionnaire. The questionnaire was analyzed using the SPSS program by calculating descriptive statistics including means, standard deviations, frequencies, and percentages.

The present study revealed that the mean score of the participants on the questionnaire was calculated as 54.8 (SD = 19.4). This shows that the students studying in the seventh grade experienced a moderate level of FLSA. Furthermore, the study also found that among 123 participants, 59 students experienced FLSA at a low level; 38 of the participants felt moderately anxious at speaking; and 26 students experienced a high level of FLSA. Although the overall mean score of the participants indicated a moderate level of FLSA, nearly half of the students were identified as having low anxiety. This can suggest that the participants with both moderate and high anxiety, which constitute more than half of the students, may have increased the total average.

The results of this study show parallelism with several studies that investigate middle school students' FLSA in a Turkish context. For instance, Korkmaz (2019) examined fifth-grade students' FLSA levels and discovered that they had a moderate level of anxiety, while Kılıç (2024), who explored speaking anxiety of secondary school students from 5th to 8th grades, also reported similar results. Likewise, Zambak (2016) revealed that 250 eight-grade middle school students' FLSA level was identified as moderate. These similarities with the results of this study can suggest that moderate level of FLSA may be a common experience among middle school students in the Turkish context, which may be possibly influenced by their developing linguistic proficiency, the recent implementation of speaking exams, and limited exposure to real-life speaking occasions.

The findings are also similar to some studies (Widhayanti, 2018; Khanh & Ngoc, 2022; Bai, 2023), which found that university students experienced a moderate level of foreign language speaking anxiety (FLSA). In the Turkish higher education context, Balemir (2009) reported that FLSA was moderately prevalent among 234 students in

language classrooms. Similarly, Tanrıöver (2012) conducted a study to investigate FLSA among 355 university students and his findings indicated a moderate level of FLSA among the participants. Also, Gürsoy and Korkmaz (2017) found that their participants who consisted of 117 prospective ELT teachers had a moderate level of anxiety. Likewise, Bozok (2018) revealed that 172 university students in ELT department felt moderately anxious at speaking English.

The findings also align with several studies conducted at the high school level in Türkiye. Investigating high school students' FLSA, Zambak (2024) reported that 228 participants felt moderately anxious at speaking. Similarly, Fındıklı and Büyükkaracı (2023) revealed that 250 high school students experienced a moderate level of anxiety. These findings indicate that moderate FLSA can be observed at various stages of education, including middle schools, high schools, and universities, emphasizing the ongoing emotional challenges that the students encounter when speaking a foreign language, regardless of their age or grade level.

The results of this study contradict with several previous studies (Debreli & Demirkan, 2016; Liu, 2018; Arpacı, 2024), which identified their participants as having low levels of speaking anxiety. Liu (2018) investigated speaking anxiety levels of 199 Chinese students from 7th to 9th graders and found that their FLSA level was at a low level. Debreli and Demirkan (2016) explored 196 Turkish and Turkish Cypriot university students' FLSA levels and revealed that they experienced a low level of FLSA. Similarly, Arpacı (2024) conducted a study to examine 46 university preparatory class students' FLSA levels and sources. The study discovered that they had speaking anxiety at a low level. These differences may be explained by several contextual factors, such as peaceful and supportive classroom atmosphere, students' relatively higher levels of English proficiency, or different assessment practices, such as the absence of formal speaking exams.

Furthermore, the findings of the current study differ from some studies (He, 2017; Muslem, Fata, & Inayatullah, 2019; Özkan, 2019; Ölmezer-Öztürk & Öztürk, 2021), which were conducted with university students who generally reported greater levels of FLSA. He (2017) examined 302 university students' FLSA levels in China and found that they experienced FLSA at a high level. Similarly, Muslem et al. (2019) carried out a study to investigate 30 university internship students in Indonesia and reported that the majority

of the participants felt highly anxious at speaking. In a Turkish context, Özkan (2019) aimed to find out 147 first-year university students' FLSA levels and showed that the participants experienced speaking anxiety at a high level. Likewise, Ölmezer-Öztürk and Öztürk (2021) revealed that speaking anxiety was significantly high among a group of 52 first-year university students. These discrepancies could be attributed to university students' higher academic expectations, greater perfectionist tendencies, increased academic performance anxiety, more frequent speaking activities, and greater mental pressure compared to middle school students.

In summary, the current study contributes to the existing research by highlighting that moderate speaking anxiety is a common issue among various age groups and educational levels. The results emphasize the need for language classrooms to take into account students' different emotional experiences and to design and perform speaking activities that can minimize anxiety and increase students' self-confidence as much as possible.

5.2.2 Sources of Seventh Graders' Foreign Language Speaking Anxiety

The second research question attempts to identify the sources of seventh-grade students' foreign language speaking anxiety (FLSA) by asking "*What are the sources of seventh graders' foreign language speaking anxiety?*". To answer this question, semi-structured interviews were conducted with the participants to obtain comprehensive data. The qualitative data were analyzed through content analysis method. Accordingly, themes and codes were formed from the recurrent items.

The current study revealed that the participants' FLSA stemmed from three types of sources: linguistic, environmental, and personal. The linguistic-related sources were the most commonly stated by the participants. Among the linguistic-related sources, the following were mentioned most frequently to least frequently by the students: lack of vocabulary knowledge, forming sentences incorrectly, making pronunciation errors, limited grammatical knowledge, difficulty delivering the intended message, and difficulty understanding the other speaker.

The findings regarding the linguistic-related sources of FLSA align with a number of previous studies (Kayaoğlu & Sağlamel, 2013; Chou, 2018; Muslem et al., 2019; Özkan, 2019; Abrar, Fajaryani, Habizar, Miftahudin, & Sokoy, 2022; Khanh & Ngoc, 2022; Loan, 2022; Fenyi, Kongo, Tabiri, & Jones-Mensah, 2023), which similarly

revealed that the sources of the university students' speaking anxiety resulted from linguistic factors, such as poor pronunciation or limited knowledge of vocabulary and grammar. In the context of younger learners, Korkmaz (2019) found that fifth graders had speaking anxiety due to linguistic factors including lack of vocabulary, forgetting their speech, and fear of mispronunciation. Liu (2018) explored young learners' (7th to 9th graders) FLSA and showed that their anxiety stemmed from lack of vocabulary knowledge and mispronunciation. In addition, several studies pointed to topic familiarity as a linguistic-related source (Mouhoubi-Messadh & Khaldi, 2022; Bai, 2023), highlighting that the insufficient knowledge about the topics can increase anxiety among students.

As for the environmental-related sources of FLSA, the participants reported concerns, which are listed from the most to the least frequently mentioned: fear of being mocked or judged by classmates, fear of teachers' error correction, crowded classrooms, and speaking with native speakers. This study's results resonate with many studies (Tanrıöver, 2012; Kayaoğlu & Sağlamel, 2013; Huashan, 2019; Muslem et al., 2019; Workie, 2020; Abrar et al., 2022; Fenyi et al., 2023), which identified the university students' FLSA stemmed from the fear of failing in front of their peers and their teacher's negative evaluation and feedback. In the context of middle school students, Korkmaz (2019) revealed that fifth-grade students experienced FLSA because of their teachers' feedback on language errors, apprehension about their peers' or teachers' criticism, and fear of interaction. Liu (2018) identified the sources of 7th, 8th, and 9th graders' FLSA as peer pressure and being mocked in the class. Bergström (2017) investigated Swedish upper secondary school students' speaking anxiety and showed that speaking with native speakers were an environmental-related source that the participants experienced. Usman (2018) conducted a case study to examine the speaking anxiety of 94 Indonesian high school students in their third year and indicated that nearly half of them experienced anxiety due to communication anxiety, apprehension about negative judgement from their classmates or teachers, and classroom anxiety.

Some researchers have identified additional environmental-related sources. For instance, Loan (2022) found that 150 university students experienced speaking anxiety also due to their teacher preparing complex oral tasks on topics they are not familiar with, the use of pair or group work, and the presence of more proficient peers at speaking.

Widhayanti (2018) showed that the university students had speaking anxiety due to the types of speaking tasks and noisy and uncomfortable environment. Both Khanh and Ngoc (2022) and Habiburrahim, Risdaneva, Putri, Dahliana, and Muluk (2020) discovered that the university students felt anxious at speaking because their teacher asked difficult, spontaneous, and unrelated questions that involved unfamiliar terms. Rafieyan (2016) found that lack of the peers' attention and teachers' high expectations and being strict were the environmental-related sources that the university students reported. Both Bai (2023) and Mouhoubi-Messadh and Khaldi (2022) revealed that their participants who were university students experienced FLSA because of their teacher forcing them to participate in the class. Akramy (2020) indicated that giving limited time for the tasks was another teacher-related source among the participants that included university students. Bergström (2017) also revealed that upper secondary school students reported intense speaking anxiety when being selected unexpectedly to speak in class by their teachers.

With regard to personal-related sources, some participants reported issues, which included fear of making errors, being unprepared, and fear of receiving low grades or failing. The findings of this study support those of Kayaoğlu and Sağlamel (2013), Rafieyan (2016), Liu (2018), and Fenyi et al. (2023) who revealed that the students experienced FLSA due to the apprehension about making language errors, lack of preparation, and fear of failure in exams. Similarly, Usman (2018) identified exam anxiety as a significant source of high school students' speaking anxiety. Tanrıöver (2012) also showed that exam anxiety was one of the sources of university students' speaking anxiety.

However, the results differ from some studies that identified additional personal-related sources of FLSA (Widhayanti, 2018; Huashan, 2019; Korkmaz, 2019; Milan, 2019; Workie, 2020; Syahfutra & Wibowo, 2021; Mouhoubi-Messadh & Khaldi, 2022; Bai, 2023). For example, in a qualitative study, Milan (2019) found that 13 university students had speaking anxiety due to their capacity to learn, attitudes to learning the English language, and previous negative experiences in learning the target language. According to Bai (2023) and Mouhoubi-Messadh and Khaldi (2022), university students' speaking anxiety was linked to personal issues, including concern about being ridiculed,

negative self-evaluation, low interest in discussion topics, and persistent negative thinking.

Widhayanti (2018) identified cultural differences and self-perceptions as the personal-related sources of the university students. Both Huashan (2019) and Workie (2020) investigated the sources of university students' FLSA and revealed that their anxiety stemmed from personal factors which involved negative attitudes towards English, perfectionism, shyness, competitiveness, and lack of communicative confidence. Syahfutra and Wibowo (2021) explained the main source of the university students' FLSA as personal issues, including oral performance worries, low self-confidence, and feelings of tenseness. Korkmaz (2019) conducted a study to investigate fifth-grade students' FLSA and stated that lack of self-confidence was one of the personal-related sources reported by the participants. Similarly, Tanrıöver (2012) identified lack of self-confidence as one of the personal-related sources that the university students experienced. Liu (2018) also indicated that lack of self-confidence and fear of being the center of attention were the other sources of young learners' speaking anxiety. Bergström (2017) reported that upper secondary school students experienced FLSA at a high level when volunteering answering the questions that their teachers asked.

Overall, the findings of this study reinforce and expand on the previous research by presenting a structured perspective from Turkish seventh-grade students on their specific experiences with FLSA. The emphasis on linguistic barriers, environmental challenges, and personal worries reveals the complex nature of speaking anxiety and underlines the need for an anxiety-free classroom environment and speaking tasks to minimize students' anxiety.

5.2.3 Seventh Graders' Coping Strategies for Foreign Language Speaking Anxiety

The third research question aims to explore seventh-grade students' coping strategies with foreign language speaking anxiety (FLSA) by asking "*Which strategies do seventh graders adopt in order to cope with their foreign language speaking anxiety?*". Semi-structured interviews were carried out with the participants to answer this question. The themes and codes were formed from the transcriptions by using the content analysis method.

The present study revealed that the participants employed six types of coping strategies for FLSA: cognitive, affective, memory-related, social, metacognitive, and

compensatory. The cognitive strategies were the most commonly stated by the participants. Among them, they reported using the strategies of using English-language resources, studying hard, looking up words in a dictionary, and learning correct forms. Secondly, they employed affective strategies, which included positive thinking, ignoring or not caring, breathing exercises, and giving up. Thirdly, they adopted memory-related strategies that involved memorizing their prepared speech and memorizing vocabulary. Fourthly, the participants used social strategies including speaking practices. Fifthly, they reported employing metacognitive strategies, which involved attending an English course. Lastly, they adopted compensatory strategies including using alternative expressions and changing the topic.

The findings of this study align with a substantial body of previous research (Kayaoğlu & Sağlamel, 2013; Rafada & Madini, 2017; Yasuda & Nabei, 2018; Huashan, 2019; Korkmaz, 2019; Milan, 2019; Muslem et al., 2019; Khanh & Ngoc, 2022; Loan, 2022; Amin & Masthurah, 2023; Duong & Trang, 2023; Halali, Ismail, Samad, Razali, & Noordin, 2023). For example, Halali et al. (2023) found that the participants who were university students tried to decrease their speaking anxiety by memorizing and practicing, motivating or rewarding themselves, employing non-verbal communication strategies including body language and strategic pauses, using English-language resources, and seeking social help from peers and teachers.

Huashan (2019) and Yasuda and Nabei (2018) stated that the most commonly used coping strategies among university students were relaxation, seeking help from their peers, preparation, and maintaining a positive mindset. Likewise, in addition to these strategies, Amin and Masthurah (2023) and Duong and Trang (2023) also reported resignation as a coping strategy among university students.

Loan (2022) identified two coping strategies that the university students used for their speaking anxiety: sustaining speaking exercises and developing their listening skill by engaging with English-language media. Khanh and Ngoc (2022) indicated that university students made use of both social and cognitive strategies to cope with speaking challenges. Rafada and Madini (2017) found that the university students employed various strategies to manage their speaking anxiety, including using English-language resources, talking with native speakers, going abroad, preparing in advance for lessons, and developing their reading abilities. Likewise, Muslem et al. (2019) reported that the

university students addressed their linguistic challenges through strategies such as practicing alone or with classmates, as well as using English-language resources, including books, movies, newspapers, and songs.

Kayaoğlu and Sağlamel (2013) revealed that the learners who were university students addressed their speaking anxiety by focusing on expanding their vocabulary knowledge and engaging in a supportive classroom setting. Milan (2019) further emphasized that the learners at the university level reported planning their speeches in advance, watching subtitled TV shows, and ignoring negative judgments from others to reduce their anxiety. Investigating fifth-grade students' FLSA, Korkmaz (2019) found that they tried to do speaking practices to improve their pronunciation and be prepared for the lesson.

However, the current findings differ from some studies (Zhang & Liu, 2013; Rafieyan, 2016; He, 2017; Chou, 2018; Liu, 2018; Akramy, 2020; Habiburrahim et al., 2020; Workie, 2020; Santos, Cunanan, & Mandap, 2021; Syahfutra & Wibowo, 2021; Abrar et al., 2022; Al-Furaiji, 2022; Fenyi et al., 2023), which showed that university students adopt other various strategies to cope with their speaking anxiety. Fenyi et al. (2023) revealed that the university students preferred to adopt the strategies of resignation, avoidance, being in a friendly environment, peer assessment, and positive feedback. Rafieyan (2016) reported that the participants employed the strategies of regular speaking practice, lesson readiness, daily use of English, and peer assistance.

According to Al-Furaiji (2022), the university students used a range of coping mechanisms to deal with FLSA, including maintaining a positive mindset, avoiding direct eye contact, using notes, remaining quiet, hydrating, and engaging in prayer. As reported by Santos et al. (2021), compensation, relaxation, and perseverance strategies were the most commonly adopted methods by university students to handle speaking anxiety. Both studies (Zhang & Liu, 2013; Liu, 2018) discovered that the students employed social-affective, strategies aimed at fluency and accuracy, nonverbal communication, and message simplification or modification strategies to cope with FLSA.

In Chou's (2018) study, the learners at the university level reported using rehearsal, paraphrasing, and borrowing as their main strategies for speaking anxiety. Abrar et al. (2022) categorized learners' preferred speaking strategies into two types: autonomous regulation and external support. Syahfutra and Wibowo (2021) found that

students employed strategies such as preparing in advance for lessons and being a comfortable learning environment.

Workie (2020) reported that the learners aimed to reduce their anxiety by collaborating with other people and building self-confidence. Habiburrahim et al. (2020) revealed a variety of strategies used by the university students, including avoiding negative emotions, proactively contributing to lessons, remaining passive, relying on peer emotional support, and enhancing speaking competence through extracurricular practices. He (2017) and Akramy (2020) showed that the learners cope with anxiety by sharing their fears with their peers, using relaxation techniques, engaging in language-related games, simplifying their speech, and watching television programs.

In conclusion, the participants in this study adopted a range of coping strategies to manage their speaking anxiety. These findings indicate that young learners actively use various types of coping strategies, much like university students in previous studies to overcome their speaking anxiety. However, some studies differ in the types of coping strategies, which can be attributed to several aspects, such as age, educational level, classroom atmosphere, or individual personality characteristics. Overall, the findings highlight the importance of coping strategies for speaking anxiety in students' overall language learning process, as well as the crucial role of external support from students' immediate environment, such as their families, classmates, and teachers to help them manage their speaking anxiety more effectively and consciously.

5.3 Implications

In light of the findings of this study, this section presents several implications for various stakeholders, including students, parents, teachers, teacher educators, administrators, policymakers, and material designers.

5.3.1 Implications for Students

First of all, students should be encouraged to raise their awareness about the phenomenon of speaking anxiety. It is important for them to recognize that experiencing such anxiety is both common and normal. Once they develop their self-awareness, they can reflect on the possible sources of their anxiety. Identifying what specifically triggers their anxiety can help them to take more conscious steps toward managing their anxiety in a more controlled and effective way.

If the anxiety stems from linguistic-related sources, students may focus on improving areas where they feel less competent, such as vocabulary, grammar, or pronunciation. If the source is environmental, they might learn to ignore external distractions or seek support and help from their teachers and peers. In the case of personal-related sources, coping strategies such as preparing in advance, practicing positive self-talk, and using breathing or relaxation techniques may be helpful for them to decrease their anxiety.

Ultimately, students can benefit from using these various coping strategies consciously, based on the nature of their anxiety. Moreover, they should be encouraged to view making mistakes as a natural and essential part of language learning process. This mindset can help them to reduce their anxiety and allow them to speak more confidently without the fear of being incorrect in their speeches.

5.3.2 Implications for Parents

Several implications can be offered to the parents of students, as they play a critical role in their children's language learning process. First, parents should be guided to develop an understanding of the phenomenon of speaking anxiety. They need to be informed that this kind of anxiety is a common and natural part of the learning process. Talking openly with their children about this issue may help reduce their children's anxiety and make them feel supported. Moreover, they should avoid putting extra pressure on their children regarding their academic performance, as this may intensify their anxiety. Instead, they need to help their children embrace language learning as a gradual process that takes time and patience. Furthermore, parents can support their children by creating various opportunities for informal English language use at home, such as playing games, listening to songs, reading books, or watching English-language media like movies, animations, TV series, or news.

5.3.3 Implications for Teachers

Some implications can be suggested for teachers who are instrumental in students' language learning process to support learners in managing their foreign language speaking anxiety. Teachers can support students by creating a safe space to discuss their anxiety and its sources. Once these sources are identified, they can help reduce or eliminate these sources as much as possible. Depending on the types of sources that

students experience, teachers can also introduce effective coping strategies, as many students may be unaware of how to manage their anxiety.

Teachers should foster a positive and comfortable classroom atmosphere in which students feel free to speak English without having a fear inside of them. In order to provide this friendly classroom environment, it is essential to respond decisively to any instances of peer mockery or negative peer behaviors because some students may refrain from speaking English in the classroom due to the fear of negative evaluation from their classmates.

Additionally, teachers should be very careful when they give corrective feedback to fix the students' errors. Rather than using direct or harsh correction, they can use indirect correction strategies and give encouraging feedback to help maintain students' confidence. Also, teachers can allocate more time for various speaking activities to enable students to gain experience, build fluency, and reduce anxiety through practices. Activities such as pair work, classroom discussion, group work, presentations, games, role-plays, and drama can offer diverse speaking opportunities. To maximize student engagement and encourage active participation, these speaking tasks should focus on familiar and interesting topics that students can relate to and discuss with ease. Lastly, teachers may consider organizing mock speaking exams to help students become accustomed to speaking in formal settings, thereby reducing anxiety in real exam situations.

5.3.4 Implications for Teacher Educators

Teacher educators should equip both pre-service and in-service teachers with the essential knowledge, skills, and coping strategies needed to effectively recognize and manage speaking anxiety in classroom settings. Programs designed for teacher training can cover topics such as the emotional dimensions of language learning, psychological factors that influence students, effective techniques for reducing anxiety, and ways to embed coping strategies into daily classroom practices. By addressing speaking anxiety within their curricula, teacher education programs can play a vital role in preparing emotionally responsive language teachers who are more empathetic, supportive, and aware of students' affective needs.

5.3.5 Implications for Administrators and Policymakers

School administrators and policymakers should be aware of the importance of affective factors, such as speaking anxiety, in foreign language education. Educational policies and school-based decisions should aim to promote classroom practices that ensure students feel both mentally and emotionally secure in the classroom. For instance, class sizes can be reduced to increase each student's opportunity to speak. Additionally, optimizing seating arrangements and providing comfortable classroom furniture may help ease students' discomfort. Since the physical environment can significantly influence learners' emotional states, uncomfortable seating or rigid classroom layouts may heighten anxiety, especially during oral activities.

The current allocation of four hours of English instruction per week may not be sufficient for seventh-grade students and their teachers. Within such a limited timeframe, teachers are expected to develop students' grammar and vocabulary knowledge, as well as their listening, reading, writing, and speaking skills. As a result, some skills, particularly speaking, may be overlooked in order to meet curriculum demands. Therefore, the hours allocated to English lessons can be increased in schools, which could help ensure a more balanced and effective language education.

Furthermore, schools can organize speaking clubs or workshops to reduce students' speaking anxiety by raising students' awareness and providing additional opportunities for speaking practices in low-pressure settings. In-service professional development programs should also be offered to teachers to help them better understand speaking anxiety and effectively manage it. Finally, curriculum designers should consider integrating activities that promote anxiety awareness and teach coping strategies for speaking anxiety within the foreign language syllabus.

5.3.6 Implications for Material Designers

Several implications can be offered for material designers. They should take into account the emotional and psychological challenges that students may face during speaking activities. Accordingly, they should aim to design materials that progress gradually in difficulty, provide adequate scaffolding, and offer various types of speaking tasks to address the diverse needs of a wide range of students. In these activities, it is also important to select appropriate vocabulary, phrases, and grammatical structures that align with students' proficiency levels, as encountering unfamiliar language can trigger

anxiety. In addition, the topics of speaking tasks should be familiar and relatable to students. Finally, providing constructive feedback and motivational messages within course materials may help reduce students' anxiety, increase their motivation, and boost their self-confidence.



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APPENDICES

Appendix-1.

Permission to use the The Foreign Language Speaking Anxiety Questionnaire



Appendix-2.

EFL Speaking Anxiety Scale

EFL Speaking Anxiety Scale	
Dear students, this questionnaire is prepared to gather information about your level of anxiety and its causes while speaking English. After reading each item, please circle the number that best suits you. Please remember that there are no right or wrong answers to the questions in this questionnaire. Thank you for your contributions.	
‘1’ : Strongly disagree. ‘2’ : Disagree. ‘3’ : Not sure. ‘4’ : Agree. ‘5’ : Strongly agree.	
Gender: Female ☐ Male ☐	
Age:	

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English.	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes.	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
9. I don't feel confident when I speak English in classes.	1	2	3	4	5

10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Appendix-3.

İngilizce Konuşma Kaygısı Anketi (The translated version of EFL Speaking Anxiety Scale)

İngilizce Konuşma Kaygısı Anketi	
Değerli öğrenciler, bu anket İngilizce konuşurken yaşadığınız kaygı seviyesi ve sebepleri hakkında bilgi toplamak için hazırlanmıştır. Lütfen her maddeyi okuduktan sonra size en uygun olan rakamı daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkür ederim.	
‘1’ : Kesinlikle Katılmıyorum. ‘2’ : Katılmıyorum. ‘3’ : Kararsızım.	
‘4’ : Katılıyorum. ‘5’ : Kesinlikle Katılıyorum.	
Cinsiyetiniz:	Kadın ☐ Erkek ☐
Yaşınız:	

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum.	1	2	3	4	5
3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda panikliyorum.	1	2	3	4	5
6. İngilizce derslerinde sorulan sorulara cevap vermekten çekiniyorum.	1	2	3	4	5
7. Ana dili İngilizce olan insanlarla İngilizce konuşurken kendimi gergin hissediyorum.	1	2	3	4	5

8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	1	2	3	4	5
9. İngilizce derslerinde konuşurken kendime güvenemiyorum.	1	2	3	4	5
10. İngilizce öğretmenimin yaptığım her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5
11. İngilizce derslerinde sıra bana geldiğinde kalbimin daha hızlı attığını hissediyorum.	1	2	3	4	5
12. Diğer öğrencilerin daima benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.	1	2	3	4	5
14. İngilizce derslerinde konuşurken hem heyecanlanıyorum hem de kafam karışıyor.	1	2	3	4	5
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman tedirgin oluyorum.	1	2	3	4	5
16. İngilizce konuşmak için öğrenmem gereken kuralların sayısı beni kaygılandırıyor.	1	2	3	4	5
17. İngilizce konuşacağım zaman diğer öğrencilerin bana gülmesinden korkuyorum.	1	2	3	4	5
18. İngilizce öğretmenim cevabına önceden hazırlanmadığım sorular sorduğunda heyecanlanıyorum.	1	2	3	4	5

Appendix-4.

The Interview Questions in English

- 1- How do you feel when you speak English in English lessons?
- 2- Are there speaking exams in your English classes? How do you feel during those exams?
- 3- Do you feel tense and stressed when speaking English? To what extent? Why?
- 4- What kinds of situations make you feel most anxious when speaking English?
- 5- What do you think is the most difficult thing for you when speaking English? (e.g., grammar, limited vocabulary, speaking in front of other students)
- 6- What do you do to cope with your speaking anxiety?
- 7- What do you think are the factors that can reduce your anxiety about speaking English?

Appendix-5.

The Interview Questions in Turkish

- 1- İngilizce dersinde İngilizce konuşacağınız zaman kendinizi nasıl hissediyorsunuz?
- 2- İngilizce konuşma sınavları yapılıyor mu? Konuşma sınavlarında kendinizi nasıl hissediyorsunuz?
- 3- İngilizce konuşurken kendinizi gergin ve stresli hisseder misiniz? Ne ölçüde? Neden?
- 4- İngilizce konuşurken en çok ne tür durumlar sizi kaygılandırır?
- 5- Sizce İngilizce konuşurken sizi en çok zorlayan şey nedir? (Dil bilgisi, kelime eksikliği, diğer öğrencilerin önünde konuşmak)
- 6- Bu kaygılarınızla başa çıkmak için neler yapıyorsunuz?
- 7- Sizce İngilizce konuşma kaygınızı azaltabilecek etkenler nelerdir?

Appendix-6.

Permission from the Ethics Committee of Anadolu University Graduate School

Evrak Kayıt Tarihi: 14.11.2024	Protokol No: 812978	Tarih: 26.11.2024
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ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	An Investigation of Foreign Language Speaking Anxiety, Sources and Coping Strategies Among 7th Graders
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Özgür YILDIRIM
TEZ YAZARI:	Ebru IÇIKLI
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Appendix-7.

Permission from the Turkish Ministry of National Education

Adı Soyadı: EBRU İÇİKLİ

Araştırmanın Adı: 7. Sınıf Öğrencilerinde Yabancı Dil Konuşma Kaygısı, Kaynakları ve Başa Çıkma Stratejilerinin İncelenmesi

Araştırmanın Niteliği: Yüksek Lisans Tezi

Araştırmanın Örneklem / Çalışma Grubu: Öğrenci

Uygulama Yapılacak MEB Teşkilatı: Eskişehir Ticaret Odası Ortaokulu

Uygulama Yapılacak Birim: Ortaokul

Uygulama Yapılacak İl: ESKİŞEHİR

Veri Toplama Aracının Başlığı: İngilizce konuşma kaygısı anketi, Mülakat soruları

Araştırma Uygulama İzninin Kabul Tarihi: 16.01.2025

Araştırmanın Uygulama İzninin Bitiş Tarihi: 16.01.2026

Yukarıda kimliği yazılı araştırmacı "Araştırma Uygulama İzinleri Genelgesine (2024/41)" göre belirtilen kapsamda araştırmasını yapmayı taahhüt etmiştir. Araştırmacının bilgi ve belgelerinin uygunluğu kontrol edilmiş olup araştırma uygulama izni ESKİŞEHİR İl Millî Eğitim Müdürlüğü tarafından onaylanmıştır.

NOT: Okul/kurum yöneticileri tarafından "Araştırma Uygulama İzni" belgesinin ve veri toplama araçlarının (araçlardaki maddelerinin) modülde yer alan belge ve araçlarla aynı olduğu kontrol edilmelidir. Aynı olmadığı durumda araştırma uygulama izni verilmeyecektir.

* Başvuru detayını görüntülemek ve belgeyi doğrulamak için '<https://arastirmaizinleri.meb.gov.tr/belge-dogrula>' bağlantısını kullanınız.

Appendix-8.

Consent Form from the Participants

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, ‘An Investigation of Foreign Language Speaking Anxiety, Sources, and Coping Strategies Among 7th Graders’ (‘7. Sınıf Öğrencilerinde Yabancı Dil Konuşma Kaygısı, Kaynakları ve Başa Çıkma Stratejilerinin İncelenmesi’) başlıklı bir araştırma çalışması olup 7. Sınıf öğrencilerinin İngilizce konuşma kaygı seviyelerini ölçmek, konuşma kaygılarının nedenlerini belirlemek ve bu kaygılarla başa çıkmak için kullandıkları stratejileri inceleme amacını taşımaktadır. Çalışma, Anadolu Üniversitesi İngilizce Eğitimi Bölümü yüksek lisans öğrencisi Ebru İÇİKLİ tarafından Prof. Dr. Özgür YILDIRIM danışmanlığında yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma hakkında bilgilendirmek için hazırlanmıştır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, bir anket ve 10 öğrenciyle mülakat yapılarak sizden veriler toplanacaktır. Mülakatlar, ses kaydı alınarak gerçekleştirilecektir. Bu ses kayıtları yalnızca bu araştırmanın amacı doğrultusunda analiz için kullanılacak ve gizlilik ilkelerine uygun olarak saklanacaktır. Sizden beklenen anket ve mülakat sorularına ilişkin düşüncelerinizi en iyi yansıtacak cevapları işaretlemenizdir. Soruların herhangi bir doğru veya yanlış cevabı bulunmamaktadır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler gizlilik esaslarına uygun bir şekilde korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz.

Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya adresinden iletebilirsiniz.

Araştırmacı Adı : Ebru İÇİKLİ

Adres :

Cep Tel :

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

Appendix-9.

Consent Form from Participants' Parents

VELİ ONAM FORMU

Sayın Veli;

Bu alanda araştırmacının Kişisel Verilerin Korunması Kanunu'na uygun olarak hareket edileceğine dair taahhütname ifadeleri yer alacaktır.

Araştırma T.C. Millî Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı tamamen sizin isteğinize bağlıdır, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılım sağlanamaması veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilenmeyecektir. Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Araştırmaya katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir. Herhangi bir veli, çocuğunun ses kaydının alınmasını onaylamadığı takdirde kayıt alınmayacaktır. Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz.

Araştırmacının Adı Soyadı	Ebru İÇİKLİ
Araştırmacının İletişim Bilgileri	
Araştırmanın Adı	7. Sınıf Öğrencilerinde Yabancı Dil Konuşma Kaygısı, Kaynakları ve Başa Çıkma Stratejilerinin İncelenmesi (An Investigation of Foreign Language Speaking Anxiety, Sources, and Coping Strategies Among 7th Graders)
Araştırmanın Amacı	Bu tez araştırmasında ortaokul 7. sınıf öğrencilerinin İngilizce konuşma kaygı seviyelerini ölçmek, konuşma kaygılarının nedenlerini belirlemek ve bu kaygılarla başa çıkmak için kullandıkları stratejileri incelemek amaçlanmaktadır.

Velisi bulunduğum sınıfı numaralı öğrencisi’in yukarıda açıklanan araştırmaya katılmasına izin veriyorum. (Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).
...../...../.....

☐

Hem ankete hem de ses kavdı alınacak mülakata katılmasına izin veriyorum.

☐

Yalnızca ankete katılmasına izin veriyorum.

☐

Yalnızca mülakata katılmasına izin veriyorum.

☐

Ankete ve mülakata katılmasına izin vermiyorum.

Velinin Adı-Soyadı:

İmza:

X X X X X

CURRICULUM VITAE

Name Surname: Ebru İÇİKLİ

Foreign Languages: English

Place of Birth:

Year of Birth:

Contact:

Educational Background:

2023-Ongoing, Anadolu University, Graduate School of Anadolu University, English Language Teaching, Department of Foreign Language Education

2017-2022, Boğaziçi University, Faculty of Education, Foreign Language Education, Foreign Language Education Department

2013-2017, Cemal Mümtaz Anatolian Teacher Training High School

Work Experience:

2021-2022, English Teacher Trainee, Private Açı Primary School

2021-2022, Part-time English Language Teacher, Boğaziçi University, School of Foreign Languages

Honors & Awards:

High Honors, 2022, Boğaziçi University

High School Valedictorian Award, 2017, Cemal Mümtaz Anatolian Teacher Training High School