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ENGLISH LANGUAGE EDUCATION

**THE IMPACT OF COLLABORATIVE LEARNING ON EFL
LEARNERS' SPEAKING ANXIETY IN ONLINE AND FACE-
TO-FACE LEARNING ENVIRONMENTS**

MASTER'S THESIS

BUSE NUR BOZKURT

JUNE, 2022

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Buse Nur Bozkurt tarafından hazırlanan “The Impact of Collaborative Learning on EFL Learners’ Speaking Anxiety in Online and Face-to-face Environments” başlıklı bu yüksek lisans tezi Yabancı Diller Anabilim Dalı’nda hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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BİLDİRİM

“The Impact of Collaborative Learning on EFL Learners’ Speaking Anxiety in Online and Face-to-face Environments” adlı Yüksek Lisans tez çalışmamın tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her alıntıya kaynak gösterdiğimi taahhüt ederim.

Buse Nur Bozkurt

Danışmanlığını yaptığım işbu tezin tamamen öğrencimin çalışması olduğunu, akademik ve etik kuralları gözeterek çalıştığını taahhüt ederim.

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Speaking anxiety has always been a challenge affecting the process of language learning for both educators and learners. Therefore, the research focuses on the ways to reduce speaking anxiety by investigating the effect of collaborative learning in two different learning environments which are face-to-face and online. Integrating collaborative tasks into the educational context may provide opportunities to cope with this problem occurring in environments where learners are expected to make individual contributions and thus, feel insecure due to many reasons such as the fear of making mistakes or the fear of being judged.

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ÖZET

İŞBİRLİKÇİ ÖĞRENMENİN YÜZ YÜZE VE ÇEVİRİMİÇİ ORTAMLARDA YABANCI DİL ÖĞRENENLERİN KONUŞMA KAYGISI ÜZERİNDEKİ ETKİSİ

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Konuşma kaygısının, İngilizce'nin yabancı dil olarak kullanıldığı sınıf ortamlarında sıkça karşılaşılmamasından dolayı yabancı dil öğrenenler için en çok sorun yaratan alanlardan biri olduğu açıktır. Öğrencilerin konuşma kaygısını azaltmanın yolları üzerinde geniş çaplı bir araştırma yapılmış olsa da, sınırlı sayıda araştırma, özellikle farklı öğrenme ortamlarında işbirlikçi öğrenmenin etkisine odaklanmıştır. Bütün bunlar göz önüne alındığında, bu çalışma, işbirlikçi etkinliklerin yabancı dil öğrenenlerin yüz yüze ve çevrimiçi öğrenme bağlamlarında konuşma kaygısı üzerindeki etkilerini araştırmaktadır. Ayrıca araştırma, bu iki ortamı karşılaştırarak aralarında fark olup olmadığını da bulmayı amaçlar. Bu nicel çalışmada veriler, 34 yabancı dil öğrencisinden, arka plan kısmından oluşan bir anket formu ve konuşma kaygısını ölçen 33 maddeden oluşan bir ölçek ile toplanmıştır. Nicel verileri analiz etmek için SPSS yazılımı kullanılmıştır. Sonuçlar, yüz yüze ortamlarda işbirlikçi öğretimden sonra öğrencilerin konuşma kaygısı düzeylerinde bazı değişiklikler ortaya koysa da, bu değişikliklerin çoğu anlamlı değildir. Konuşma kaygısı açısından yaşanan en belirgin düşüşler öğrencilerin hata yapma, sınıfta çağırılma ve ana dili İngilizce olan insanlarla konuşma alanlarında gözlemlenmiştir. Çevrimiçi öğrenme ortamlarında işbirlikçi öğretimin analizinde de benzer sonuçlar elde edilmiştir. Yüz yüze gruptan farklı olarak, öğrenciler yalnızca ana dili İngilizce olanlarla konuşmaları istendiğinde kaygı seviyelerinde önemli bir düşüş yaşamışlardır. Özetlemek gerekirse, işbirlikçi etkinliklerin her iki bağlamda da

öğrencilerin konuşma kaygısı üzerinde önemli etkileri olmamıştır. Son olarak, işbirlikçi öğretimin öğrencilerin konuşma kaygısı üzerindeki etkisi açısından yüz yüze ve çevrimiçi ortamlar arasında önemli bir fark bulunamamıştır.

Anahtar kelimeler: Yabancı dil olarak İngilizce; konuşma kaygısı; işbirlikli öğrenme; yüz yüze ortamlar; çevrimiçi ortamlar



ABSTRACT
THE IMPACT OF COLLABORATIVE LEARNING ON EFL LEARNERS'
SPEAKING ANXIETY IN ONLINE AND FACE-TO-FACE LEARNING
ENVIRONMENTS

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It is clear that speaking anxiety is one of the most problematic areas since it is frequently observed in English as a foreign language (EFL) contexts. Even though a large scale of research has been conducted on the ways to reduce learners' speaking anxiety, a limited number of them focused on the impact of collaborative learning, especially in different learning environments. Considering this, the research investigates the effects of collaborative tasks on foreign language learners' speaking anxiety in face-to-face and online learning contexts. Moreover, it also aims to compare these environments to understand whether there are any differences. In this quantitative study, the data was collected from 34 foreign language students with a questionnaire consisting of a background part and a scale that has 33 items measuring speaking anxiety. The SPSS software was used to analyze quantitative data. Even though the results revealed changes in learners' speaking anxiety levels after the collaborative instruction in the face-to-face environments, most of these changes were insignificant. Most significant decreases happened in terms of the anxiety learners felt about making mistakes, being called on in the class, and speaking with native English speakers. Similar results were obtained in the analysis of collaborative instruction in online learning environments. Different from the face-to-face group, learners only experienced a significant decrease when they were asked to speak with native speakers. To sum up, collaborative tasks did not have major effects on learners' speaking anxiety in either of the contexts. Finally, no differences

were found between face-to-face and online environments in terms of the impact of collaborative instruction on learners' speaking anxiety.

Key words: English as a foreign language; speaking anxiety; collaborative learning; face-to-face environments; online environments



DEDICATION



To my beloved family
İhsaniye, Recep and Berat Can
BOZKURT

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

FLCAS: Foreign Language Anxiety Scale

i+1: Comprehensible Input

L2: Second Language

LAD: Language Acquisition Device

SPSS: Statistical Package for the Social Sciences



1. INTRODUCTION

This section presents the background of the study, statement of the problems, aims and significance of the study, and research questions. First, in the background of the study, the importance of speaking and collaborative activities in face-to-face and online learning environments are discussed. Then, problems related to speaking anxiety in language classes, different learning environments, and face-to-face and online interactions are stated. Next, the purpose and the significance of the study are introduced. Finally, the research questions and limitations of the study are presented.

1.1 Background of the Study

For several reasons, speaking is considered one of the most important language skills. The main reason why this skill is so important is that it is the most efficient method to convey meaning, and thus, it is considered the primary means of communication (Sudarmo, 2021). This ability allows people to speak and share their thoughts and emotions under various circumstances, from daily routines to professional lives. Speaking also plays a significant role in a language classroom as students are expected to express themselves and interact with each other. In this case, language is both a tool for communication and an important component of the content. However, learning speaking skills can be much more complicated since it consists of various components such as phonetic, phonologic, lexical, and pragmatic knowledge. A great speaker not only knows what to speak and when to speak, but he is also aware of the delivery of the structures and how they are socially appropriate. Since speaking is a complex skill that requires the ability to produce the language within a context, mastery of it is crucial in language learning. Therefore, most

language learners measure their competency through speaking abilities and performance (Burns and Goh, 2012). In other words, speaking well is believed to be a concrete sign of language learning. Another reason is that learners can build an understanding of the foreign culture and language through interaction since the speech includes the message and some cultural and contextual clues based on the way the speech is delivered. Finally, even though most language teachers are aware of the importance of speaking and try to follow a communicative approach in language teaching, students usually master the reading and listening skills before speaking which is a concrete sign of how challenging it is to teach and acquire.

Foreign language learners are affected by both cognitive and affective factors when it comes to speaking. One of the most problematic affective factors is believed to be speaking anxiety since it is also the most frequently observed in an EFL classroom. Anxiety is mostly seen in language classrooms because learners are expected to be cognitively active and ready to produce an output. These complex mental procedures challenge learners to become more competent speakers and trigger feelings like fear and panic (Horwitz, Horwitz and Cope, 1986). Therefore, many researchers claim that anxiety considerably impacts learners' language ability. This feeling of stress may affect learners' willingness to communicate, vocabulary retention, and production quality, influencing communication (Young, 1986). Along with learners' cognitive performance, the capacity to comprehend and learn the language will also decrease as this feeling mostly acts as a barrier leading learners into failure (Wörde, 2003a). More failure creates more anxiety, and the cycle goes on. Many factors such as the difficulty of the task, the classroom environment, students' ability to speak, or fear of negative evaluation could be the reasons for this kind of stress. In more serious anxiety cases, learners may experience problems with self-esteem and risk-taking abilities which eventually may decrease the ability to achieve higher language proficiency (Crookall and Oxford, 1991). Even though speaking anxiety is a common research topic, there is still no precise way to solve this problem that we encounter in almost every EFL classroom.

One of the most effective ways to approach anxiety could be the examination of the context where the language is being learned. According to Kiatkheeree (2018), the language environment significantly impacts learners' language proficiency since it

determines their quality and input. Maharsi (2011) states that input is necessary for language acquisition as its accuracy and frequency affect the language output. In other words, receiving the right amount of accurate input will lead to more successful language acquisition, especially when the aim is to improve productive skills like speaking. Most EFL learners are exposed to the input in the classroom environment which is usually controlled by the language teacher (Wang, 2010). There is a lack of authentic language in teacher-centered contexts since the teacher-talk usually consists of short and grammatically correct sentences that are simplified to be clear. Moreover, teachers usually use high-frequency words and restate or repeat their utterances when it is necessary. In addition, the interaction is very limited as the teacher is mostly the one in control, asking questions to check accuracy rather than wonder about the real answer. Therefore, oral communication skills are less emphasized than literacy skills in those contexts. On the other hand, in student-centered contexts, learners have a chance to improve their communication skills since these environments provide opportunities to produce real-life output by creating situations where students need to interact and share ideas. Along with student participation, learners are also expected to work together and share responsibilities among group members in student-centered contexts. One of the environments where students feel free to participate in conversations and express their thoughts simultaneously is technology-enhanced learning environments (Khan, 1997). As Kim (2008) states, online learning enhances the quality of language instruction by presenting authentic language materials and interactive tools requiring students' active participation. This interaction also enables learners to benefit from their peers' ideas and abilities, resulting in positive student attitudes towards the learning contexts (AbuSeileek, 2007). However, the effectiveness of technology-enhanced learning depends on many factors, including accurate teacher instructions, learner autonomy, and the integration of collaborative activities. Thus, environments that contain all of these factors together might be optimal for improving learners' oral communication skills.

Speaking anxiety which is a problematic issue in foreign language teaching needs special attention especially because it is considered an obstacle to improving oral communication skills. EFL learners experience this problem very frequently because

of the environments in which they are learning the language. In teacher-centered contexts, learners feel pressured and afraid to talk due to the dominance of the teacher which limits language production. Therefore, some changes in the language learning environment should be considered to decrease speaking anxiety. Creating student-centered contexts that contain collaboration, teamwork, and interaction might effectively overcome this problem. Learners need to communicate with each other, share ideas and work together to achieve the same goals to improve their oral communication skills without any stress or fear. What is more, collaboration does not only have to happen in the classroom; it is also possible to create interactive and collaborative environments by integrating technology. Online teaching provides many opportunities for both language teachers and students who want to teach and learn a language in a stress-free environment.

Interaction is one of the core concepts in language teaching. With every interactive move, people convey a certain type of message to others and show their stance (Hall, 1995). However, interaction is a rather complex concept involving various processes such as cognitive, social, and psycholinguistic. People need to be aware of all these procedures and develop social, pragmatic, and linguistic skills to take part in successful communication. What makes interaction more complex is the hidden messages that people frequently convey in a regular conversation. In this case, the message may be implied in certain ways such as through humor, facial expressions, and body language which are a natural part of human interaction. When the foreign language learning context is considered, learners are the ones that need to develop these skills and decode the hidden messages to give a relevant reaction and keep the conversation going. This is why many scholars state that learning a language is only possible if there is meaningful and authentic interaction between learners (Vygotsky, 1978). Especially in face-to-face classroom environments where there is foreign language input abundance, teachers and students can create more opportunities for meaningful interaction and motivate learners to communicate more (Yu, 2009). Moreover, effective interaction can lead students to more creativity providing a context in which they can share ideas and look from another perspective (Marsap and Narin, 2009). Therefore, classroom interaction is more than just practicing a foreign language as it affects the whole language learning process. Nevertheless, the quality

of classroom interaction is also important. Teachers should organize collaborative and creative classroom practices that will lead students into meaningful and authentic communication.

In addition to face-to-face learning environments, teachers can also make use of computer-mediated contexts to create interactive teaching opportunities. Related literature reveals that online education increases student participation since it provides a non-threatening and entertaining environment for language learning (Seneff, Wang and Zhang, 2004). Effective online interaction decreases teacher authority, and students are encouraged to contribute more. When the teacher is less dominant, students have a chance to share the floor and interact with their peers and teacher more frequently (Warshauer, 1996). It is even possible to create interactive environments without the presence of the teacher, thanks to online teaching. Online platforms can also be used as supplementary materials that provide learners opportunities to encounter authentic language outside of the classroom environment. In other words, it increases the possibility of being exposed to meaningful language input. As Chun (1994) states, learners are provided various types of discourse thanks to computer-mediated discussions. As a result, they have a greater chance to use the functions of the language within different contexts and learn more about the real usages of that language. Similar to face-to-face learning environments, online contexts can only be beneficial with suitable classroom practices prepared carefully by the teacher. Therefore, with appropriate content, objectives, and teacher instruction, online teaching can boost students' communicative, pragmatic and linguistic competence at the same time.

1.2 Statement of the problem

Improving learners' oral communication skills is believed to be one of the most prominent goals in language teaching as it is a significant tool for transmitting and interpreting messages. Since speaking is more than just learning about the grammatical structures of the language, mastery of it could be quite challenging. It is a rather complex skill that requires a combination of competencies including

communicative, lexical, strategic, and pragmatic knowledge (Bouzar, 2019). Teaching this productive skill could be quite complex, especially in EFL environments where the target language is not always the main tool used for conveying meaning but generally the content of the lesson. In this case, learners may be less likely to encounter with sufficient amount of authentic input, and thus the process may slow down. What is more, this process does not only cause problems for learners but also for language teachers. Teachers must prepare their lessons by considering these problems and allowing learners to find opportunities to use the language by scaffolding them simultaneously (Bouzar, 2019). In other words, materials should be appropriate in many aspects and carefully chosen by the teacher. Researchers and teachers have developed many methods and approaches to overcome this highly common problem. In early times, the main focus was mainly on grammar teaching and accuracy; thus, the need for improving communicative skills was highly neglected. Therefore, teacher dominance was at the center of the approaches, and the interaction was limited. Later, when the importance of communication became prominent, there was a shift towards fluency and interaction which pointed researchers in the direction of learner-centered approaches. As a result, the need to consider affective factors such as motivation and anxiety also became apparent. Most students do not always consider learning and speaking English as a requirement, so they usually experience a lack of motivation (Al Hosni, 2014). Another important factor causing problems in terms of speaking is anxiety which can be extremely challenging to overcome.

1.2.1 Problems Concerning Speaking Anxiety

Anxiety has always been an intriguing subject among scholars since it interferes with language production significantly (Horwitz et al., 1986; Krashen, 1985; Wörde, 2003b). According to Horwitz et al. (1986), foreign language anxiety differs from other types of anxiety as it directly affects learners' perceptions and attitudes towards the language. In highly stressful situations, learners may not be able to contribute as much as they would and fail to demonstrate what they have learned (Wörde, 2003b). Especially in terms of oral production, most learners feel extremely stressed when they reach higher education (Alptekin and Tatar, 2011). This situation hinders them

from conversing in L2 by triggering their anxiety level. Many factors can be listed when it comes to the causes of speaking anxiety. Alptekin and Tatar (2011) claim that the most frequent reason is the classroom environment as the teacher's presence is mostly considered a threat to learners' self-esteem. Horwitz et al. (1986) also claim that classroom contexts where learners have little control of the communicative situations may be considered as a threat to people who already have trouble speaking in small groups. However, if teachers create a welcoming and non-threatening classroom environment by employing appealing teaching techniques arranged with more personalized topics, they can provide learners with stress-free learning opportunities (Wörde, 2003b). Another important cause of speaking anxiety is the fear of speaking in front of an audience, a very common physiological phenomenon. Learners may experience stress in situations where they have to communicate in public, which is also referred to as stage fright, or when they are listening and interpreting the spoken language (Horwitz et al., 1986). In these situations, a feeling of panic or stress arises as learners become more aware of their incompetence and focus on failure. In addition to that, the fear of being evaluated negatively by the teacher and peers also significantly impacts learners' oral language production. Most learners are concerned about situations where their knowledge and performance keep being monitored by the teacher all the time (Mohamad & Wahid, 2009). Moreover, the possibility of being corrected in front of their peers may put them under pressure and limit their capabilities. This will also affect their willingness to take turns and share ideas until they become fluent in the language (Liu, 2019). All things considered, speaking is believed to be the most frightening language skill for language learners due to various reasons such as fear of negative evaluation, teachers' attitudes, and the classroom environment. Therefore, the role of the teacher becomes quite important in reducing anxiety by creating a non-threatening classroom environment.

1.2.2 Problems concerning Learning Environments

Teaching and learning a language can be problematic, especially in EFL contexts where there is limited exposure to the foreign language. In that case, learning environments become very important since they are the main source for learners to

receive input. Many researchers emphasize that there is a link between the learning environments and learners' cognitive and affective states (Fraser, 1990). In unnatural learning contexts like traditional classroom environments, learners' anxiety levels may increase due to several reasons such as the dominance of the teacher, fear of negative evaluation, and fear of speaking in front of an audience. Knowledge acquisition is the primary goal in conventional teaching contexts, and English teaching is not related to real-life situations. In that case, learners feel pressured about using the correct forms of language and fear making mistakes. Moreover, the frequency of exposure to the language and the chances of encountering it outside of the classroom are relatively low, limiting learners' chances to use the language. According to Liu (2019), one reason for that could be the lack of learning environments provided by the schools. Oral communication skills could be harder to develop especially in traditional classroom environments where learners have restricted opportunities to communicate with their peers and teacher. Also, there is a discrepancy between the curriculum and the way learners are evaluated. While textbooks and audio materials are the main tools for teaching, learners' performance is evaluated through multiple-choice tests (Liu, 2019). All these problems encountered frequently in EFL classrooms may account for the vast majority of learners' speaking anxiety. Therefore, it is crucial to develop learning contexts to support language learning and reduce anxiety. By creating real-life situations and using authentic materials, learners become less obliged to learn the language and thus more open to receiving input. When learners perceive the classroom environment positively, they learn better (Wei and Elias, 2011).

1.2.3 Problems in Relation to Classroom Interaction

Classroom interaction has an important place in language teaching since it contributes to language development by providing opportunities to practice and receive meaningful input. Language learning is accelerated through social interaction in the classroom environment and collaborative practices (Yu, 2008). In other words, the acquisition of grammar, lexis, and pronunciation is facilitated through social interaction. Fear of interaction and the lack of linguistic knowledge are some of the problems that cause anxiety in language students (Melouah, 2013). In a classroom

setting where there is limited interaction between peers and the teacher, learners have fewer chances to be involved in the language and thus acquire less knowledge about certain language features. As a result of the insufficient linguistic input they receive, learners may feel nervous and fear failing to understand the spoken message and perform in that language. According to Yu (2009), learners can develop their communication skills and build up their background knowledge and experiences by actively participating in the learning process. This may help learners overcome the problem of speaking anxiety, especially in foreign language classes. Moreover, interaction brings with it the need to negotiate for meaning which is necessary to solve communicative problems and comprehend the input. Even though negotiation of meaning does not lead to immediate comprehension of meaning, it helps learners modify the form and gain a general understanding (Yu, 2009). This could be a relief for learners who feel nervous when they do not understand the speaker or cannot interpret the spoken message. In other words, negotiation is important to reduce apprehension since it makes the input comprehensible, helping learners understand and react to the target language. As a result, teachers could provide communicative environments where learners have ample opportunities to interact with each other and control their anxiety levels.

1.2.4 Problems in Relation to Face-to-Face and Online Interaction

Speaking anxiety may differ according to learning environments and the way learners interact. In environments where face-to-face interaction happens, learners may face anxiety due to several reasons such as fear of performing poorly in front of peers, being judged by others, and experiencing embarrassing situations. It could be harder for learners to escape from these embarrassing interactions in face-to-face environments since they already have a pre-existing self-image that is hard to modify during spontaneous interactions (Yen et al., 2012). This is especially difficult for introvert learners since they usually do not enjoy participating in conversations or being the center of attention when asked to make presentations or speeches in front of their classmates. Also, learners may feel threatened due to social cues such as their peers' or teacher's facial expressions and gestures. In other words, learners feel more comfortable in environments where all the participants are anonymous and can

modify the images they reflect. Online education platforms could be another example of a learning environment that teachers make use to enrich the language interaction between learners. Online interaction helps reduce language anxiety and creates a stress-free learning environment (Aydın, 2018a; Wehner et al. 2011). However, some anxiety-related complications can still be encountered in online interaction, as speaking anxiety is a highly unpredictable and problematic issue. The selection of appropriate online platforms could be one of the causes that affect anxiety in most learners. According to Xiao-Desai et al. (2015), there is a gap between learners' actual needs and the chosen online tools. Many learners believe that most of the online platforms that are used at school are not relevant to communication in real life, and thus they consider these platforms only as school assignments (Xiao-Desai, Wong and Magriney 2018). On the other hand, virtual environments such as Second Life are found to have positive effects on learners speaking achievements (Güzel & Aydın, 2016) and motivation (Wehner et al., 2011). However, it should be noted that these platforms may be a little challenging for learners and teachers to adapt since designing and conducting collaborative lesson projects in 3D environments requires a set of complex skills (Oh and Nussli, 2014). Pinar and Uzun (2019) suggest that learners' speaking anxiety could be reduced by using simpler and more practical platforms. Choosing appropriate online platforms may not be enough to balance anxiety since online interaction can be interrupted due to several other reasons. From the teachers' perspective, the efficiency of online interaction depends on teachers' computer skills, technology knowledge, and how they integrate communicative approaches in their lessons. Learners might not benefit from such complex online environments if teachers are not experienced enough or not enthusiastic about learning more. Finally, external factors such as internet connection problems and other technological constraints may also affect the quality of interaction, making students less engaged in the lessons. The combination of all of these factors may create anxiety in language learners and restrain opportunities to interact with each other.

Speaking is considered crucial in language learning since it is the most practical and essential way of conveying messages. However, many learners experience difficulty in improving their speaking skills due to its complex nature. Especially in EFL

environments, there is a shortage of target language input, making it even harder to develop these skills. This problem has been a common concern for researchers and teachers who developed several methods and approaches. With the acceptance of the influence of affective factors in language learning, anxiety became an intriguing subject among researchers. In stressful situations, learners may experience difficulties in acquiring or processing target language input. When the input cannot be processed and produced as output, learners may experience a feeling of failure and insufficiency, which may create discouragement. This situation may be problematic, especially in oral language production. One of the reasons behind foreign language anxiety is caused by the environment where the language is being learned. In unnatural contexts and situations where individuals are expected to speak in front of others, learners may constantly feel threatened and therefore become nervous about producing the target language. Learners may also feel anxious in settings where they are being monitored most of the time. This may affect their willingness to participate and hinder interaction with others which is another reason behind language anxiety. Limited interaction becomes an obstacle for the acquisition of grammar, lexis, and pronunciation, creating a feeling of failure and nervousness. Therefore, offering safer classroom environments in which learners have ample opportunities to interact with each other could provide learners more opportunities to use the target language and develop their oral communication skills.

1.3 Aims of the Study

Speaking has a significant role in the communication process since it is the most efficient way of conveying meaning. It is also considered very important in language education as learners are expected to produce the language and communicate with each other. Nevertheless, it is one of the most problematic areas of language teaching due to several reasons. Besides being a complex skill consisting of a combination of lexical, phonological, and discourse knowledge, speaking is also influenced by affective factors such as motivation and anxiety. Speaking anxiety, a highly common issue in language classes, may challenge learners and impede the learning process by triggering feelings like fear and stress. Especially in unauthentic environments,

learners may develop speaking anxiety due to reasons such as stage fright or fear of negative evaluation. Many arrangements can be made by teachers who want to create stress-free learning contexts. By diversifying learning environments and increasing interaction through collaborative activities, teachers can help learners balance their anxiety. In conclusion, the study has two aims. First, it aims to understand whether collaborative activities where learners have chances to interact with each other have an impact on their speaking anxiety. Second, the study aims to examine this impact in two different learning environments which are face-to-face and online contexts.

1.4 Significance of the Study

It is well known that anxiety is one of the most effective factors influencing learners' speaking skills. Therefore, this study seems highly important for various reasons. First, this study highlights the impact of speaking anxiety on the process of learning a language and how it affects learners. Second, the study offers ways to solve this problem in the Turkish EFL context. Third, it contributes to the related literature by presenting the effects of collaborative activities both in face-to-face and online learning environments on learners' speaking anxiety. Finally, the study also makes recommendations for teachers and curriculum designers to integrate collaborative activities in two different learning environments.

1.5 Research Questions

Although anxiety is known to significantly impact language learning, there are still no specific ways to solve this problem. This highly common issue has many causes, which become a huge obstacle both for language learners and teachers. In the Turkish EFL context, learners mostly consist of introverts who usually do not enjoy participating in social interactions, stress speaking in front of others, and fear of being negatively evaluated. They feel nervous in situations where they have to carry all the attention of their peers and teacher. In that case, learners may be so stressed that they will experience difficulties in the comprehension of input and language production. On the other hand, teachers who choose to use traditional teaching

methods also trigger anxiety because of the pressure put on the individual. Eliminating language anxiety may not be one of the best solutions since it has some benefits to a certain degree. However, high levels of anxiety can be avoided or reduced by choosing appropriate teaching methods and materials. Moreover, more collaborative activities can be integrated into various learning environments to increase interaction and help learners maintain the optimal level of anxiety. These collaborative activities may be beneficial as they will provide learners opportunities to interact, negotiate for meaning and gain authentic language input. The study aims to investigate the influence of collaborative activities on two different learning environments which are face to face and online, and asks three questions:

- Does the use of collaborative activities affect the level of speaking anxiety among foreign language learners in face-to-face EFL classrooms?
- Does the use of collaborative activities performed in an online environment affect speaking anxiety among foreign language learners?
- Is there a significant difference in speaking anxiety in the use of collaborative activities between online and face-to-face classrooms?

1.6 Limitations

Several limitations can be encountered in this study. First of all, the participants are limited to only 34 EFL learners in a Preparatory School of a state university in Turkey. Therefore, it may be difficult to generalize the results of this study. Second, this is an experimental study involving a background questionnaire and a five-point Likert-type scale developed by Aydın et al. (2016). Third, due to time limitations caused by heavy pacing, the implementation process only lasted for five weeks. This process could have lasted longer if there had been more hours and a less heavy curriculum. Finally, this study is limited to the investigation of the effects of collaborative learning on EFL learners speaking anxiety in face-to-face and online environments.

2. RELATED LITERATURE

This chapter consists of two main sections. The first section contains an extensive theoretical background of the study involving definitions of speaking, anxiety, interaction, and collaborative learning. The descriptions and related hypotheses about these topics are also introduced in this section. The second section consists of related literature on speaking anxiety, collaborative learning, and its effects on two different types of interaction: face-to-face and online, the impact of collaborative activities on speaking anxiety, and the relation between these concepts.

2.1 Theoretical Background

This part is divided into eight sub-sections containing extensive information about the theoretical background of this study. In the first two sections speaking and foreign language anxiety are described separately, and the main hypotheses about them are presented. The third section explains the concept of speaking anxiety and presents some related concepts developed by scholars. The potential reasons for speaking anxiety are also mentioned in this section. The next section discusses the characteristics of learning environments and the differences between contexts. The fifth section consists of a detailed explanation of the term classroom interaction. The following section goes further into detail by first defining face-to-face and online interaction and discussing the main concepts and characteristics of these types of interaction. The last two sections are allocated to the notion of collaborative learning and its relation to speaking anxiety.

2.1.1 Speaking

Communication is a two-way process helping people share meaning verbally and nonverbally (Young & Travis, 2011). On the other hand, language is a tool to convey ideas, share feelings, and communicate with others. Therefore, speaking skills are required for people to produce the language and communicate smoothly. Burns and Hill (2013), define speaking as “a complex mental process combining various cognitive skills, virtually simultaneously, and drawing on working memory of words and concepts, while self-monitoring”. This means that speakers first need to decide on the message that will be conveyed by selecting the appropriate words and structures. At the same time, they also need to select suitable structures that match the context and monitor whether their message is delivered and received as intended (Timmis, 2019). Speaking is also described as an “oral expression resulting from an interactive process of constructing meaning that contains systems such as phonology, lexis, and grammar” (Argawati, 2014). Furthermore, speaking as a skill is defined as the “ability to express oneself in real-life situations” (Akhter, 2021). In relation to these definitions, it can be inferred that speaking is a means that enables speakers to communicate to attain certain goals, express ideas and feelings, and convey messages by using lexical, grammatical, phonological, and pragmatic systems suitable to the context. Considering that speaking is highly dynamic, interactive, and related to real-life (Burns & Hill, 2013), it is one of the most challenging parts of learning a language. Krashen’s (1985) Input Hypothesis states that learners need to be exposed to the language input that is slightly above their actual level ($i+1$) and comprehend it for the acquisition to happen. In other words, he claims that speech cannot be taught directly and should be shaped as a result of building competence through comprehensible input acquired through meaningful communication. Although comprehensible input is believed to be necessary for language learning, it may not be sufficient considering unauthentic learning environments such as language classrooms since it may be harder to encounter meaningful input. Both White (1987) and Swain (1985) build upon this hypothesis by emphasizing the importance of negative input and comprehensible output. Moreover, they also support the necessity of negative correction during comprehension or production. According to White (1987), both comprehensive and incomprehensive input or negative data is needed

for second language acquisition. On the other hand, Swain (1985) argues that comprehensible output which is vital for language acquisition provides learners opportunities to repair their utterances, modify their language or negotiate for meaning. Long (1996) also suggests that negotiated interaction enables learners to modify the input and overcome comprehension problems in terms of adjustment and modification. By considering these views, teachers can facilitate the process of learning a language.

2.1.2 Trait, State, and Situation Specific Anxiety

Spielberger (1966) examined language anxiety from a different perspective and divided it into three categories as trait, state, and situation-specific anxiety. Trait anxiety can be defined as “a relatively stable tendency to exhibit anxiety in a large variety of circumstances” (Phillips, 1992, p.14). In other words, it is a term used to express the feeling of apprehension in any situation without a specific reason. In this case, anxiety is considered a type of characteristic feature or a disorder that people experience in diverse situations. Therefore, anxious learners will continue to be anxious irrespective of the classroom environment (Tsiplakides & Keramida, 2009). Spielberger (1966) defines state anxiety as “a temporary condition experienced in specific situations”. According to Phillips (1992), a person experiences state anxiety only in certain circumstances like taking a test or giving a presentation. State anxiety usually occurs in reasonable amounts under specific situations where people need to be socially active (Tsiplakides & Keramida, 2009). As long as it is not excessive, state anxiety can be related to facilitating anxiety which helps learners enhance their language performance (Kleinmann, 1977). To make a comparison, it is possible to say that while trait anxiety occurs in any situation regardless of a reason, state anxiety is a temporary feeling that arises in certain circumstances where learners are expected to be social.

It is a common belief that anxiety is a huge obstacle in language learning. Many researchers investigating the link between anxiety and language learning found strong connections between these variables. Therefore, language anxiety is distinguished from other types of academic anxiety. Horwitz et al. (1986), claims that language anxiety is a conceptually distinct variable and therefore should be

considered under a separate category called situation-specific anxiety. They state that learning a foreign language in a formal environment creates a need to consider the concept of anxiety separately from all the other situations. According to Tsiplakides and Keramida (2009), there may be specific circumstances in the process of learning a foreign language that stresses some learners. The causes behind this type of anxiety could be fear of negative evaluation, fear of being incompetent or negative experiences arising in a language classroom environment.

2.1.3 Foreign Language Anxiety

Anxiety is defined as “a subjective feeling of tension, apprehension and nervousness and worry associated with an arousal of the autonomic nervous system” by Spielberger (1983). Blau (1955) sees anxiety as “the primary innate emotion of displeasure” and believes that many unpleasant emotions such as rage, fear, guilt, and shame evolve from it. According to Horwitz et al. (1986), foreign language anxiety is a specific type of reaction that differs from the general term of anxiety that is used to describe people who are usually in a state of nervousness. Gardner and MacIntyre (1993) also state a similar view by describing anxiety as a distinct type of apprehension experienced in any situation where language is needed to be used. However, some researchers like Scovel (1978) believe that anxiety is divided into two aspects: “facilitating anxiety” and “debilitating anxiety”. Scovel (1978, p.139) states that “while the facilitating anxiety motivates the learner to “fight” the new task, the debilitating anxiety motivates the learner to “flee” the new learning task”. It is claimed that both types of anxiety work together in the acquisition process since one of them serves as a motivator while the other as a stimulator to get new information. Nevertheless, Horwitz et al. (1986) claim that it is useless to make a difference as anxiety is a negative term that can only be associated with “debilitating anxiety”.

2.1.3.1 Affective Filter Hypothesis

In terms of the relationship between language acquisition and anxiety, Krashen (1985) puts forward the Affective Filter Hypothesis claiming that affective factors such as motivation, self-confidence, and anxiety have an impact on second language acquisition. According to Krashen (1982), hearing and understanding the target language input is simply not enough to acquire it. For the input to be comprehensible, the learner must be open to it. In other words, affective factors such as anxiety can work like “mental blocks” and prevent the input from reaching the Language Acquisition Device (Chomsky, 1965) impeding the comprehension and acquisition of the language. Therefore, learners who do not have ideal attitudes towards the target language will tend to seek less input and have a higher affective filter. On the other hand, learners with optimal attitudes and a low filter will be more open to the input and acquire more than those with a high affective filter.

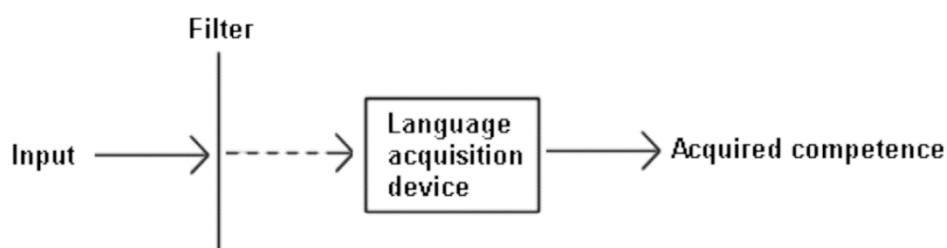


Figure 1: Operation of the "Affective Filter" Posited by Dulay and Burt (1977)

Figure 1 is a representation of how the affective filter influences language acquisition. This hypothesis suggests that learners may still not obtain the target language even in environments where meaningful input is provided. The causes behind this problem are not related to learners' intelligence or their capacity to understand; it is simply about the affective obstacles that some learners experience during the acquisition process. Thus, the importance of creating environments with a

low filter along with providing comprehensible input is emphasized by Krashen (1982).

2.1.3.2 Communication Apprehension, Fear of Negative Evaluation, and Test Anxiety

Horwitz et al. (1986) state that there are three types of language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. *Communication apprehension* is a term used to explain the feeling of shyness and fear happening due to communicating with others. It also includes situations like public speaking (stage fright), interpretation of oral messages (receiver anxiety), and speaking in groups (oral communication anxiety). MacIntyre and Gardner (1989) claim that learners' inability to express themselves creates a feeling of frustration, which triggers apprehension. This generates a domino effect since these uncomfortable feelings prevent learners from both acquiring and producing the target language. Also, many normally talkative people refrain from speaking the target language due to personal assumptions about failing to understand and produce the language (Horwitz et al., 1986). As a result, learners feel more anxious in language classrooms. The second type is *test anxiety* which occurs when learners experience a fear of failure related to their performance. Learners may feel nervous and anxious during exams for various reasons such as failing to meet high expectations, lack of preparation, time management problems, or prior negative experiences (Du, 2009). When learners are test-anxious, they focus on achieving higher grades and therefore expect to perform well. Nevertheless, performing poorly creates a disappointment making them feel more frustrated and anxious. Even the most successful students experience test anxiety due to the fear of making mistakes. Besides written tests, oral evaluations also have a negative effect on learners' communication apprehension and test anxiety. Finally, *fear of negative evaluation* emerges when learners believe that they will be evaluated negatively or judged by others. According to Du (2009), learners may develop a feeling of stress and embarrassment when they are concerned about others' opinions or afraid of making an improper social impression. As stated by Horwitz et al. (1986), fear of negative evaluation is not specific to test-taking, it can occur in any social situation where the person feels judged. These situations may

include language classrooms, job interviews, or other types of social gatherings. Learners may also be influenced negatively by their peers and develop a feeling of hesitation and stress while speaking in front of them.

2.1.3.3 Input, Processing, and Output Stages

Tobias (1986) developed a different model dividing anxiety into three stages: input, processing, and output. Since the stages in this model affect one another, it is not possible to make a clear-cut distinction among them. Even though these stages are defined randomly, Tobias (1986) still believes that this method can be useful in understanding the main reasons behind anxiety.

McIntyre and Gardner (1994) explain that the input stage indicates learners' first encounters with a provided stimuli. This makes the input the first representation of structures in the memory. It is stated that this stage is where "external stimuli are encountered, and internal representations are made; attention, concentration, and encoding occur". Anxiety-arousal at this stage can cause problems such as lack of necessary attention, missing input, and difficulty in processing which is the next step of the model. For instance, learners may have difficulties in situations where the target language is spoken too fast or is too complex for learners to grasp the meaning. Therefore, learners who feel anxious in the input stage may experience a lack in their ability to concentrate and receive input.

The next step, the processing stage, is where the input is cognitively organized, stored, and assimilated (MacIntyre & Gardner, 1994). It is also explained as a process of internally manipulating the items taken from the previous stage. As Tobias (1986) claims, anxiety affects cognitive processing adversely, especially in tasks that are more difficult, less organized, and dependent on memory. Each of these factors influences the processing time by increasing the time spent on comprehending the message. In general, the increase of anxiety at this stage can reduce the efficiency of cognitive operations related to memory and impede processing.

The final stage, which is the output stage, is about the production of previously learned items. At this stage, learners are expected to produce the cognitively organized, stored, and manipulated items by retrieving them from memory. McIntyre

and Gardner (1994) believe that performance is highly dependent on the efficacy of the previous stages since this may influence the organization and the speed of retrieving items from memory. Performance can be measured through several methods such as test scores and the quality of oral production. An example of the interference at the output stage can be given from students who complain about freezing during tests due to anxiety even though they have learned the materials (Horwitz et al., 1986). This shows the strong influence of anxiety on learners' test performance which does not reflect their actual knowledge.

2.1.4 Speaking Anxiety

Complex cognitive processes like speaking can cause nervousness, embarrassment, or apprehension in language learners (Burns & Hill, 2013). These negative feelings that mostly occur while individuals are required to speak are broadly referred to as speaking anxiety (McCroskey, 1977). McCroskey (1977) also defines speaking anxiety or communication apprehension as “an individual's level of fear or anxiety associated with either real or anticipated communication with another person”. McIntyre and Gardner (1991) claim that speaking is the most anxiety-provoking skill compared to other language skills. Speaking anxiety may arise due to several reasons. The first reason is related to the nature of speaking. As it is a spontaneous action, speaking allows little time to prepare or modify the language (Burns & Hill, 2013). Therefore, learners may feel pressure to produce the language immediately and need time to think about the responses. Another reason that may prevent the production of language is that anxiety could be a personality trait or a general feeling that some learners experience in most situations occurring in their daily lives (Horwitz et al., 1986; Spielberger, 1966). This means that some learners may be more nervous than others in general; thus, they may resist speaking in environments where they are asked to communicate. Finally, some specific situations where learners feel social pressure and fear of being negatively evaluated or mocked also hinder them from using their knowledge and restricting their speech. This may damage learners' self-esteem and urge them to evaluate themselves negatively causing speaking problems (Burns & Hill, 2013). Briefly, there are several reasons why learners feel anxious while speaking such as:

- Shyness and low self-confidence
- Communicating orally
- Lack of lexical and grammatical knowledge
- Fear of being laughed at
- Taking a test
- Worrying about not understanding and not being understood
- Stage-fright
- Error correction techniques (Atas, 2015; Du, 2009; Horwitz et al., 1986; Wörde, 2003b)

2.1.5 Learning environments

Many educators and scholars consider classroom learning contexts crucial in language teachings as it is associated with positive behavioral outcomes (Henderson, et al., 1998). Researchers have always been curious about learners' perceptions of the classroom environment since they believe that it influences learning to a great deal. Therefore, various research has been conducted in terms of students' attitudes and how learners perceive learning contexts. As a result of the research conducted on learners' perceptions, various definitions of classroom environment have been developed. Lorschach and Tobin (1995) describe the classroom environment as "a construction of the individuals in a given social setting, an individual's socially mediated beliefs about the opportunities each have to learn and the extent to which the social and physical milieu constrains learning". It is also defined as "any type of interaction taking place in the classrooms, classroom assessment practices, classroom materials, and physical conditions and all atmospheric characteristics available to the students concerning a school or a classroom" (Moos, 1980). As classrooms are interactive learning environments, every participant's actions, behaviors, attitudes, and cultural perspectives influence the other. Thus, Lorschach and Tobin (1995) state that all of the interactions happening in the educational setting play a part in constructing the classroom environment. In other words, classroom settings are shaped by various aspects such as learner beliefs, their roles, physical characteristics, learning materials, and the type of interaction. Nowadays, the classroom environment also requires the integration of new tools, digital resources, and a student-centered

approach to keep pace with today's technological advancements. Therefore, creating a positive learning atmosphere could be possible by meeting learner needs, integrating modern tools, supporting meaningful learning, and considering affective factors.

2.1.6 Classroom Interaction

Early approaches developed by teachers and researchers were mainly based on knowledge and language forms. Moreover, they emphasized the dominance of the teacher in the classroom and neglected learner needs. However, when the significance of keeping learners more active in the lessons became prominent, the focus of the approaches shifted to oral language practices. At first, these practices were highly controlled and insufficient to solve language acquisition problems. Later, it was realized that getting learners to communicate could be an effective way of teaching and learning a language. Therefore, communicative language approaches became popular, and the term classroom interaction gained more importance. However, it should be noted that the terms communication and interaction are no longer used interchangeably. Schramm (1955) defines communication as the "commonness" established by people as a result of sharing information, ideas, or attitudes. On the other hand, Wagner (1994) defines interaction as "reciprocal events that require at least two objects and two actions," and that interaction happens when these two aspects mutually affect one another. Allwright (1984) considers classroom interaction as "a general sense that all classroom pedagogy proceeds" and that everything that happens in the classroom is due to interactions between individuals. In other words, interaction is seen as an indispensable aspect of the classroom environment since it is the means through which classrooms are successfully managed. What is more, it does not only refer to the interaction happening between the instructor and the learners but also amongst the learners. According to Vygotsky's Social-Cultural Theory, learning happens when learners interact with people around their environment including teachers and peers (Vygotsky, 1978). Even though teachers in most language learning environments dominate the interaction, there is still an action coming from the participants which is what creates the classroom interaction. Therefore, classrooms are socially constructed

environments, and everybody contributes to the management of the interaction (Allwright, 1984). Classroom interaction has a broader and more complex meaning since it is believed to contain factors like teacher and learner beliefs, the sociocultural background of the teachers and learners, communicative strategies, and affective aspects that influence language learning (Tsui, 2001).

2.1.6.1 Constructivism

According to the Constructivism approach, learners actively construct knowledge by creating meaning through prior events rather than receiving it directly from external ways (Arends, 1998). In other words, learners construct meaning by actively engaging themselves in real-world events like problem-solving or experimenting and interacting in various situations. Constructivism is divided into two major categories as cognitive constructivism and social constructivism. Cognitive constructivism was developed by Piaget (1953) who claims that learning is related to learners' stages of cognitive development. In cognitive construction, learners construct meaning through individual processes by integrating new material into their existing knowledge. During these processes, they make necessary modifications to adapt the new knowledge to their intellectual framework and build concepts to keep this information in mind. On the other hand, Vygotsky (1978) developed a different view and put forward the idea of social constructivism in which he supports the benefits of social interaction in the process of constructing meaning. The interaction happens collaboratively in social, cultural, and linguistic settings where new knowledge is combined with earlier experiences to form meaning. In other words, social constructivism is subject to social interactions in the classroom environment encouraging learners to think critically to construct meaning. This theory claims that learning occurs through social interaction with the help of a skillful instructor supporting learners with appropriate materials. The instructor is expected to monitor the process and provide necessary language input for learners. This situation is referred to as collaborative dialogue (Vygotsky, 1978). In a classroom environment, learners attempt to comprehend the instructions of the instructor, the collaborative dialogue, and internalize the knowledge in order to adjust their performance. Another way of internalizing information is cooperation, which is an important part of a

constructive classroom. When students work in groups or interact with their peers, they internalize the information provided at different rates and contribute to each other's learning more. Finally, cultural impacts play a huge role in constructing meaning and internalizing what has been learned (Vygotsky, 1978). Therefore, it is suggested to include cultural and cooperative aspects to create a classroom atmosphere that promotes the construction of meaning (Powell & Kalina, 2009).

2.1.6.2 Social-Cultural Theory

According to the Socio-Cultural Theory proposed by Vygotsky (1978), psychological processes are socially constructed and shared. Vygotsky believes that cognitive functioning is a mediated process shaped by cultural artifacts, activities, and concepts. This means that developmental processes occur through culturally and linguistically formed settings like family life, school settings, or group interactions. Engeström (1987) states that one of the most valuable forms of cognitive activity occurs through interaction within social contexts, including the conditions that are found in the instructional settings. It is also suggested that there are specific internal processes that can only be awakened through interaction and cooperation. Learners become more independent in their developmental achievement when they internalize these processes. Therefore, instructional settings like classroom environments should convey sociocultural and institutional realities along with classroom interaction involving collaboration, negotiation, and co-construction (Yu, 2008).

Social interaction facilitates learning and shapes and transforms our thinking and behavior. Vygotsky (1978) explained this situation by developing a theory called Zone of Proximal Development (ZPD). This theory considers learning as “an integral activity of learner's self and adult guidance or collaboration with more capable peers”. Even though a “more capable peer” was never specifically defined, it mostly refers to a relationship that is more than just any collaboration happening between peers. In other words, this collaboration must contain direct or indirect support from other instructors and peers. Learners who work together with a more capable peer can later individually perform tasks that were too difficult for them to carry out on their own (Wass et al., 2011). Bruner (1974) put forward the idea of “scaffolding” for teachers who want to provide the ideal amount of ZPD to their

learners. Scaffolding is a process in which teachers first support learners by modeling or demonstrating the problem and expect learners to solve it individually as a next step. Teachers may provide assistance during individual work in situations where learners require it. In that case, teachers are advised to gradually remove scaffolding as learners master the items and let them control the process more. As a result of successful scaffolding, learners' language development is expected to increase.

2.1.6.3 Interaction Hypothesis

The Interaction hypothesis suggests that oral interactions in the target language contain one of the major sources of input in learning a foreign language. At this stage, Long (1981) describes "input" as the linguistic forms and "interaction" as functions like expansion, repetition, and clarification. According to Ellis (1991), this hypothesis has two claims about interaction in language acquisition.

1. Comprehensible input is necessary for second language acquisition.
2. Modifications to the interactional structure of conversations taking place in negotiating a communication problem help make input comprehensible to a second language learner.

The first claim originates from Krashen's (1982) Comprehensible Input hypothesis. As stated by Krashen, there is a difference between acquisition which is a subconscious process, and learning which is quite the opposite. For the acquisition to happen, learners must receive meaningful and understandable target language input. Although the term Comprehensible Input is not clearly defined, Krashen suggests providing learners with input that is slightly above their current level ($i+1$). While "i" represents learners' current foreign language level, "+1" corresponds to the next step in their development. Therefore, the output can only happen in situations where learners are provided with a great deal of comprehensible target language.

Although Long (1981) agrees with the role of comprehensible input, a different point of view is suggested in the Interaction hypothesis. Long mostly focuses on the importance of interactional features of the input which are the communicative side of the foreign language talk such as language functions (Ellis, 1991). It is claimed that

interactional input is more valuable than non-interactive input in foreign language learning. In his next article, Long (1983) meets on common grounds with Krashen, arguing that access to comprehensible input is a characteristic of first and second language acquisition and that there is a strong relationship between the amount of comprehensible input exposed by learners and the rate of acquisition (Ellis, 1991). Therefore, at least for beginner-level learners, comprehensible input is believed to be necessary to acquire a foreign language. Long (1983) suggests making modifications that will lead to interactional adjustments to make the input comprehensible. These adjustments will facilitate the acquisition of complex and unfamiliar language structures. In other words, the negotiation of meaning happening during social interactions provides learners opportunities to make the input more understandable and, therefore easier to acquire.

2.1.6.4 Face to Face and Online Interaction

As it is also stated in Vygotsky's (1978) theories, social interaction is the essence of human life. Throughout their lives, individuals experience many types of continuous interactions. In the course of such social interactions, they reflect their cultures, social status, self-image, and personal values (Goldschmidt, 1972). While Goffman (1971) broadly defines face-to-face interaction as "public life", Duncan and Fiske (2015) prefer a more comprehensible explanation in which they consider individuals' small and observable behaviors that are the keystones of larger activities. They call these small behaviors such as hand gestures, smiles, throat clearings, and eyebrow raisings as acts or actions. However, the terms act and action are considered differently by Duncan and Fiske (2015) who state that the term *act* refers to "mere behavior", while *action* refers to the events that make people question whether they are voluntary, purposeful, or conscious even when they are not. They bring together a set of categories consisting of different acts that play a role in face-to-face interaction. The first category stresses the importance of intonation features such as stress, pitch, and other voice-related acts like laughing, whispering, or crying. The second category includes body movements such as head gestures (i.e., nodding and shaking), shoulder movements, facial expressions, and posture. Finally, concepts like personal space, proximity, and eye contact, which are believed to contribute to face-

to-face interaction, are discussed in the last category. This shows that face-to-face interaction is a complex matter which needs careful examination, especially in language classrooms. With advances in technology, online materials and media have increased, and interaction has gained a more diverse point of view. According to Tallent-Runnels et al. (2006), online classes refer to the lessons that are completely conducted on the internet. Online classes are divided into two groups; *asynchronous* and *synchronous* classes. While the former refers to the lessons that are not conducted at the same time and can be attended later when the lesson has ended, the latter refers to lessons in which learners need to be online at the same time. In online classes, the internet is not used as a tool for instruction like face-to-face education, but rather how interaction occurs (Tallent-Runnels et al., 2006). The term “*distance education*” is also used interchangeably with “online education”, and it refers to the education provided for students that are not present in the same environment. However, as stated by Moore (1991), the term “distant” does not only refer to the geographical separation of the learners and the teacher but is also the distance between “understanding and perception” happening due to the physical separation. In other words, he believes that it is the physical separation that leads to communication breakdowns or misunderstandings during the interaction and calls this type of separation *the transactional distance*. It is claimed that transactional distance can be reduced if the interaction between the learners and the teacher is increased (Moore, 1991). At this point, Moore (1989) divides online interaction into three categories as *learner-content interaction*, *learner-instructor interaction*, and *learner-learner interaction*. The first type of interaction refers to the interaction occurring between the learners and the learning materials. More specifically, Moore (1989) describes it as “the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind.” Anderson and Garrison (1998), claim that learners must actively engage with the content of the lessons if the main goal is to attain meaningful interaction. Secondly, the learner-instructor interaction can be explained as the support and assistance that the teacher provides learners to understand the content. In that type of interaction, teachers are the ones who prepare curriculums, maintain students’ interests, increase motivation, evaluate learners’

progress and provide necessary support and guidance. Finally, the last category is the learner-learner interaction which can be described as “the interaction between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor” (Moore, 1989). Learner-learner interaction is believed to be one of the most valuable interactions happening in a classroom environment. There is an extended version of Moore’s (1989) modes of interaction, developed by Anderson (2003) who states that for meaningful learning to happen, at least one of these types should be at a higher level (Figure 2). This means that these three forms of interaction are considered indispensable in a classroom environment for deep and meaningful learning.

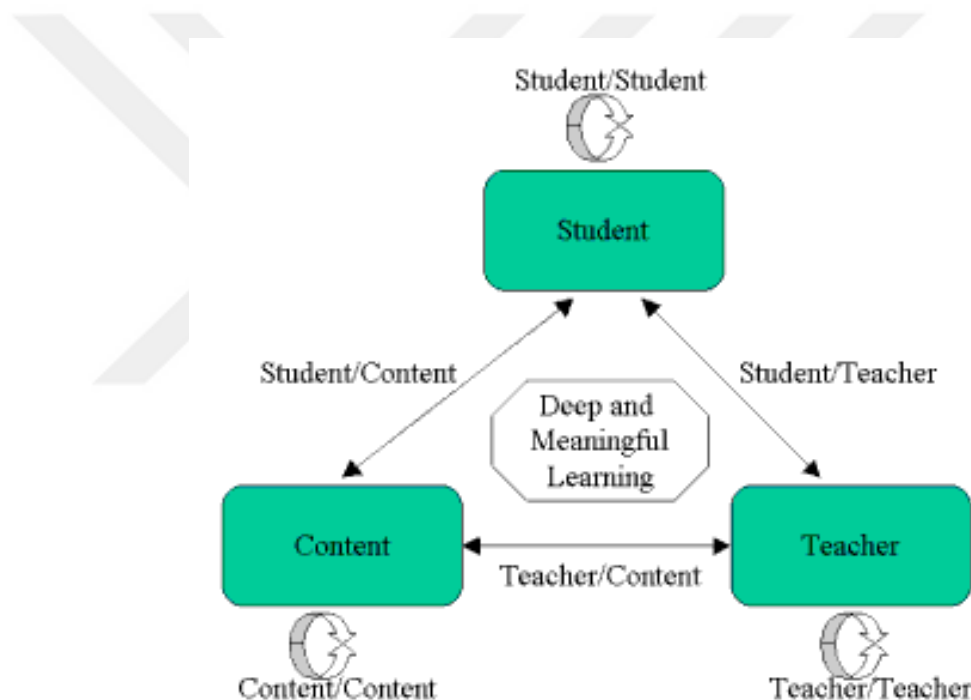


Figure 2: Modes of Interaction in Distance Education from Anderson and Garrison, (1998).

Online interaction can occur through various technological materials such as two-way interactive videos, computer networks, and classroom applications. However, it should be noted that even though these materials are interactive in nature, the

effectiveness of interaction will depend on the instructors' ability to integrate interaction into the instructional context (Wagner, 1994).

2.1.7 Collaborative Learning in the EFL Context

Encountering meaningful input in foreign language classrooms may be more challenging than in second language environments due to the restricted language use. Many studies suggest that foreign language input is significant in increasing proficiency. Therefore, learners need to be exposed to as much authentic language input as possible, especially in foreign language classrooms. One way to increase language exposure is to ensure that both the teacher and students are using the target language in the classroom environment (Eurydice, 2012). Thus, the importance of interaction becomes prominent in receiving meaningful input in foreign language classes. According to the Interaction Hypothesis (Long, 1996), learners are exposed to negative feedback through interaction. This means that they receive information about their ungrammatical utterances and have a greater chance to focus on language forms within a context. Another view supporting interaction is the Output Hypothesis developed by Swain (1995), who claims that learners become aware of their interlanguage and see the gap between target language forms and their actual knowledge. Based on these, pair and group activities in which learners work in collaboration may create opportunities for learners to interact and receive meaningful input both in face-to-face and online learning environments. Dillenbourg (1999) defines collaboration as "the interactions that take place between the group members" and emphasizes that learners should have more or less the same level and a common goal for the collaboration to happen. In collaborative learning, students form small groups to create a product, solve a problem, or complete a task (Momtaz & Garner, 2010). Tinzmahn et al. (1990) state that collaborative classrooms are composed of four features. The first two relate to the connection between learners and teachers. In earlier times, teachers were seen as the source of information and therefore dominated the classroom. Even though teachers are still seen as the main source of language content, skills, and instruction, the collaborative learning view has begun to occupy a wider place. Besides being the main source of knowledge, collaborative teachers now include various aspects such as learning strategies,

culture, and personal experiences that learners bring into the classroom into their teaching methods. This allows learners to create options about learning, set specific goals, and notice the interlanguage of their peers. The third category is related to teachers and the approaches they choose. Unlike traditional teachers, collaborative ones allow students to select specific goals, provide options, value learners' interests, and scaffold learners in the assessment process. Moreover, they promote critical thinking and create diverse situations where meaningful discussions and dialogues can occur. In other words, they act like a mediator helping students connect new information and experience with other areas (Momtaz & Garner, 2010). The final category refers to the composition of a collaborative classroom. In collaborative classrooms, learners are not discriminated based on their achievements or interests, and every learner is expected to make contributions. Briefly, the main characteristics of collaborative classrooms are shared authority between the learner and the teacher, mediated learning, and a heterogeneous group of students.

2.1.8 The relation between Collaborative Learning and Speaking Anxiety

Instructional settings can cause anxiety in language learners due to several reasons such as fear of negative evaluation or low self-confidence. When all the reasons behind the problem of speaking anxiety are considered, the integration of collaborative activities into the educational environment seems to be significant in dealing with this very common problem. First of all, integrating collaborative activities into the learning procedure encourages learners to participate more in group discussions by letting them express their points of view freely, which alleviates their anxiety (Osman et al., 2010). According to Suwantarathip and Wichadee (2010), in collaborative learning, each group member is responsible for learning what is being taught as well as helping their friends learn until all group members comprehend and complete the assignment. This collaboration creates a successful learning atmosphere making students feel less worried about their own performance. Moreover, as Swain and Miccoli (1994) state, collaborative learning has the power to engage learners in long conversations on issues that they are genuinely interested in. Through these extended conversations, learners may acquire language functions and use a wider range of vocabulary to express themselves. When collaborative tasks are designed

and managed carefully, they provide learners opportunities to exchange ideas, negotiate for meaning, extend linguistic knowledge and gain team spirit. As a result of this, learners become more motivated and less anxious during situations in which they are required to speak.

2.2 Literature Review

This section consists of a brief review of the literature. The first section includes a review of speaking anxiety and how it influences language learning. Next, studies related to the impact of collaborative teaching in face-to-face and online environments are presented. Finally, the effects of collaboration on speaking skills and speaking anxiety are reviewed.

2.2.1 Research on speaking anxiety

Research indicates that anxiety has a negative impact on learners' language performance, especially while speaking. Many studies have been conducted to understand the reasons behind speaking anxiety and cope with this highly common issue encountered in almost every language classroom (Gardner & MacIntyre, 1993; Horwitz et al., 1986; Young, 1986). In a study conducted to determine the causes of speaking anxiety, Admed, Pathan and Khan (2017) found out that foreign language learners experience anxiety due to the speaking activities in the classroom. A speaking anxiety questionnaire adapted from Horwitz et al. (1986) was administered to 240 postgraduate students (120 male and 120 female) in Pakistan. The results revealed that learners were stressed due to the interlanguage meaning system and the fear of making grammatical mistakes during speaking activities. Learners also expressed feeling nervous about getting lower marks as a result of poor grammatical knowledge. The same questionnaire was also administered to 54 freshman English learners in another study aiming to find out the reasons behind speaking anxiety (Melouah. A., 2013). The results of the survey and the self-reports demonstrated ample reasons why learners feel anxious in oral language classrooms. One of the main causes detected in the study was the classroom environment and specific

situations occurring in speaking classrooms. Other reasons listed were fear of making mistakes, being evaluated and judged by peers, and low self-confidence. Considering this, the author concluded that anxiety could not be attributed to a single reason and suggested some implications for language teachers. Solutions like creating a pleasant classroom atmosphere, allowing discussions in small groups, giving positive and encouraging remarks, and incorporating games in the lessons were recommended. In another study conducted in the Turkish EFL context, Şenel (2012) found similar results and revealed that learners' level of anxiety was highly dependent on teachers' negative attitudes, ways of teaching, and the curriculum. The research carried out by Bozavlı and Gülmez (2012) who aimed at investigating the effects of speaking anxiety by comparing native and nonnative teachers also resulted in line with other studies. According to the questionnaire administered to 70 students, the teacher-student relationship was found to be an important factor affecting learners' anxiety and a great way to control it. The findings also demonstrated that learners were less self-conscious in nonnative teachers' lessons when they knew their peers and prepared beforehand. Furthermore, a study conducted with a sample of master's students showed that most learners felt nervous when speaking with native speakers because they were afraid of negative social evaluation (Marzec-Stawiarska, 2015). What is more, this research demonstrated that even advanced learners could feel an intense level of speaking anxiety in situations where they feel evaluated and not competent enough to speak. As a result of severe anxiety, physical reactions such as the mind going blank, increased heart rate, and changes in voice and facial expressions were experienced by learners. Other studies conducted in terms of speaking anxiety involve its connection between learners' performance and oral language abilities. In line with this, Aghajani and Amanzadeh (2017) studied the relationship between speaking anxiety and oral language performance. The result of the questionnaire administered to 40 upper-intermediate adult EFL learners revealed a significant negative relationship between anxiety and language performance. Based on this, the researchers concluded that anxiety could have a debilitating effect on learners' oral performance because it acts like a barrier impeding students' improvement. Demirtaş and Bozdoğan (2013) also conducted a study to investigate the relationship between language anxiety and performance. The findings

demonstrated a strong negative link between foreign language anxiety and language performance. As stated by Khan (2015), high levels of anxiety can prevent learners from speaking even if they have enough information to express their feelings and ideas. In his study, fear of negative evaluation and stress were found to be major obstacles in the practice of the language and a negative influence on the development of communicative competence. Therefore, Khan (2015) emphasized the importance of positive learning environments and teacher attitudes to deal with language anxiety problems occurring commonly in language classrooms.

2.2.2 Research on collaborative learning in the EFL context

2.2.2.1 Face to face learning environments

Research shows that learners have positive attitudes towards collaborative learning in face-to-face environments since it improves language skills and production. Many scholars agree that collaborative activities offer learners more chances to be exposed to language input. Even though some traditional teachers still find it challenging to implement collaborative activities (Koç, 2018), studies showed that these types of activities have positive effects on the language learning process and thus contribute to the acquisition of the language (Kowal & Swain, 1994; Liao, 2014; McDonough, 2004a). Considering this, McDonough (2004) studied instructors' and students' perceptions of collaborative activities in an EFL context. Another aim of this research was to understand whether there was an improvement in learners who actively participated in the groups. Participants were asked to do contextual problem-solving activities in pairs or groups and were later evaluated through oral tests and questionnaires. The findings indicated that learners who actively participated in pair and group tasks showed improved production of target language forms, although they did not believe in the usefulness of collaborative activities. Another study aiming to explore the perceptions of EFL learners about collaborative activities was conducted by Chen (2017). Students were expected to watch and critique a short film by answering questions and creating a discussion in groups. The interview and observation results revealed positive attitudes toward collaborative activities, especially when the teacher was monitoring and supporting students during the tasks. The learners were highly satisfied with the scaffolding, expressed feeling more

responsible for their learning, and had more chances to develop their thinking than individual learning. Some learners even said that the assignments became easier after learning how to work collaboratively. Therefore, the researcher concluded that teacher-facilitated collaborative activities might expand students' way of thinking, communication skills, and social milieu. In another study, Koç (2018) mainly examined the perceptions of 25 Turkish language teachers on the use of collaborative teaching in EFL classrooms. The data collected through questionnaires and interviews indicated that even though most teachers favored collaborative activities, they found it challenging to implement and therefore abstain from using them in the classroom. When teachers were asked to state the reasons behind favoring collaborative teaching, they said that it effectively motivated students, encouraged interaction, and increased student participation and communication during the lessons. The researcher also found out that teachers' lack of proper training was the reason behind avoiding the implementation of collaborative activities in the classroom. Therefore, she recommended providing sufficient training for teachers and teaching learners appropriate collaborative skills such as assisting other students, providing feedback, and thinking critically. Besides perception studies, various research was also implemented to understand the influence of collaborative teaching in language acquisition. Considering this, Bao (2020) investigated the effects of collaborative dialogues in the learning process of complete beginners learning Chinese in the Danish EFL context. The tasks conducted in groups and pairs aimed to improve oral language skills by using target structures and key vocabulary. When video-recording transcriptions were analyzed, it was found that collaborative dialogues were beneficial especially for low-level language learners, since they offered chances to participate and share information. The results also indicated that learners provided each other effective support for higher-level functions that normally cannot be performed alone, which, according to the researcher, represents increased language competence.

2.2.2.2 Online learning environments

Studies show that collaborative learning in online environments influences learners positively by facilitating language learning and improving learners' communication

skills. Recent developments in technology paved the way for using technology for educational purposes; thus, the need to effectively integrate online learning tools in the language education process became prominent. By keeping in mind, the importance of interaction in foreign language learning, teachers and researchers focused on ways to merge collaboration in the online learning process. Therefore, various studies have been carried out to understand the effects of collaboration in online learning and the ways to implement it in online classes. Considering this, Uribe et al. (2003) examined the effects of online collaborative learning on learners' problem-solving performances. Learners were first informed about the online collaborative process through a web-based instructional program involving step-by-step problem solutions. Later, they were asked to solve authentic problems individually in a computer-mediated environment with their pairs. The assessments of problem scenarios and the result of the quizzes demonstrated that participants who worked collaboratively performed significantly better than participants who worked individually. The findings also demonstrated that learners working in pairs spent more time solving the problems and had positive attitudes towards computer-mediated collaborative activities. Zeng and Takatsuka (2009) carried out another study analyzing EFL learners' dialogues in online collaborative tasks to understand the effects of their mutual engagement. Participants were expected to complete four collaborative tasks on Moodle in pairs after receiving demonstrations on the usage and practice of the tool. The data collected from several sources such as students' online exchanges, surveys, and post-tests demonstrated that learners assisted each other during collaborative tasks, and this assistance had a positive impact on their language development. A recent study implemented by Avci and Adigüzel (2017) reached similar results. The purpose of the research was to examine the effects of mobile collaborative teaching on the language proficiency of EFL students. The results collected through interviews, group discussions, peer evaluations, and WhatsApp conversations revealed that practicing the target language for real purposes and in an authentic environment facilitated language learning and improved communication skills and vocabulary knowledge. Students also expressed positive attitudes towards participating in synchronous and asynchronous conversations with their classmates. Considering these results, the researchers concluded that improving

learners' language and communication skills could be possible through well-designed mobile technologies.

2.2.3 Research on collaborative based tasks in speaking

Research shows that including collaborative-based tasks in the learning process helps learners improve their speaking skills. Especially in EFL classrooms, there is a lack of exposure to the target language (Fahad, 2012), and this arises a need to include authentic contexts in which learners can encounter meaningful language input and use the language for real purposes. Therefore, many researchers suggest employing collaborative tasks to provide learners opportunities to be engaged in the learning process (Aliyu, 2017). Some studies have been conducted considering the idea that collaborative teaching could be beneficial in improving learners' speaking skills. One of these studies was carried out by Babiker (2018) who focused on whether collaborative tasks could improve learners' speaking skills. Another purpose of the study was to familiarize teachers with the implementation of collaborative activities and help them gain awareness. The results of this descriptive study showed that most of the teachers were not aware of collaborative teaching techniques and were following a more traditional approach. The study also revealed that even though learners did not take group work seriously, there was noticeable progress in their speaking skills after receiving collaborative teaching techniques. Babiker (2018) suggested including collaborative teaching in teacher training programs, training students, and allocating more time for group and pair work activities to achieve an effective collaborative classroom. Similar results were found in a study conducted by Pattanpichet (2011) who investigated the impact of collaborative tasks on learners' speaking achievement. This quantitative study which was administered to 35 undergraduate EFL learners demonstrated an improvement in learners' speaking achievement after conducting collaborative activities. Moreover, the analysis of students' diaries and interviews showed that students had positive attitudes towards speaking activities conducted in groups or pairs since they believed that they got to know each other better. A recent study concerning learners' perceptions was carried out by Govindasamy and Shah (2020) who found similar results to previous studies. Learners believed that collaborative tasks positively influenced their speaking

proficiency as they expressed feeling more confident, motivated, and engaged in the process. Furthermore, the role of the teacher in the collaborative teaching process was emphasized throughout the study. According to the researchers, teachers who act as moderators by scaffolding learners in pair and group tasks can create a successful student-centered learning environment. Finally, Buitrago (2017) examined the effects of collaborative learning in terms of fluency in speaking. The data gathered from students' reflections and surveys and teachers' observations suggested that fluency can be acquired collaboratively as learners have opportunities to learn from their peers and notice their mistakes. Working collaboratively also provided a chance to see how common their mistakes were and increased their confidence thanks to the relaxed environment formed by their peers. Based on this, the researcher concluded that collaboration could be a great way to encourage self-directed learning and personal evaluations. Later, with educational technology advancements, the focus shifted towards the effects of collaborative teaching in online learning environments. One of the studies concerning this impact was carried out by Badr (2020). The main purpose was to examine the effects of online collaborative learning on learners' speaking skills and social presence. The results of this quasi-experimental study showed that online collaborative teaching was effective in improving English speaking skills and social presence. Particularly, the social presence scale showed that learners felt more connected to their teachers and peers, which boosted their emotional support and trust. Moreover, among all the speaking skills including vocabulary, structure, and communication strategies, fluency was found to be the most developed. Based on these results, the researcher concluded that online collaborative learning could allow learners to brainstorm, reconstruct ideas, and speak in a non-threatening environment and improve their speaking skills.

2.2.4 Research on the effects of collaborative teaching on speaking anxiety

Studies demonstrated that there are many reasons behind speaking anxiety which can be reduced through the use of collaborative tasks in the learning process. Even though speaking is believed to be a crucial skill in language learning, many learners experience a feeling of apprehension when it comes to using the language (Suleimenova, 2013). Since speaking in a foreign language requires complex mental

procedures, it would be unwise to attribute all the reasons behind speaking anxiety to learners' proficiency levels. Many studies have been conducted to understand the reasons behind speaking anxiety in foreign language classes and whether it would be possible to solve this highly common problem with the use of the collaborative approach (Korucu-Kis & Sanal, 2020; Kamarulzaman et al. 2020a; Tsiplakides & Keramida, 2009). According to a study conducted by Aliyu et al. (2019), the main reasons for speaking anxiety were social-environmental factors and fear of negative evaluation. After analyzing the reasons, Aliyu et al. (2019) investigated whether it could be possible to reduce speaking anxiety through classroom interaction. The results demonstrated a decrease in five types of speaking anxiety including fear of negative evaluation, social-environmental, and English classroom speaking anxiety. In a study carried out by Topçu and Başbay (2020), other reasons causing speaking anxiety were listed as fear of wrong vocabulary choice, peer mocking, mispronunciation, perfectionist attitudes, and teachers' approach to error correction. Therefore, Topçu and Başbay (2020) recommended creating a positive and enjoyable learning atmosphere and offering strategy training for both teachers and students to alleviate tension in language classrooms. Finally, the researchers emphasized the importance of students' needs and interests while preparing group and pair activities. Other studies focused more on the effects of the collaborative approach on learners' speaking anxiety levels. A study by Kamarulzaman et al. (2020a) tested the effectiveness of collaborative tasks in an EFL classroom through short movies. The data gathered from questionnaires about speaking anxiety and reflection papers revealed that learners benefited from collaborative learning since they expressed feeling less anxious due to increased confidence resulting from constant practice with their peers. More extensive research examining the impact of collaboration on speaking achievement, speaking anxiety, and learners' perceptions in the Iranian EFL context was conducted by Tabatabaei et al. (2015). It was found that collaborative learning had a significant positive impact on all the variables that were investigated. A similar study was conducted by Badr (2020) who examined the effects of collaborative online learning on speaking anxiety. After conducting collaborative tasks through Zoom sessions, the data was collected through an English-speaking anxiety scale. According to the findings, learners were more

comfortable sharing their ideas since they believed that the environment was safer and free of negative evaluation. Moreover, they were also satisfied with the role of the teacher who mainly acted as an organizer and mediator rather than an assessor. As a result, Badr (2020) pointed out that online collaborative teaching could increase each group members' contributions and engagement in the learning process.

2.2.5 Conclusion

It is possible to reach various results considering the extensive literature presented above. First, anxiety negatively affects learners' language performance, especially in speaking lessons. Second, collaborative teaching contributes to language learning to a great extent as it provides a pleasant and interactive classroom atmosphere where learners share more and feel relaxed. Therefore, learners have positive attitudes towards collaborative teaching. Third, collaborative learning is efficient both in face-to-face and online learning environments in that it gives an authentic purpose for learners to communicate and increases the chances for each learner to interact more. In other words, collaborative learning positively impacts learners' language production and communication skills both in face-to-face and online learning environments. Another conclusion is that collaborative tasks significantly positively influence learners' speaking skills and speaking anxiety since these tasks create a non-threatening environment in which learners feel free to discuss ideas without the fear of being judged by others. Finally, group activities increase learners' self-confidence, self-determination, oral fluency, vocabulary knowledge, and communication skills in face-to-face and online learning contexts.

3. METHODOLOGY

This section includes the methods and procedures that are followed in the study. The first part consists of the research design which explains the context of the study. In the second part, detailed information about the participants is given. The third part introduces the data collection tools. In the following part, the research procedure is described step by step in detail. Finally, the analysis of the data is explained.

3.1 Research Design

The study mainly examines whether collaborative classroom activities can alleviate EFL learners' speaking anxiety. Another aim is to explore the impact of collaborative tasks on learners' speaking anxiety in two different learning environments which are face-to-face and online contexts. Therefore, the study is based on the practical research type which is conducted to solve a specific real-life problem with specific participants and context. Moreover, this study can be considered deductive and experimental because it aims to test a hypothesis rather than simply trying to understand and describe the speaking anxiety problem. In this process, the researcher does an implementation to the participants to determine the effects of the hypothesis (Spector, 1981). This study specifically adopts the before-and-after experimental design as it measures the same phenomenon with the same participants before and after an intervention process (Moissenko et al., 2016). At the same time, this research has the characteristics of an analytic study since it focuses on small components such as the effects of collaborative teaching in different settings and speaking anxiety. These small components are combined to present a coherent and complete picture (Seliger and Shohamy, 1989). Therefore, it begins with a preconceived hypothesis regarding whether collaborative teaching has an impact on learners' speaking anxiety

in face-to-face and online learning environments. Finally, this quantitative study aims to collect data from EFL learners through a speaking anxiety questionnaire.

3.2 Participants

The participants of the study were 34 EFL students from two different classes, 17 students from a face-to-face classroom, and 17 from an online classroom in which speaking lessons were conducted. All the participants were Turkish native speakers coming from different educational backgrounds. Two groups of participants were chosen for the study; one group from an online classroom and the other from a face-to-face classroom. While the online classroom had eight female and nine male participants, the face-to-face classroom had seven females and ten male participants. There were 15 (44,1 %) female students and 19 (55,9 %) male students in total. According to the Proficiency exam conducted by the Preparatory school, students had the same language level, which was A2. The levels were identified based on CEFR (The Common European Framework of Reference). In the background questionnaire, students were asked to state their ages and departments. While students' minimum age was 18, the maximum age was 25, and the mean age was 18,7. As for the students' departments, the majority of the students are from the engineering departments: 4 (11,1%) are from Bioengineering, 2 (5,5) are from Industrial Engineering, 2 (5,5) are from Chemical Engineering, 1(2,7 %) is from Environmental Engineering, 4 (11,1%) are from Metallurgical and Materials Engineering, and 1 (2,7 %) is from Mechanical Engineering. The rest of the participants are from various other departments: 3 (8,3 %) are from Physics, 3 (8,3 %) are from Medicine, 2 (5,5 %) are from Cinema and Television Arts, 2 (5,5 %) are from Political Science and Public Administration, 1(2,7 %), 2 (5,5 %) are from Management Information Systems, 2 (5,5 %) is from Economics, 1(2,7 %) is from Public Relations and Publicity, 1(2,7 %) is from International Relations, 1(2,7 %) is from Business Administration, 1(2,7 %) is from Philosophy, 1(2,7 %) is from Dentistry, and 1(2,7 %) is from Theology. This study was conducted in a Preparatory School at a state university in Istanbul, Turkey, during the Spring Semester of the 2021-2022 academic year. The Preparatory school aims to enable students to

construct the necessary foundations to use a foreign language fully or partially as the medium of instruction and increase their level of proficiency with the help of information technologies. Within this scope, students receive 24 hours of language lessons per week consisting of four language skills (reading, writing, listening, speaking), grammar, and main course lessons. Since the pandemic outbreak in 2019, education has been carried out within a mixed system that involves both face-to-face and online lessons. Students had three days of online lessons and two days of face-to-face lessons during the academic year. The online lessons were conducted through Zoom. To understand the impact of collaborative learning on students' speaking anxiety in different environments, one of the experimental groups was chosen from an online classroom and the other group from a face-to-face classroom. Students receive five lessons (30 minutes each) of Listening and Speaking every week. The lessons were conducted from a skills coursebook which consisted of mostly vocabulary and listening activities accompanied by open-ended discussion questions. Learners were familiar with peer work since they were expected to discuss the topics with their friends. However, group work was not common during those lessons. Thus, the implementation of collaborative tasks required students to adjust themselves to the process.

Table 1:Participants' Age, Gender, and Departments

Variables		Participants
		Frequency %
Gender	Female	15 (44.1 %)
	Male	19 (55.9 %)
Age		
	Mean	18.7
	Minimum	18
	Maximum	25

Departments	Frequency %
Bioengineering	4 (11.1%)
Industrial Engineering	2 (5.5%)
Chemical Engineering	2 (5.5%)
Environmental Engineering	1 (2.7 %)
Metallurgical and Materials Engineering	4 (11.1%)
Mechanical Engineering	1 (2.7 %)
Physics	3 (8.3 %)
Medicine	3 (8.3 %)
Cinema and Television Arts	2 (5.5%)
Political Science and Public Administration	2 (5.5%)
Management Information Systems	2 (5.5%)
Economics	2 (5.5%)
Public Relations and Publicity	1 (2.7 %)
International Relations	1 (2.7 %)
Business Administration	1 (2.7 %)
Philosophy	1 (2.7 %)
Dentistry	1 (2.7 %)
Theology	1 (2.7 %)

3.3 Data Collection Tools

In this study, two instruments were used. First, a background questionnaire collecting information about learners' age, gender, and departments was administered. Then, the Foreign Language Anxiety Scale (FLCAS) aimed at identifying the extent of learners' foreign language anxiety in a language classroom was given to the students.

FLCAS which was developed by Horwitz et al. (1986) is a valid and reliable scale made up of 33 items. It was a 5 Likert-type scale asking learners to rate from one to five (5=strongly agree, 4=agree, 3=neither agree nor disagree, 2= disagree, 1=strongly disagree). The translated version of FLCAS (see Appendix A) was administered to students to prevent misunderstandings due to learners' proficiency levels. The translated version of the FLCAS scale was developed by Aydın et al. (2016) in two phases. In the first phase, five translators were asked to translate the FLCAS scale into Turkish in a blind session. The semantic and conceptual factors were taken into consideration during the translation process. In the second phase, all the translators compared their versions to reach common ground and decided on the best-translated version of the items. The Turkish version included 33 items, a 5-point Likert scale, and the same content as the original FLCAS. Table 2 shows the reliability value and percentage of variance of the scale. According to the calculations made by Aydın et al. (2016), Cronbach's Alpha for the Turkish version was .86 which made the scale reliable. Moreover, the percentage variance of the scale was 73.58 meaning that it was valid.

Table 2: Reliability Statistics and the Percentage Variance of the Turkish Version of FLCAS (Aydın et al., 2016)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	% of Variance
0.86	0.85	73.58

The FLCAS consisted of three main parts: *anxieties caused by personal and interpersonal reasons, instructors' beliefs about language teaching, and classroom procedures*. The first part, which was about anxieties caused by personal and interpersonal reasons, was also divided into three sub-categories as *self-perceived proficiency, self-comparison to others and competitiveness* and *learner beliefs about*

language learning. The second part was mainly based on *instructors' attitudes towards correcting errors of the learners*. The final part included items based on *speaking in front of others*. All in all, the scale was designed according to the types of anxiety developed by Horwitz et al. (1986).

3.4 Procedure

The present study used a two-group experimental research design with pre-and post-tests aimed to understand the impact of collaborative learning in different learning environments. Before administering the pre-test, necessary permissions were received both from the institution where the data was going to be collected and the Faculty of Educational Sciences in Istanbul Medeniyet University's ethics committee. The scale was transferred to Google Forms and delivered to both face-to-face and online classes as the next step. Students were informed about the aim and the importance of the research along with the implementation process. Moreover, the researcher also made sure to inform students about the confidentiality of their responses and personal information. A section asking for the approval of the participants was included at the beginning of the scale that had been conveyed to Google forms to make sure that participation was voluntary. The pre-test was sent to both face-to-face and online classes in April 2022. After the implementation process that lasted for five weeks, the post-test was sent to the same face-to-face and online classes through Google forms. Various collaborative tasks were conducted for two or three hours each week during Listening and Speaking lessons in the implementation process. In online lessons conducted on Zoom, breakout rooms were used to create an environment suitable for group work. The participants in the groups changed every week to make sure that most students interacted with one another. The same collaborative task contents were used for both classes in addition to their regular curriculum. However, considering the differences in the environment, a few changes or adaptations were made in terms of materials such as the use of hard or soft copies of the documents to make the tasks more applicable. Most of the materials were developed by the teacher-researcher, while others were adopted from a web-based source. The main aim of the tasks chosen for the implementation process was to

encourage learners to work together to achieve a certain goal and express their choices easily.

Table 3: The Treatment Period

Weeks	Aim	Procedure	Materials
Week 1:	To practice how to make suggestions	<i>Problem Solving Activity</i> Preparing a list of solutions for the given everyday problems by brainstorming in groups Creating suggestions by using the solutions formed by brainstorming Oral discussion based on the suggestions	PowerPoint presentation
Week 2:	To practice how to make suggestions	<i>Creating Study Tips</i> Pre-task questions to warm up before the task Brainstorming tips on how to study before an exam Creating recommendations by considering the tips Oral discussion based on the suggestions	PowerPoint presentation
Week 3:	To encourage the use of critical thinking skills by creating a holiday plan	<i>Critical Thinking Activity</i> Preparing a holiday plan in groups based on the information that is presented Sharing travel plans in a class discussion Commenting on each travel plan in groups	Worksheet

		<i>Critical Thinking Activity</i>	
	To encourage the use of critical thinking and problem-solving skills to survive on a deserted island	Choosing four items from the ship and listing the reasons in groups Creating a survival plan by using the items chosen Brainstorming the escape from the island Sharing survival and escape plans in an oral discussion	Worksheet
Week 4:			
		<i>Critical Thinking Activity</i>	
	To make choices in difficult ethical situations	Saving a limited number of passengers from a sinking ship and preparing a list Discussing the reasons behind the choices Sharing group decisions in an oral session	Worksheet
Week 5:			

Week One

The first week's material was a problem-solving activity prepared by the teacher-researcher. Learners were divided into five groups involving three or four students in each group. The instructor provided each group with five problems that students might encounter in their daily lives and asked them to analyze these problems first. Then, all of the problems were explained detailly by the instructor to make sure that students understood clearly. In the beginning, students were expected to brainstorm all the possible solutions to the problems and then prepare a list of them. As the next step, the instructor asked the groups to decide on the best solution from the list that

they had prepared. During the decision process, the students in each group shared their ideas and the reasons behind their choices. Finally, all the groups reached common ground and decided on the best solution for each problem. The final decisions were shared in a whole class session towards the end of the task.

Week Two

The second week's material was also prepared by the instructor according to the curriculum of that week. The topic of the task was academic success. In groups of three or four, students first asked and answered some open-ended questions related to the topic as a pre-task. Once the students were introduced to the topic through questions, the instructor detailly explained the main task. The groups were expected to brainstorm six tips to study for an exam by taking small notes. They were then asked to turn these into recommendations, which were included due to the pacing, to practice the ways to make suggestions. In the final part of the task, the groups answered post-questions based on their suggestions and finished the group work by analyzing and discussing a quote related to the topic. Later, the groups shared their suggestions in a whole-class discussion.

Week Three

The researcher and one of her colleagues developed the third week's material. The aim of the task was to encourage students to prepare a holiday plan with their peers. According to the task, students were asked to plan a vacation with the money they received as a reward. However, the students had a limited amount of money for deciding on their plan and therefore could not exceed that amount. Learners also had some bullet points to complete their mission, so they were advised to plan wisely. Every detail about the holiday was written on the material that was given to the groups. By looking at the information and instructions provided by the teacher, students decided on the destination, activities, type of accommodation, and flights based on the amount of money they had. In other words, they created a real holiday plan by considering the opportunities and money. There were five groups consisting of three or four students in each. When the groups decided on their plans, they shared their decisions and commented on other groups' plans in a whole-class discussion.

Week Four

This week's material was adopted (Teach-this, 2021) and simplified by the instructor to make sure that students comprehend it easily. This was a survival activity in which learners used critical thinking and problem-solving skills to survive on a deserted island. The aim of the task was to choose the best strategies to survive being stranded on a deserted island. First, the teacher set a scenario by drawing a sunken ship on the board to create a background for the activity. She let students choose four items from the worksheet to help them survive on the island. In groups of three or four, students discussed and tried to explain their answers. Every island on the worksheet contained different challenges that required each group to plan differently. By using the items that they had chosen at the beginning of the activity, groups prepared a survival plan. Finally, each group presented their survival in a whole-class discussion and together decided on the best plan.

Week Five

The final week's material was also adopted (Islcollective, 2013) and adjusted according to learners' current levels. This was a critical thinking activity requiring learners to make choices in a difficult ethical situation. This task was chosen due to that week's curriculum which was about ethical dilemmas. The aim of the task was to save passengers from a sinking ship. However, students could only save five passengers out of ten because of some challenges. The information about all the participants was given in the worksheet provided by the teacher. There were five groups containing three or four participants. The groups decided on which participants to save and discussed the reasons behind their choices. Finally, all the ideas were shared in a group discussion.

3.5 Data Analysis

The data that was collected through FLCAS were analyzed by the Statistical Package for Social Sciences (IBM SPSS Statistics 21.0 software). First, a descriptive analysis involving participants' gender and departments was run to reveal the mean scores, frequencies, and percentages. As for the age, the mean, minimum and maximum

values were calculated. Next, the reliability coefficients were computed through Cronbach Alpha. The Cronbach Alpha reliability value of pre-tests was .92. The Cronbach Alpha reliability value of post-tests was .91. The results demonstrated in Table 4 indicated that the data was reliable. While the percentage of variance of the pre-test was 40.1, it was 41.6 for the post-test.

Table 4: Reliability Coefficients of the Pre- and Post-tests

	Reliability Coefficients (Cronbach's Alpha)	% of Variance
Pre-tests	0.92	40.1
Post-tests	0.91	41.6

As for the analysis of data, non-parametric methods were chosen since the number of participants was too small to assume a normal distribution. First, descriptive analysis for the pre and post-tests was done to reach the mean values. The mean values are later compared to find out any differences between the pre- and post-tests. Next, the Wilcoxon analysis was conducted on each item in the scale to compare the pre and post-test results of both groups. This test was conducted to comprehend whether there was a decrease in the anxiety level within the groups after the implementation. Later, the Mann-Whitney U analysis was utilized to understand the differences in the anxiety levels between online and face-to-face groups after the implementation process.

4. FINDINGS

This section contains the results obtained from the study conducted based on the research questions asked in the research. First, the results on the effects of collaborative learning on Turkish EFL learners' speaking anxiety in a face-to-face environment are presented. Second, the findings on the effect of collaborative learning on Turkish EFL learners' speaking anxiety in an online environment are demonstrated. Lastly, the data from the face-to-face and online environments are compared, and the results are presented.

4.1 Findings for the Effects of Collaborative Instruction on EFL Learners' Speaking Anxiety

4.1.1 Instruction Effect on Speaking Anxiety in the Face-to-face Environment

Table 5 demonstrates the mean scores, standard deviation, and standard error mean of the pre and post-tests within the face-to-face group. Based on this, it was found that there was a difference between speaking anxiety regarding pre and post-tests in the face-to-face group. According to the table, the mean score of learners in the pre-test was found to be 2.9, and in the post-test, it was found to be 2.44, meaning that there was a decrease in the level of speaking anxiety in the face-to-face group.

Table 5: The Mean Scores of Speaking Anxiety in the Face-To-Face Environment

		Mean	Std. Deviation	Std. Error Mean
Face-to-face group	Pre-test	2.49	.59	.14
	Post-test	2.44	.60	.14

Table 6 demonstrates the Wilcoxon test results item by item to understand whether there was a statistically significant difference between the pre- and post-tests in terms of speaking anxiety. Analysis of the findings showed that except for four items in the scale, the levels of significance were above the specified level of significance which is .050. In other words, there was no significant difference between pre- and post-test scores besides these four items. First, the significance level of the first item on learners' anxiety about making mistakes in English class was found to be .02 which showed a significant difference between the pre- and the post-test results. As can be seen from Table 6, seven participants had a higher anxiety level about making mistakes in English class than after their treatment. However, nine participants saw no changes in their anxiety levels, and only one participant experienced an increase. The second item which was on learners' anxiety when they were called on in an English class showed a considerable change since the significance score was .01. While seven participants had a higher anxiety level on the pre-tests, ten participants experienced no change after the treatment. The third item that had a significant difference between the pre- and post-test results was the anxiety learners feel when they were speaking with native English speakers. The significance value for that item was .03. According to Table 6, eleven participants had a lower anxiety level in terms of speaking English with native speakers after the treatment. While two participants saw an increase in their anxiety level, four participants experienced no changes after the treatment. The significance value for the last item was .01, meaning that there

was a considerable difference between the pre and post-test in terms of how comfortable learners felt when speaking English with native speakers. As can be seen, nine participants had a higher level of speaking anxiety before the treatment, and only one of them experienced an increase after the treatment. On the other hand, seven participants demonstrated no changes at all.

Table 6: The Wilcoxon Test for the Face-to-Face Group

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
2) I don't worry about making mistakes in English class.	Negative Ranks	1 ^d	1.50	1.50	.02
	Positive Ranks	7 ^e	4.93	34.50	
	Ties	9 ^f			
	Total	17			
3) I tremble when I know that I'm going to be called on in English class.	Negative Ranks	7 ^g	4.00	28.00	.02
	Positive Ranks	0 ^h	.00	.00	
	Ties	10 ⁱ			
	Total	17			
14) I wouldn't be nervous speaking English with native speakers.	Negative Ranks	2 ^{an}	7.50	15.00	.03
	Positive Ranks	11 ^{ao}	6.91	76.00	
	Ties	4 ^{ap}			
	Total	17			
32) I would probably feel comfortable around native speakers of English.	Negative Ranks	1 ^{cp}	3.50	3.50	.01
	Positive Ranks	9 ^{cq}	5.72	51.50	
	Ties	7 ^{cr}			
	Total	17			

4.1.2 Instruction Effect on Speaking Anxiety in the Online Environment

Table 7 contains the mean scores, standard deviation, and standard error mean. This table reveals the difference in the mean scores between the pre- and post-tests in the

online group. As can be seen, there was a difference between speaking anxiety regarding pre and post-tests. Similar to the face-to-face group, there was a decrease in the mean scores of the speaking anxiety test in the online group from 2.67 to 2.53.

Table 6: The Mean Scores of Speaking Anxiety in the Online Environment

		Mean	Std. Deviation	Std. Error Mean
Online group	Pre-test	2.67	.72	.17
	Post-test	2.53	.71	.17

In order to examine if there were any changes in speaking anxiety levels of the online group after five weeks of collaborative instruction, a Wilcoxon test was run (see Appendix D). As shown in Table 8, the results of the Wilcoxon test revealed no significant difference between the pre and post-tests in the online group except in one statement on feeling more comfortable around native speakers of English. The significance level of this statement was .01 which was a sign of significant difference.

Table 8: The Wilcoxon Test for the Face-to-Face Group

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
32) I would probably feel comfortable around native speakers of English.	Negative Ranks	1 ^{cp}	4.00	4.00	.01
	Positive Ranks	10 ^{cq}	6.20	62.00	
	Ties	6 ^{cr}			
	Total	17			

4.1.3 Comparison of Online and Face-to-face Environments

Table 9 illustrates the mean rank, sum of rank, and significance value of the online and face-to-face pre-tests in total. While the mean rank for the face-to-face group was 16.47, it was 18.53 for the online group. However, there was no significant difference between these groups as the significance value was .54, above the specified level.

As can be seen (see Appendix E), only three items showed a significant change between face-to-face and online groups in the pre-tests. Regarding the anxiety about making mistakes in English class, the pre- mean rank score was 13.59 for the face-to-face group and 21.41 for the online group. The significance value of the item was .02. The item related to getting upset over English classes had the mean rank score of 14.09 for the face-to-face class, and 20.91 for the online class. The significance value of the item was .04. Finally, the item on feeling comfortable when speaking English with native speakers had a mean rank score of 12.21 for the face-to-face group and 22.79 for the online group. The significance value of the item was .001.

Table 7: Mann Whitney U Test Results for the Pre-Tests of the Online and Face-to-Face Groups

		Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Pre-tests	Face-to-face	16.47	280.00	.54
	Online	18.53	315.00	

Table 10 demonstrates the Mann Whitney U test results in terms of the mean rank, sum of rank, and significance value of the post-tests in total. As shown in Table 10, the mean rank for the face-to-face group was 17.26, and it was 17.74 for the online

group. The significance value was .89 which is above the specified significance level ($p=.050$). In other words, there was no significant difference between the face-to-face and online groups in terms of speaking anxiety after the implementation process.

Table 8: Mann Whitney U Test Results for the Post-Tests of the Online and Face-to-Face Groups

		Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Post-tests	Face-to-face	17.26	293.00	.89
	Online	17.74	301.50	

5. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This section consists of four subsections including the conclusions of the study and discussions regarding the impact of collaborative learning on learners' speaking anxiety in different learning environments. First, the conclusions of the study were presented. Second, the existing literature was compared with the results obtained from this study. Third, some practical recommendations were given to the teachers, curriculum developers, and learners. Finally, suggestions for further research were provided.

5.1 Conclusions

This study aims to examine the impact of collaborative learning on EFL learners' speaking anxiety in two different learning environments which are online and face-to-face and compares these environments to investigate whether there are any differences. Some conclusions can be reached based on the results presented above. First of all, the use of collaborative tasks in face-to-face environments does not impact learners' speaking anxiety overall. When the mean scores of pre- and post-tests collected from the face-to-face group are compared, there is a slight decrease in learners' speaking anxiety scores. In other words, some changes are observed after the implementation process, but most of them do not demonstrate statistically significant values. This means that collaborative tasks do not majorly affect foreign language learners' speaking anxiety. However, it should be noted that after the collaborative instruction in the face-to-face environment, some of the items show significant differences. For instance, learners are less anxious about making mistakes and being called on in the English class. Moreover, they are less nervous in

speaking with native English speakers. Similar results were found for the impact of collaborative instruction on EFL learners' speaking anxiety in online environments. When the pre- and post-tests are analyzed, there is a decrease in the mean scores, meaning that some changes in learners' anxiety levels occur after the implementation. However, similar to the face-to-face group results, these changes are not significant. Learners only experience a significant decrease in their anxiety scores when they are asked to speak with native English speakers. Finally, face-to-face and online environments are compared to understand whether there are differences before and after the implementation process. The pre-test comparisons show that there are significant differences between face-to-face and online groups in only some of the items. These differences are mainly about the anxiety they felt when they have to speak English in the class and with native English speakers. Moreover, there is also a significant difference in terms of their anxiety about making mistakes in the English class. On the other hand, post-test results show no significant differences between the groups. In other words, face-to-face and online environments reflect similar anxiety scores after collaborative instruction. All in all, collaborative teaching does not have a significant impact on learners' speaking anxiety both in face-to-face and online environments.

5.2 Implications

Some pedagogical implications on the impact of collaborative learning on EFL learners' speaking anxiety can be reached based on the findings of the study. The results showed that collaborative tasks did not significantly impact learners' foreign language anxiety in both environments. These results contradict many studies conducted to understand the effects of collaborative learning which resulted in drastic changes in learners' speaking anxiety levels (Kamarulzaman et al., 2020b; Tabatabaei et al., 2015; Topçu and Başbay, 2020). To be more specific, these studies demonstrated a significant decrease in foreign language learners' anxiety levels and an improvement in their language skills. On the other hand, research conducted by Liao (2014) indicated that collaborative tasks alone did not directly impact learners'

speaking anxiety. That is to say, students had equal levels of anxiety during a speech regardless of working in a group or individually.

First of all, when the effect of collaborative tasks in the face-to-face learning environment was analyzed, no major changes were observed in students' anxiety levels. However, this analysis still provides some insight into the impact of collaborative learning as learners' anxiety levels showed a considerable decline in some situations. For instance, learners in the face-to-face group expressed being less anxious about making mistakes in English class after the implementation. Considering that the fear of making mistakes, wrong vocabulary choice, and mispronunciation are believed to be the major reasons for anxiety in an English classroom (Topçu & Başbay, 2020), including collaborative tasks in the teaching process could be successful in reducing this type of anxiety. Therefore, especially in foreign language classes, it may be advantageous to create collaborative environments where learners are not afraid of making mistakes and are ready to interact with peers without fearing being judged. Learners were also found to be less nervous about being called on in the class after collaborative instruction. This finding could be considered a way of reducing 'communication apprehension,' which is defined by Horwitz et al. (1986) as "a type of shyness characterized by the fear of or anxiety of communicating with people" (p.127). Similar results were obtained from the online group which showed no significant differences in learners' anxiety levels after the implementation. As there is no specific study based on the effect of collaborative teaching on foreign language learners' speaking anxiety, it is not impossible to make comparisons yet. However, the existing literature investigating the effects of computer-assisted learning suggests that virtual learning environments can encourage shy learners to overcome their anxiety to participate in online classes by creating positive attitudes and interaction opportunities (Huang & Hwang, 2013; Saud Alahmadi & Muslim Alraddadi, 2020). Moreover, foreign language learners perceive virtual environments as less threatening and therefore feel less nervous (Aydın, 2018). On the other hand, many studies support the idea that difficulties such as technical constraints, internet problems, limited opportunities provided by online platforms, and the lack of non-verbal communication make online interaction less effective compared to face-to-face interaction (González-Lloret, 2020; Yang & Lin,

2020). Therefore, the results of this study could provide a perspective for language teaching, showing that there is still much to know about online processes and how to integrate collaborative activities into the teaching process. Finally, no significant differences were found as a result of the comparison between face-to-face and online environments. Related literature mostly examines the impact of different environments on learners' speaking anxiety. From that point of view, it is possible to say that there is no consensus on the differences between face-to-face and online environments. Research suggests that different learning environments can negatively and positively affect learners' speaking anxiety (Alla et al., 2020; Davis et al., 2019). As a contradiction, the comparison in this study demonstrated no serious impact on foreign language learners' speaking anxiety levels.

Even though this research did not find major changes in learners' speaking anxiety levels after the implementation of collaborative instruction in two different learning contexts, it still contributes to the literature by filling the gap on the effect of collaborative learning and the analysis of this effect by comparing face-to-face and online environments. Furthermore, this research also contributes to the existing literature in the Turkish EFL context, especially since there is a lack of research comparing different learning environments in terms of collaborative learning and speaking anxiety. However, it should be noted that the number of participants and the period of implementation may not be enough to make generalizations, and therefore extensive research is needed to have a deeper understanding.

5.3 Practical Recommendations

Some practical recommendations can be drawn based on the results presented above. First, collaborative learning in face-to-face environments could provide opportunities for learners to experience a decrease in their speaking anxiety level. However, it should be noted that collaborative learning has higher metacognitive requirements including technical, social, and self-regulation skills (Falkner et al. 2013). Learners may feel nervous in situations in which the objectives are not clear. Therefore, guidelines and objectives related to collaborative learning should be determined by

the teacher in the beginning to reduce anxiety (Jacobs et al. 2002). In other words, EFL teachers should be aware of the effects of collaborative learning and learn more about the guidelines to provide clear instructions and an easier learning environment. Moreover, teachers should guide learners during the process and provide environments in which learners can interact easily without the fear of being mocked or judged. As Alla et al. (2020) suggest, educators can also teach their learners “how to become attentive listeners, use compensatory strategies, use backchannelling signals and provide peer support”. Learners should be familiar with the process and cognitively, socially, and psychologically ready to take part in collaborative tasks and work in groups. The finding that making mistakes is a natural part of the language learning process should also be emphasized. Second, collaborative teaching in online learning environments may have the potential to reduce speaking anxiety. However, teachers should not only know about the factors that may create anxiety in e-learning environments but also help learners adapt to online contexts. In order for teachers to be helpful in this process, they should be provided with special training based on computer-mediated teaching and the ways to integrate teaching approaches into online learning environments. Online tools such as *Skype* and *Zoom*, may necessitate more focus and effort than face-to-face learning environments since the interaction may feel unnatural due to the lack of gestures, body language, and a difference in pause units (Jiang, 2020). In other words, communication breakdowns may happen more frequently compared to face-to-face contexts. Therefore, it is worth mentioning that difficulties such as internet connection problems, lack of non-verbal communication, technical malfunctions, and problems related to voice communication should be considered during lesson planning. Other factors such as technological environments and tools, learners’ computer skills and their access to online contexts, and the amount and suitability of the content should also be considered before the implementation of collaborative tasks in online learning environments. This shows that teachers can play a major role in the application of computer-mediated collaborative tasks due to the complexity of both collaborative tasks and the online learning environments. Third, face-to-face and online learning contexts were found to have similar effects on learners’ speaking anxiety after collaborative implementation. Therefore, it is suggested that one learning

environment should not displace another in terms of reducing speaking anxiety. On the contrary, the most suitable teaching methodologies should be considered for different learning contexts. It is necessary to highlight that not every methodology may have the same impact on every learning context. Considering this, teachers and curriculum developers are recommended to be in search of the best approaches that are suitable to their teaching environments. Also, rather than choosing one learning environment over the other, these environments can be used in completion with each other as each may have different effects on learners' speaking anxiety. All in all, collaborative learning may have the potential to alleviate speaking anxiety in different learning environments if it is skillfully implemented.

5.4 Suggestions for Further Research

The results of the study lead to several suggestions for further research. First of all, various types of research should be carried out to have a deeper understanding of the impact of collaborative learning on learners' speaking anxiety in different learning contexts. Especially, qualitative research could provide more insight into learners' speaking anxiety and their perceptions and motivation levels in cases where collaborative work is conducted. Secondly, more research can focus specifically on the effect of collaborative tasks on learners' speaking anxiety in various online learning environments including virtual learning, video conferencing, and social media-based tools. Also, comparing how learners work individually and collaboratively on different tasks is likely to be helpful in comprehending its effects on learners' speaking anxiety. Another point is that further research comparing face-to-face and online environments can be conducted to have a better grasp of the impact of collaborative work in different learning contexts. Finally, a more comprehensible and generalizable study can be carried out if the number of participants and the period of application are increased.

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APPENDICES

Appendix A

Foreign Language Speaking Anxiety Scale (Horwitz et al., 1986)

Dear Participants,

This study plans to find out the effect of the collaborative learning method on the speech anxiety of foreign language learners in face-to-face and online classroom environments. The scale consists of three anxiety types: communication apprehension, test anxiety, and fear of negative evaluation. It is 5 points Likert scale. The scale only requires 10 minutes of your time. This thesis is conducted by Buse Nur BOZKURT (Master's Student) from Istanbul Medeniyet University Department of English Language Teaching Department under the supervision of Prof. Dr. Selami Aydın. Reading and approving this form will mean that you have agreed to participate in the research. It is entirely voluntary to take part in the study. Your answers and personal information will be kept confidential and will only be evaluated by the researcher. The data obtained will be used for scientific purposes.

Part one: Background Questionnaire

Age:

Gender: Female / Male

Department at University:

Thank you in advance for your participation in this study.

Part two: FLCAS (Foreign Language Anxiety Scale)

In this part, you are expected to answer questions related to speaking anxiety. The scale consists of three parts including communication apprehension, test anxiety, and fear of negative evaluation. Please mark the number which is most appropriate for your levels of agreement with each statement.

Items
1. I never feel quite sure of myself when I am speaking in English.
2. I don't worry about making mistakes in English class.
3. I tremble when I know that I'm going to be called on in English class.
4. It frightens me when I don't understand what the teacher is saying in English.
5. It wouldn't bother me at all to take more English classes.
6. During English class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at English than I am.
8. I am usually at ease during tests in my English class.
9. I start to panic when I have to speak without preparation in English class.
10. I worry about consequences of failing my English class.
11. I don't understand why some people get so upset over English classes.
12. In English class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in English class.
14. I would not be nervous speaking English with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for English class, I feel anxious about it.
17. I often feel like not going to my English class.
18. I feel confident when I speak in my English class.
19. I am afraid that my English teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I am going to be called on in my English class.
21. The more I study for an English test, the more confused I get.
22. I don't feel pressure to prepare very well for English class.
23. I always feel that the other students speak English better than I do.
24. I feel very self-conscious about speaking English in front of other students.
25. English class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my English class than in my other classes.
27. I get nervous and confused when I am speaking in my English class.
28. When I am on my way to English class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the English teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak English.
31. I am afraid that the other students will laugh at me when I speak English.
32. I would probably feel comfortable around the native speakers of English.
33. I get nervous when the English teacher ask questions which I haven't prepared in advance.

Appendix B

The Turkish Version of FLCAS

	Hiç katılmıyorum.	Katılmıyorum.	Ne katılmıyorum, ne de katılmıyorum.	Katılıyorum.	Tamamen katılıyorum.
1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	[1]	[2]	[3]	[4]	[5]
2. Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.	[1]	[2]	[3]	[4]	[5]
3. Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	[1]	[2]	[3]	[4]	[5]
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	[1]	[2]	[3]	[4]	[5]
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.	[1]	[2]	[3]	[4]	[5]
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	[1]	[2]	[3]	[4]	[5]
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	[1]	[2]	[3]	[4]	[5]
8. Yabancı dil derslerinin sınavlarında genellikle rahatım.	[1]	[2]	[3]	[4]	[5]
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	[1]	[2]	[3]	[4]	[5]
10. Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	[1]	[2]	[3]	[4]	[5]
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	[1]	[2]	[3]	[4]	[5]
12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	[1]	[2]	[3]	[4]	[5]
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	[1]	[2]	[3]	[4]	[5]
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	[1]	[2]	[3]	[4]	[5]
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.	[1]	[2]	[3]	[4]	[5]
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	[1]	[2]	[3]	[4]	[5]
17. Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	[1]	[2]	[3]	[4]	[5]
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.	[1]	[2]	[3]	[4]	[5]
19. Yabancı dil öğretmenim yaptığım her hatayı düzelterek diye korkuyorum.	[1]	[2]	[3]	[4]	[5]
20. Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.	[1]	[2]	[3]	[4]	[5]
21. Yabancı dil dersinin sınavına ne kadar çok çalışsam kafam o kadar karışıyor.	[1]	[2]	[3]	[4]	[5]
22. Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	[1]	[2]	[3]	[4]	[5]
23. Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.	[1]	[2]	[3]	[4]	[5]
24. Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.	[1]	[2]	[3]	[4]	[5]
25. Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	[1]	[2]	[3]	[4]	[5]
26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	[1]	[2]	[3]	[4]	[5]
27. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	[1]	[2]	[3]	[4]	[5]
28. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	[1]	[2]	[3]	[4]	[5]
29. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	[1]	[2]	[3]	[4]	[5]
30. Yabancı dili konuşmak için öğrenmem gereken kuralların sayısı beni boğuyor.	[1]	[2]	[3]	[4]	[5]
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	[1]	[2]	[3]	[4]	[5]
32. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissedirdim.	[1]	[2]	[3]	[4]	[5]
33. Yabancı dil öğretmeni hazırlanmadığım yerlerden sorular sorduğunda sinirleniyorum.	[1]	[2]	[3]	[4]	[5]

Appendix C

The Wilcoxon Test for the Face-to-Face Group

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1) I never feel quite sure of myself when I am speaking in English class.	Negative Ranks	4 ^a	3.88	15.50	.79
	Positive Ranks	3 ^b	4.17	12.50	
	Ties	10 ^c			
	Total	17			
2) I don't worry about making mistakes in English class.	Negative Ranks	1 ^d	1.50	1.50	.02
	Positive Ranks	7 ^e	4.93	34.50	
	Ties	9 ^f			
	Total	17			
3) I tremble when I know that I'm going to be called on in English class.	Negative Ranks	7 ^g	4.00	28.00	.02
	Positive Ranks	0 ^h	.00	.00	
	Ties	10 ⁱ			
	Total	17			
4) It frightens me when I don't understand what the teacher is saying in English class.	Negative Ranks	5 ^j	4.80	24.00	.08
	Positive Ranks	2 ^k	2.00	4.00	
	Ties	10 ^l			
	Total	17			
5) It wouldn't bother me at all to take more English classes.	Negative Ranks	9 ^m	6.39	57.50	.13
	Positive Ranks	3 ⁿ	6.83	20.50	
	Ties	5 ^o			
	Total	17			
6) During English class, I find myself thinking about things that have nothing to do with the course.	Negative Ranks	4 ^p	5.00	20.00	.40
	Positive Ranks	6 ^q	5.83	35.00	
	Ties	7 ^r			
	Total	17			
7) I keep thinking that the other students are better at English than I am.	Negative Ranks	5 ^s	4.90	24.50	.80
	Positive Ranks	4 ^t	5.13	20.50	
	Ties	8 ^u			
	Total	17			

8) I am usually at ease during oral exams in English.	Negative Ranks	6 ^v	7.50	45.00	.62
	Positive Ranks	6 ^w	5.50	33.00	
	Ties	5 ^x			
	Total	17			
9) I start to panic when I have to speak without preparation in English class.	Negative Ranks	5 ^y	4.60	23.00	.47
	Positive Ranks	3 ^z	4.33	13.00	
	Ties	9 ^{aa}			
	Total	17			
10) I worry about the consequences of failing English class	Negative Ranks	5 ^{ab}	6.80	34.00	.92
	Positive Ranks	6 ^{ac}	5.33	32.00	
	Ties	6 ^{ad}			
	Total	17			
11) I don't understand why some people get so upset over English classes.	Negative Ranks	2 ^{ae}	8.00	16.00	.22
	Positive Ranks	8 ^{af}	4.88	39.00	
	Ties	7 ^{ag}			
	Total	17			
12) In English class, I can get so nervous I forget things I know.	Negative Ranks	6 ^{ah}	5.00	30.00	.78
	Positive Ranks	4 ^{ai}	6.25	25.00	
	Ties	7 ^{aj}			
	Total	17			
13) It embarrasses me to volunteer answers in English classes.	Negative Ranks	6 ^{ak}	4.83	29.00	.10
	Positive Ranks	2 ^{al}	3.50	7.00	
	Ties	9 ^{am}			
	Total	17			

14) I wouldn't be nervous speaking English with native speakers.	Negative Ranks	2 ^{an}	7.50	15.00	.03
	Positive Ranks	11 ^{ao}	6.91	76.00	
	Ties	4 ^{ap}			
	Total	17			
15) I get upset when I don't understand what the teacher is correcting.	Negative Ranks	9 ^{aq}	8.61	77.50	.60
	Positive Ranks	7 ^{ar}	8.36	58.50	
	Ties	1 ^{as}			
	Total	17			
16) Even if I am well prepared for English class, I feel anxious about them.	Negative Ranks	7 ^{at}	5.86	41.00	.74
	Positive Ranks	6 ^{au}	8.33	50.00	
	Ties	4 ^{av}			
	Total	17			
17) I often feel like not going to English class.	Negative Ranks	5 ^{aw}	3.90	19.50	.34
	Positive Ranks	2 ^{ax}	4.25	8.50	
	Ties	10 ^{ay}			
	Total	17			
18) I feel confident when I speak in English class.	Negative Ranks	1 ^{az}	4.50	4.50	.08
	Positive Ranks	6 ^{ba}	3.92	23.50	
	Ties	10 ^{bb}			
	Total	17			
19) I am afraid that my English teacher is ready to correct every mistake I make.	Negative Ranks	3 ^{bc}	3.50	10.50	1.00
	Positive Ranks	3 ^{bd}	3.50	10.50	
	Ties	11 ^{be}			
	Total	17			

20) I can feel my heart pounding when I'm going to be called on in English class.	Negative Ranks	6 ^{bf}	5.50	33.00	.52
	Positive Ranks	4 ^{bg}	5.50	22.00	
	Ties	7 ^{bh}			
	Total	17			
21) The more I study for English tests, the more confused I get.	Negative Ranks	7 ^{bi}	7.21	50.50	.33
	Positive Ranks	5 ^{bj}	5.50	27.50	
	Ties	5 ^{bk}			
	Total	17			
22) I don't feel pressure to prepare very well for English class.	Negative Ranks	6 ^{bl}	4.83	29.00	.71
	Positive Ranks	5 ^{bm}	7.40	37.00	
	Ties	6 ^{bn}			
	Total	17			
23) I always feel that the other students speak English better than I do.	Negative Ranks	5 ^{bo}	6.00	30.00	.78
	Positive Ranks	5 ^{bp}	5.00	25.00	
	Ties	7 ^{bq}			
	Total	17			
24) I feel very self-conscious about speaking English in front of other students.	Negative Ranks	7 ^{br}	5.14	36.00	.08
	Positive Ranks	2 ^{bs}	4.50	9.00	
	Ties	8 ^{bt}			
	Total	17			
25) English class moves so quickly that I worry about getting left behind.	Negative Ranks	2 ^{bu}	6.00	12.00	.38
	Positive Ranks	6 ^{bv}	4.00	24.00	
	Ties	9 ^{bw}			
	Total	17			
26) I feel more tense and nervous in English class than in my other classes.	Negative Ranks	6 ^{bx}	4.17	25.00	.76
	Positive Ranks	3 ^{by}	6.67	20.00	
	Ties	8 ^{bz}			
	Total	17			

27) I get nervous and confused when I am speaking in English class.	Negative Ranks	7 ^{ca}	5.79	40.50	.47
	Positive Ranks	4 ^{cb}	6.38	25.50	
	Ties	6 ^{cc}			
	Total	17			
28) When I am on my way to English class, I feel very sure and relaxed.	Negative Ranks	7 ^{cd}	6.79	47.50	.48
	Positive Ranks	5 ^{ce}	6.10	30.50	
	Ties	5 ^{cf}			
	Total	17			
29) I get nervous when I don't understand every word my English teacher says.	Negative Ranks	7 ^{cg}	6.71	47.00	.20
	Positive Ranks	4 ^{ch}	4.75	19.00	
	Ties	6 ^{ci}			
	Total	17			
30) I feel overwhelmed by the number of rules you have to learn to speak English.	Negative Ranks	8 ^{cj}	7.88	63.00	.20
	Positive Ranks	5 ^{ck}	5.60	28.00	
	Ties	4 ^{cl}			
	Total	17			
31) I am afraid that the other students will laugh at me when I speak English.	Negative Ranks	5 ^{cm}	5.40	27.00	.19
	Positive Ranks	3 ^{cn}	3.00	9.00	
	Ties	9 ^{co}			
	Total	17			
32) I would probably feel comfortable around native speakers of English.	Negative Ranks	1 ^{cp}	3.50	3.50	.01
	Positive Ranks	9 ^{cq}	5.72	51.50	
	Ties	7 ^{cr}			
	Total	17			
33) I get nervous when the English teacher asks questions that I haven't prepared in advance.	Negative Ranks	4 ^{cs}	4.00	16.00	.70
	Positive Ranks	3 ^{ct}	4.00	12.00	
	Ties	10 ^{cu}			
	Total	17			

Appendix D

The Wilcoxon Test for the Online Group

	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1) I never feel quite sure of myself when I am speaking in English class.	Negative Ranks	9 ^a	6.56	59.00	.10
	Positive Ranks	3 ^b	6.33	19.00	
	Ties	5 ^c			
	Total	17			
2) I don't worry about making mistakes in English class.	Negative Ranks	6 ^d	4.33	26.00	.29
	Positive Ranks	6 ^e	8.67	52.00	
	Ties	5 ^f			
	Total	17			
3) I tremble when I know that I'm going to be called on in English class.	Negative Ranks	5 ^g	3.60	18.00	.09
	Positive Ranks	1 ^h	3.00	3.00	
	Ties	11 ⁱ			
	Total	17			
4) It frightens me when I don't understand what the teacher is saying in English class.	Negative Ranks	6 ^j	6.00	36.00	.80
	Positive Ranks	6 ^k	7.00	42.00	
	Ties	5 ^l			
	Total	17			
5) It wouldn't bother me at all to take more English classes.	Negative Ranks	4 ^m	4.50	18.00	.30
	Positive Ranks	6 ⁿ	6.17	37.00	
	Ties	7 ^o			
	Total	17			
6) During English class, I find myself thinking about things that have nothing to do with the course.	Negative Ranks	5 ^p	4.00	20.00	.76
	Positive Ranks	3 ^q	5.33	16.00	
	Ties	9 ^r			
	Total	17			

7) I keep thinking that the other students are better at English than I am.	Negative Ranks	4 ^s	3.50	14.00	.41
	Positive Ranks	2 ^t	3.50	7.00	
	Ties	11 ^u			
	Total	17			
8) I am usually at ease during oral exams in English.	Negative Ranks	2 ^v	7.50	15.00	.16
	Positive Ranks	8 ^w	5.00	40.00	
	Ties	7 ^x			
	Total	17			
9) I start to panic when I have to speak without preparation in English class.	Negative Ranks	9 ^y	7.44	67.00	.12
	Positive Ranks	4 ^z	6.00	24.00	
	Ties	4 ^{aa}			
	Total	17			
10) I worry about the consequences of failing English class	Negative Ranks	3 ^{ab}	6.33	19.00	.88
	Positive Ranks	5 ^{ac}	3.40	17.00	
	Ties	9 ^{ad}			
	Total	17			
11) I don't understand why some people get so upset over English classes.	Negative Ranks	6 ^{ae}	5.25	31.50	.24
	Positive Ranks	3 ^{af}	4.50	13.50	
	Ties	8 ^{ag}			
	Total	17			
12) In English class, I can get so nervous I forget things I know.	Negative Ranks	5 ^{ah}	7.10	35.50	.81
	Positive Ranks	6 ^{ai}	5.08	30.50	
	Ties	6 ^{aj}			
	Total	17			
13) It embarrasses me to volunteer answers in English classes.	Negative Ranks	5 ^{ah}	2.50	5.00	.48
	Positive Ranks	6 ^{ai}	3.33	10.00	
	Ties	6 ^{aj}			
	Total	17			

14) I wouldn't be nervous speaking English with native speakers.	Negative Ranks	10 ^{an}	5.85	58.50	.11
	Positive Ranks	2 ^{ao}	9.75	19.50	
	Ties	5 ^{ap}			
	Total	17			
15) I get upset when I don't understand what the teacher is correcting.	Negative Ranks	6 ^{aq}	7.00	42.00	.80
	Positive Ranks	6 ^{ar}	6.00	36.00	
	Ties	5 ^{as}			
	Total	17			
16) Even if I am well prepared for English class, I feel anxious about them.	Negative Ranks	6 ^{at}	6.75	40.50	.90
	Positive Ranks	6 ^{au}	6.25	37.50	
	Ties	5 ^{av}			
	Total	17			
17) I often feel like not going to English class.	Negative Ranks	3 ^{aw}	5.33	16.00	.42
	Positive Ranks	6 ^{ax}	4.83	29.00	
	Ties	8 ^{ay}			
	Total	17			
18) I feel confident when I speak in English class.	Negative Ranks	7 ^{az}	5.33	16.00	.74
	Positive Ranks	4 ^{ba}	4.83	29.00	
	Ties	6 ^{bb}			
	Total	17			
19) I am afraid that my English teacher is ready to correct every mistake I make.	Negative Ranks	5 ^{bc}	4.40	22.00	.95
	Positive Ranks	4 ^{bd}	5.75	23.00	
	Ties	8 ^{be}			
	Total	17			
20) I can feel my heart pounding when I'm going to be called on in English class.	Negative Ranks	7 ^{bf}	4.71	33.00	.19
	Positive Ranks	2 ^{bg}	6.00	12.00	
	Ties	8 ^{bh}			
	Total	17			

21) The more I study for English tests, the more confused I get.	Negative Ranks	3 ^{bi}	9.33	28.00	.64
	Positive Ranks	8 ^{bj}	4.75	38.00	
	Ties	6 ^{bk}			
	Total	17			
22) I don't feel pressure to prepare very well for English class.	Negative Ranks	8 ^{bl}	6.56	52.50	.07
	Positive Ranks	3 ^{bm}	4.50	13.50	
	Ties	6 ^{bn}			
	Total	17			
23) I always feel that the other students speak English better than I do.	Negative Ranks	4 ^{bo}	2.50	10.00	.06
	Positive Ranks	0 ^{bp}	.00	.00	
	Ties	13 ^{bq}			
	Total	17			
24) I feel very self-conscious about speaking English in front of other students.	Negative Ranks	8 ^{br}	6.81	54.50	.21
	Positive Ranks	4 ^{bs}	5.88	23.50	
	Ties	5 ^{bt}			
	Total	17			
25) English class moves so quickly I worry about getting left behind.	Negative Ranks	7 ^{bu}	6.14	43.00	.10
	Positive Ranks	3 ^{bv}	4.00	12.00	
	Ties	7 ^{bw}			
	Total	17			
26) I feel more tense and nervous in English class than in my other classes.	Negative Ranks	6 ^{bx}	4.33	26.00	.67
	Positive Ranks	3 ^{by}	6.33	19.00	
	Ties	8 ^{bz}			
	Total	17			
27) I get nervous and confused when I am speaking in English class.	Negative Ranks	3 ^{ca}	4.33	13.00	.86
	Positive Ranks	4 ^{cb}	3.75	15.00	
	Ties	10 ^{cc}			
	Total	17			

28) When I am on my way to English class, I feel very sure and relaxed.	Negative Ranks	7 ^{cd}	6.43	45.00	.27
	Positive Ranks	4 ^{ce}	5.25	21.00	
	Ties	6 ^{cf}			
	Total	17			
29) I get nervous when I don't understand every word my English teacher says.	Negative Ranks	5 ^{eg}	7.10	35.50	.78
	Positive Ranks	7 ^{ch}	6.07	42.50	
	Ties	5 ^{ci}			
	Total	17			
30) I feel overwhelmed by the number of rules you have to learn to speak English.	Negative Ranks	3 ^{ej}	7.00	21.00	.49
	Positive Ranks	7 ^{ck}	4.86	34.00	
	Ties	7 ^{cl}			
	Total	17			
31) I am afraid that the other students will laugh at me when I speak English.	Negative Ranks	6 ^{cm}	5.08	30.50	.32
	Positive Ranks	3 ^{cn}	4.83	14.50	
	Ties	8 ^{co}			
	Total	17			
32) I would probably feel comfortable around native speakers of English.	Negative Ranks	1 ^{cp}	4.00	4.00	.01
	Positive Ranks	10 ^{cq}	6.20	62.00	
	Ties	6 ^{cr}			
	Total	17			
33) I get nervous when the English teacher asks questions that I haven't prepared in advance.	Negative Ranks	5 ^{cs}	4.50	22.50	.32
	Positive Ranks	6 ^{ct}	7.25	43.50	
	Ties	6 ^{cu}			
	Total	17			

Appendix E

Mann Whitney U test for the pre-tests

Ranks					
	G	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1) I never feel quite sure of myself when I am speaking in English class.	face-to-face	17	15.62	265.50	.25
	online	17	19.38	329.50	
	Total	34			
2) I don't worry about making mistakes in English class.	face-to-face	17	13.59	231.00	.02
	online	17	21.41	364.00	
	Total	34			
3) I tremble when I know that I'm going to be called on in English class.	face-to-face	17	17.59	299.00	.95
	online	17	17.41	296.00	
	Total	34			
4) It frightens me when I don't understand what the teacher is saying in English class.	face-to-face	17	18.94	322.00	.38
	online	17	16.06	273.00	
	Total	34			
5) It wouldn't bother me at all to take more English classes.	face-to-face	17	18.03	306.50	.74
	online	17	16.97	288.50	
	Total	34			

6) During English class, I find myself thinking about things that have nothing to do with the course.	face-to-face	17	16.97	288.50	
	online	17	18.03	306.50	.74
	Total	34			
7) I keep thinking that the other students are better at English than I am.	face-to-face	17	17.76	302.00	
	online	17	17.24	293.00	.87
	Total	34			
8) I am at usually at ease during oral exams in English.	face-to-face	17	16.76	285.00	
	online	17	18.24	310.00	.65
	Total	34			
9) I start to panic when I have to speak without preparation in English class.	face-to-face	17	15.32	260.50	
	online	17	19.68	334.50	.18
	Total	34			
10) I worry about the consequences of failing English class.	face-to-face	17	17.09	290.50	
	online	17	17.91	304.50	.80
	Total	34			
11) I dont understand why some people get so upset over English classes.	face-to-face	17	14.09	239.50	
	online	17	20.91	355.50	.03
	Total	34			
12) In English class, I can get so nervous I forget things I know.	face-to-face	17	17.15	291.50	
	online	17	17.85	303.50	.83
	Total	34			

13) It embarrasses me to volunteer answers in English classes.	face-to-face	17	17.47	297.00	
	online	17	17.53	298.00	.98
	Total	34			
14) I wouldn't be nervous speaking English with native speakers.	face-to-face	17	14.29	243.00	
	online	17	20.71	352.00	.05
	Total	34			
15) I get upset when I don't understand what the teacher is correcting.	face-to-face	17	18.53	315.00	
	online	17	16.47	280.00	.52
	Total	34			
16) Even if I am well prepared for English class, I feel anxious about them.	face-to-face	17	16.35	278.00	
	online	17	18.65	317.00	.48
	Total	34			
17) I often feel like not going to English class.	face-to-face	17	16.47	280.00	
	online	17	18.53	315.00	.52
	Total	34			
18) I feel confident when I speak in English class.	face-to-face	17	15.79	268.50	
	online	17	19.21	326.50	.29
	Total	34			
19) I am afraid that my English teacher is ready to correct every mistake I make.	face-to-face	17	16.71	284.00	
	online	17	18.29	311.00	.62
	Total	34			

20) I can feel my heart pounding when I'm going to be called on in English class.	face-to-face	17	16.32	277.50	
	online	17	18.68	317.50	.47
	Total	34			
21) The more I study for English tests, the more confused I get.	face-to-face	17	18.65	317.00	
	online	17	16.35	278.00	.47
	Total	34			
22) I don't feel pressure to prepare very well for English class.	face-to-face	17	14.71	250.00	
	online	17	20.29	345.00	.09
	Total	34			
23) I always feel that the other students speak English better than I do.	face-to-face	17	17.24	293.00	
	online	17	17.76	302.00	.87
	Total	34			
24) I feel very self-conscious about speaking English in front of other students.	face-to-face	17	16.15	274.50	
	online	17	18.85	320.50	.41
	Total	34			
25) English class moves so quickly I worry about getting left behind.	face-to-face	17	17.35	295.00	
	online	17	17.65	300.00	.92
	Total	34			
26) I feel more tense and nervous in English class than in my other classes.	face-to-face	17	18.82	320.00	
	online	17	16.18	275.00	.41
	Total	34			

27) I get nervous and confused when I am speaking in English class.	face-to-face	17	18.44	313.50	
	online	17	16.56	281.50	.56
	Total	34			
28) When I am on my way to English class, I feel very sure and relaxed.	face-to-face	17	17.97	305.50	
	online	17	17.03	289.50	.77
	Total	34			
29) I get nervous when I don't understand every word my English teacher says.	face-to-face	17	16.94	288.00	
	online	17	18.06	307.00	.73
	Total	34			
30) I feel overwhelmed by the number of rules you have to learn to speak English.	face-to-face	17	18.91	321.50	
	online	17	16.09	273.50	.38
	Total	34			
31) I am afraid that the other students will laugh at me when I speak English.	face-to-face	17	18.21	309.50	
	online	17	16.79	285.50	.66
	Total	34			
32) I would probably feel comfortable around native speakers of English.	face-to-face	17	12.21	207.50	
	online	17	22.79	387.50	.001
	Total	34			
33) I get nervous when the English teacher asks questions which I haven't prepared in advance.	face-to-face	17	17.38	295.50	
	online	17	17.62	299.50	.94
	Total	34			

Appendix F

Mann Whitney U test for the post-tests

Ranks					
	G	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1) I never feel quite sure of myself when I am speaking in English class.	face-to-face	17	17.50	297.50	1.00
	online	17	17.50	297.50	
	Total	34			
2) I don't worry about making mistakes in English class.	face-to-face	17	15.38	261.50	.20
	online	17	19.62	333.50	
	Total	34			
3) I tremble when I know that I'm going to be called on in English class.	face-to-face	17	16.50	280.50	.51
	online	17	18.50	314.50	
	Total	34			
4) It frightens me when I don't understand what the teacher is saying in English class.	face-to-face	17	17.56	298.50	.97
	online	17	17.44	296.50	
	Total	34			
5) It wouldn't bother me at all to take more English classes.	face-to-face	17	15.12	257.00	.14
	online	17	19.88	338.00	
	Total	34			

6) During English class, I find myself thinking about things that have nothing to do with the course.	face-to-face	17	17.32	294.50	
	online	17	17.68	300.50	.91
	Total	34			
7) I keep thinking that the other students are better at English than I am.	face-to-face	17	18.09	307.50	
	online	17	16.91	287.50	.72
	Total	34			
8) I am at usually at ease during oral exams in English.	face-to-face	17	15.65	266.00	
	online	17	19.35	329.00	.26
	Total	34			
9) I start to panic when I have to speak without preparation in English class.	face-to-face	17	16.74	284.50	
	online	17	18.26	310.50	.64
	Total	34			
10) I worry about the consequences of failing English class.	face-to-face	17	16.94	288.00	
	online	17	18.06	307.00	.73
	Total	34			
11) I dont understand why some people get so upset over English classes.	face-to-face	17	17.24	293.00	
	online	17	17.76	302.00	.87
	Total	34			
12) In English class, I can get so nervous I forget things I know.	face-to-face	17	17.00	289.00	
	online	17	18.00	306.00	.76
	Total	34			

13) It embarrasses me to volunteer answers in English classes.	face-to-face	17	15.91	270.50	
	online	17	19.09	324.50	.32
	Total	34			
14) I wouldn't be nervous speaking English with native speakers.	face-to-face	17	19.44	330.50	
	online	17	15.56	264.50	.24
	Total	34			
15) I get upset when I don't understand what the teacher is correcting.	face-to-face	17	18.35	312.00	
	online	17	16.65	283.00	.60
	Total	34			
16) Even if I am well prepared for English class, I feel anxious about them.	face-to-face	17	16.59	282.00	
	online	17	18.41	313.00	.57
	Total	34			
17) I often feel like not going to English class.	face-to-face	17	15.35	261.00	
	online	17	19.65	334.00	.18
	Total	34			
18) I feel confident when I speak in English class.	face-to-face	17	18.06	307.00	
	online	17	16.94	288.00	.73
	Total	34			
19) I am afraid that my English teacher is ready to correct every mistake I make.	face-to-face	17	17.21	292.50	
	online	17	17.79	302.50	.85
	Total	34			

20) I can feel my heart pounding when I'm going to be called on in English class.	face-to-face	17	18.44	313.50	
	online	17	16.56	281.50	.56
	Total	34			
21) The more I study for English tests, the more confused I get.	face-to-face	17	16.50	280.50	
	online	17	18.50	314.50	.53
	Total	34			
22) I don't feel pressure to prepare very well for English class.	face-to-face	17	17.53	298.00	
	online	17	17.47	297.00	.98
	Total	34			
23) I always feel that the other students speak English better than I do.	face-to-face	17	18.06	307.00	
	online	17	16.94	288.00	.73
	Total	34			
24) I feel very self-conscious about speaking English in front of other students.	face-to-face	17	15.82	269.00	
	online	17	19.18	326.00	.28
	Total	34			
25) English class moves so quickly I worry about getting left behind.	face-to-face	17	20.24	344.00	
	online	17	14.76	251.00	.09
	Total	34			
26) I feel more tense and nervous in English class than in my other classes.	face-to-face	17	18.47	314.00	
	online	17	16.53	281.00	.52
	Total	34			

27) I get nervous and confused when I am speaking in English class.	face-to-face	17	17.71	301.00	.89
	online	17	17.29	294.00	
	Total	34			
28) When I am on my way to English class, I feel very sure and relaxed.	face-to-face	17	18.26	310.50	.62
	online	17	16.74	284.50	
	Total	34			
29) I get nervous when I don't understand every word my English teacher says.	face-to-face	17	16.09	273.50	.38
	online	17	18.91	321.50	
	Total	34			
30) I feel overwhelmed by the number of rules you have to learn to speak English.	face-to-face	17	15.91	270.50	.33
	online	17	19.09	324.50	
	Total	34			
31) I am afraid that the other students will laugh at me when I speak English.	face-to-face	17	18.88	321.00	.38
	online	17	16.12	274.00	
	Total	34			
32) I would probably feel comfortable around native speakers of English.	face-to-face	17	18.82	320.00	.42
	online	17	16.18	275.00	
	Total	34			
33) I get nervous when the English teacher asks questions which I haven't prepared in advance.	face-to-face	17	16.12	274.00	.39
	online	17	18.88	321.00	
	Total	34			

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı: Buse Nur Bozkurt

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Marmara Üniversitesi İngilizce Öğretmenliği	2019
Yüksek Lisans	İMÜ, Lisansüstü Eğitim Enstitüsü İngiliz Dili Eğitimi	2022

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2019-2022	Marmara Üniversitesi Yabancı Diller Yüksekokulu	Görevlisi Öğretim

YABANCI DİLLER

İleri düzeyde İngilizce, ileri düzeyde Fransızca, başlangıç düzeyinde Almanca