

T.C. KOCAELİ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

**THE EFFECT OF EXTRACURRICULAR ACTIVITIES THROUGH
ONLINE TOOLS ON SPEAKING ANXIETY OF ENGLISH AS A FOREIGN
LANGUAGE LEARNERS**

(M.A. THESIS)

MELTEM ŞANLI

KOCAELİ 2023

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KOCAELİ 2023

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“The more I grow, the less I know.”

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ÖZET

Bu çalışmanın amacı, yabancı dil olarak İngilizce öğrenenlerin yaşadığı yabancı dil konuşma kaygısının sebeplerini ve çevrimiçi araçlar olan WhatsApp uygulaması ve Zoom platformunun, Eskişehir Osmangazi Üniversitesi İngilizce Hazırlık sınıfında okuyan ve çalışmada yer almak için gönüllü olan 42 öğrencinin İngilizce konuşma kaygısını azaltmadaki etkisini araştırmaktadır. Veriler, uygulama öncesi ve sonrası olmak üzere iki kere uygulanmış olan Yabancı Dil Konuşma Kaygısı Ölçeği (FLSAS) ve öğrencilerle yapılan yarı yapılandırılmış görüşmeler aracılığıyla elde edilmiştir. Ölçek, Huang (2004) tarafından geliştirilen FLSAS'ın uyarlanmış hali olan 5'li Likert ölçeği olup iki bölümden oluşmaktadır. Ölçekten sonra öğrencilerin yabancı dil konuşma kaygılarının nedenlerini ve çevrimiçi araçların konuşma kaygılarını azaltmadaki etkisine ilişkin algı ve duygularını ortaya çıkarmak için yarı yapılandırılmış görüşmeler yapılmıştır. Nicel ve nitel verilerin analizi sonucunda, öğrencilerin sözlü sınavlar, akranlarıyla dil becerilerini karşılaştırma, olumsuz öz değerlendirme, öğretim görevlisinin olumsuz tutumu ve sınıfın gergin atmosferi gibi nedenlerle ortanın biraz üzerinde konuşma kaygısına sahip olduklarını, ve çevrimiçi araçlar olan WhatsApp ve Zoom aracılığıyla ders dışı konuşma etkinlikleri yapmanın, İngilizce öğrenenlerin yabancı dil konuşma kaygısını azaltmada etkili olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Yabancı Dil Kaygısı, Yabancı Dil Konuşma Kaygısı, Müfredat Dışı Konuşma Etkinlikleri, Çevrimiçi Konuşma Etkinlikleri.

ABSTRACT

This research investigates the reasons for foreign language speaking anxiety of learners of English as a foreign language, and the effect of online tools, WhatsApp and Zoom, on alleviating the level of foreign language speaking anxiety of 42 learners who volunteered to take part in this study and are studying at the Preparatory Class of School of Foreign Languages at Eskişehir Osmangazi University. Data were collected through Foreign Language Speaking Anxiety Scale (FLSAS), which was conducted twice, before and after the implementation, and semi-structured interviews after the implementation. The Scale was a 5-point Likert scale, an adapted version of the FLSAS developed by Huang (2004), and it had two parts. After the scale, semi-structured interviews were made to reveal students' perceptions and feelings about the reasons for foreign language speaking anxiety and the effect of online tools on alleviating their anxiety. The analysis of the quantitative and qualitative data revealed that learners had a bit more than average level of speaking anxiety whose reasons were oral exams, comparing one's language skills with peers, negative self-evaluation, negative attitude of the instructor, and tense atmosphere of the classroom; and doing extracurricular speaking activities through online tools, WhatsApp and Zoom, were found to be effective in alleviating foreign language speaking anxiety of EFL learners.

Keywords: Foreign Language Anxiety, Foreign Language Speaking Anxiety, Extracurricular Speaking Activities, Online Speaking Activities.

LIST OF ABBREVIATIONS

CALL: Computer-Assisted Language Learning

CEFR: Common European Framework of Reference

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLSA: Foreign Language Speaking Anxiety

FLSAS: Foreign Language Speaking Anxiety Scale

ICT: Information Communication Technologies

L1: First Language

L2: Second Language

MALL: Mobile-Assisted Language Learning

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CHAPTER I

1. INTRODUCTION

This part presents background to the research, statement of the problem, research questions, aim of the research, and the significance of the research. Moreover, it provides general information about the terms used in this thesis, which are speaking as a foreign language skill, foreign language speaking anxiety (FLSA) as a type of anxiety, and mobile assisted language learning (MALL).

1.1. BACKGROUND TO THE RESEARCH

English is accepted as a global language and the lingua franca, and the most used language around the world in education, medicine, business, technology, tourism, communication, and media (Rao, 2019). That's why it has become essential for many people to learn and speak it bringing many benefits. Learning English increases the chances of following a good career path and being employed in many sectors. Many good bachelor's, master's, and Ph.D. programs are in English; therefore, with good English skills, students can get a good academic career by receiving the best education and credentials.

Not only in education and employment but also in entertainment media, it can be seen that English is the dominant language. Most films and music, even if English is not the official language of the country, are made and composed in English. At the same time, many novels, magazines, journals, and books are written and published in

this language. It has become a must for people working in the media to speak English well. Most importantly, on the internet, which has become an indispensable part of many people's lives, English is the dominant language.

Another factor that makes English so important is traveling. Going to a foreign country whose language is unfamiliar to the traveler himself/herself necessitates buying transport tickets, booking, shopping, ordering at a restaurant, or asking for directions. All countries in every continent use English to communicate with foreigners in such circumstances, and all people working in the travel and culture sector, such as museum or ancient site staff, or flight crew and airport staff communicate in English with all people around the world.

To summarize, acquiring fluency in English can expand horizons in various ways, ranging from academic achievement to facilitating cross-cultural connections with individuals from diverse nations. Possessing proficiency in the language can unlock a plethora of job prospects as well. Moreover, being able to communicate in English enables one to effectively interact with people anywhere around the world. However, obtaining proficiency in speaking English is widely considered one of the most difficult aspects of learning the language, given that it is a fundamental requirement for engaging in conversations. Additionally, speaking English can pose a significant challenge due to various factors, such as insufficient exposure to general knowledge, inadequate opportunities to practice speaking, apprehension of making mistakes, limited experience with grammar and vocabulary building, low motivation, and discomfort in social situations (Ratnasari, 2020).

1.2. STATEMENT OF THE PROBLEM

There is a challenge between improving communication skills in English and the FLSA which demotivates learners from practicing those skills. In Türkiye, a majority of learners struggle to communicate effectively in English, which has many causes, one of which is FLSA (Balemir, 2009). According to Wang et. al. (2020), the primary challenge in the context of learning English as a foreign language is the absence of genuine opportunities for communication. When learners cannot practice the language enough, they start to feel anxious and lose motivation to learn and improve. For this reason, providing extracurricular speaking activities in an informal setting where the teacher and the learners can be easily involved becomes important.

Thanks to the opportunities to practice, online apps and platforms become great tools to bridge the gap between the classroom and the informal setting. Numerous studies have examined the communicative abilities of learners of English as a foreign language (Wiggins, 2012). Most of these revealed that a majority of EFL students continue to perceive themselves as lacking proficiency in their communicative abilities (Dincer & Yesilyurt, 2017). It may result from the lack of practice which is necessary to communicate in academic or daily life situations which develop spontaneously (Dörnyei, 1995). Despite having a strong grasp of vocabulary and structural knowledge, an individual can still experience difficulty in communicating their message (Eslami and Liu, 2013) as they have not practiced the language enough and start to feel anxious during a conversation. This highlights the importance of being confident during a conversation, and successful communication requires the practice of vocabulary, pronunciation, and sentence structures, where online tools can be an up-to-date solution.

1.3. SPEAKING SKILL

Learners of a foreign language need to practice four basic skills. Two of them are receptive skills, which are listening and reading, while the other two are productive skills, which are writing and speaking. While practicing a language, most learners state that they have more difficulty in speaking than writing even though both are productive skills. One reason is that people use different parts of their brains while they write and speak (Laney, 2011). While writing, ideas can be formed more smoothly, especially for introverts. Additionally, learners can plan what they are going to write, they can stop to think or correct their mistakes. However, during speaking one needs to be spontaneous, which means and necessitates they have mastered some language forms before using them as it is irreversible (Pennycook, 2007). Learners need to practice language structures constantly to gain the skill of speaking in a foreign language accurately and fluently while insufficient practice results in foreign language speaking anxiety, making it significantly harder for learners to improve this skill.

1.4. ANXIETY

Anxiety has been defined by many researchers as it is a very complex phenomenon (Zhanibek, 2001). Freud described it as an ‘undesirable affective situation’ (De Bianchedi et. al., 1988). Rachman (1998) believes that anxiety is the feeling causing disconcerting solicitude while Suleimenova (2012) defined it as the fear of distress or setback which leads to a stressful state of mind. The common point of all these definitions is anxiety is a psychological situation that leads to unordinary disturbing feelings in individuals who evaluate their own actions negatively (Ehrman, Leaver & Oxford, 2003).

1.4.1. Types of Anxiety

Anxiety is studied under 3 categories: Trait, state, and situation-specific anxiety. Trait anxiety is a type of anxiety that is present in various personality models and pertains to a consistent tendency in a person to perceive numerous environmental situations as possibly dangerous (Ulleberg & Rundmo, 2003). State anxiety is common with many individuals as it occurs when people come across a dangerous situation and it does not necessarily mean people who go through it have an underlying anxiety disorder (Mineka & Zinbarg, 2006). Situation-specific anxiety is induced by a specific type of situation or event and usually attributed to foreign language anxiety (Horwitz, Tallon & Luo, 2010).

1.4.2. Foreign Language Speaking Anxiety

The disparities between learners' mother tongue and the target language pose significant challenges, making the language learning a hard process for them.. Also, affective barriers, listening ability, and the way learners are given feedback make them lose their motivation and eagerness to push themselves to improve (Duong, Tran & Nguyen, 2021) as well as develop language learning anxiety (Belegdair, 2015). Foreign language anxiety (FLA) handicaps the learning process causing learners to stop trying to practice, which is an essential part of the language learning process (Macintyre and Gardner, 1989). Foreign Language Speaking Anxiety (FLSA) is a psychological situation that occurs in some learners while they learn a foreign language (MacIntyre & Gardner, 1994), which hurts the learning experience causing failure (Horwitz, Horwitz, & Cope, 1986; Teimouri, Goetze, & Plonsky, 2019). Many researchers state that foreign language anxiety is a widespread phenomenon affecting many learners at various stages of the learning process, with speaking skills being particularly impacted.

Researchers have come up with multiple reasons for FLSA. According to Horwitz, et al. (1986), social evaluation, test anxiety, and communication apprehension are the reasons for FLSA. For Aydın (2001), learners have FLSA as they are afraid of making mistakes and being laughed at by their peers, so they avoid taking part in communicative interactions in the classroom. Aydın (2018) and Lui (2006) also assert many reasons for FLSA as trait anxiety, fear of being humiliated, fear of unintelligibility, lack of practice, lower proficiency level, and worry about negative evaluation, poor vocabulary memory through which occurring inability to express ideas.

For the reasons stated above, speaking often becomes the most challenging skill to enhance for numerous learners because they are reluctant to take risks and make mistakes. This fear of errors leads them to remain silent, which, in turn, hinders their practice and impedes the improvement of their speaking abilities. (Belegdair, 2015; Liu and Jackson, 2008; Macintyre and Gardner, 1989; Saito & Samimy, 1996).

1.4.2.1. Causes of FLSA

The causes of FLSA have been studied by many researchers and each focused on different aspects of it; however, the cause of FLSA for each individual can be different. Horwitz et al. (1986) separated the causes of FLSA into three components, communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension in a FL is the anxiety that occurs while speaking and communicating with other people in a different language. It could happen while speaking to one person, in a group, or making a speech. Test anxiety is the anxiety that a student suffers because of fear of failure, which usually shows itself in susceptible students in oral tests in a foreign language (Horwitz et al., 1986). Despite their diligence

and thorough preparation for the test, these students are prone to making mistakes while speaking.. Fear of negative evaluation is a student's sense of fear stemming from the anticipation that s/he will be evaluated negatively. This type of fear increases their anxiety and restrains their performance (Pekrun, 2006).

Mulyani (2018) separated language anxiety-triggering factors into three components, psychological and linguistic, individual-related, and socio-cultural factors. The researcher associated psychological causes of anxiety with formal situations, policy in the classroom, and the instructor's attitude, while the linguistic causes are the fear of misuse of grammar and vocabulary. Individual factors are related to low motivation and lack of practice, which cause trouble in learning the language and more anxiety. Lastly, socio-cultural factors are associated with the social environment, lack of exposure to the language, and self-status. While an unsupportive environment helps anxiety levels increase and diminish motivation, lack of practice becomes a big obstacle to improving speaking skills, and considering oneself in a lower status than the one in front of the other makes the atmosphere more stressful and increases the anxiety level.

Nevertheless, every researcher looked through the causes of anxiety in different categories depending on the general level, age, and environment of their participants and the reasons can be numerous. To summarize, gender, peer pressure, differences in learner's and target language culture, fear of failure, lack of self-confidence, social status, the attitude and role of the teacher, and problems in language learning are the general causes of FLSA.

1.4.2.2. Effects of FLSA

The process of language learning involves cognitive activities such as encoding, storage, and retrieval. However, FLA can impede each of these processes by creating a situation of divided attention (MacIntyre, 1995). According to Eysenck (1979), anxiety can have adverse effects on foreign language learning as anxious individuals tend to divide their attention between task-related cognitive activities and self- or emotion-related cognitive activities. This division of attention leads to reduced efficiency in all three stages of cognitive processing: input, processing (mental planning), and output.

Anxiety has a bad effect on learners while performing each language skill during the learning process, but it is mostly observed while the learner is trying to improve his/her speaking skill (Kralova & Petrova, 2017). For this reason, anxiety brings about failure in most learners (Horwitz, 2001).

1.5. MOBILE-ASSISTED LANGUAGE LEARNING

With the improvement of mobile technologies and the internet and young people's interest and capability in using them, Information Communication Technologies (ICT) and mobile applications have been utilized for helping learners get rid of FLSA and improve their language skills (Sharma et al., 2011). Previous research indicated that mobile technology implementation in education encompasses six different learning theories, which include constructivism, behaviorism, collaboration, situated learning, informal learning, and lifelong learning. These theories are beneficial in facilitating teaching and learning (Naismith et al., 2004; Rahamat et al., 2017; Cakmak, 2019).

In the last twenty years, Mobile-Assisted Language Learning (MALL) has emerged as an independent field with a growing number of studies exploring the use of mobile apps and tools in both formal and informal language learning. The best advantage of mobile devices is they offer more extensive learning opportunities by expanding the learners' educational environment outside schools, which leads to more comprehensive learning content. (Kukulska, 2009). MALL also gives learners the chance to practice the language anytime and anywhere, making apps very effective for learning. It gives students a break from the traditional classroom environment by helping them not get bored while practicing the skills they need to learn to succeed in their language learning process (Martin & Ertzberger, 2016).

Another advantage of mobile apps is the importance of immersion while learning a language, as it is the most efficient way. Especially after the COVID-19 pandemic all around the world, the time spent on the internet for learning has increased a lot making language educators realize that it gives students lots of opportunities both to support language learning inside and outside school, help immersion, and get rid of FLSA (Bibauw et al., 2019; Hirata, 2018; Peeters, 2018; Peeters & Ludwig, 2017).

MALL also promotes situated learning, which, according to Greeno (1997), takes place in complex social settings where learners acquire knowledge through self-directed activities. The reason for this is that MALL provides access to valuable learning content at any time and any place without being reliant on the teacher, which has been demonstrated in numerous research (Sun et al., 2017; Wan, 2019; Yin, 2019). The idea of being able to learn at any time and in any place has also led to informal learning among ESL learners. According to Wan (2019), this creates a new learning

paradigm that encourages learners to engage in learning and studying beyond the traditional classroom setting (Selvam et al., 2022).

1.6. RELATIONSHIP BETWEEN MALL AND FLSA

Some researchers stated that FLSA can be reduced by MALL technologies improving FL communication skills. Ataiefar and Sadighi (2017) asserted speaking skills can be improved and FLSA can be reduced through Voice Thread which is an app that helps practice speaking. Other studies conducted by Chiu et al. (2007), De Vries et al., (2015), and Daniels and Iwago (2017) asserted that internet technologies utilizing Automatic Speech Recognition (ASR) help learners get rid of FLSA and improve their speaking skills.

Activities that could be made through MALL are connected with the Activity Theory (AT) which means the activity system that demands placing learners in autonomous situations (Hasan and Kazlauskas, 2014). While these principles of AT are taken into account, activities that could be made through MALL offer situations to practice the target language (Angelini & Garcia-Carbonell, 2019).

While there are many mobile apps and internet technologies that can be harnessed while learning a language, this study focuses on the use of WhatsApp and Zoom as both are considered successful in dealing with anxiety in learning to speak English, communicating interactively, fostering autonomy, and ensuring learning take place inside and outside the school. These two apps give the chance to maximize learners' exposure to the language as both are tools that almost every young person uses every

day, which increases the potential of being useful to alleviate anxiety to a great extent (Brooks & Young, 2010).

1.7. WHATSAPP AS A LANGUAGE LEARNING TOOL

WhatsApp is an instant messaging app that allows users to send text and voice messages, make voice and video calls, and share images, documents, user locations, and many other contents (Metz, 2016). It does not only run-on mobile phones, but it can also be accessed from computers, and it is the most used app for communication in the world (Nihayati & Indriani, 2021), which has made it user-friendly to use in education. After the COVID-19 pandemic, its use has increased a lot in education for its prevalence and familiarity among most people. With all these features for communication, WhatsApp becomes a great alternative tool to do extracurricular communicative activities for learners in an online informal environment.

1.8. ZOOM AS A LANGUAGE LEARNING TOOL

Zoom is an application that offers web conferencing, online interactive meetings for up to 1000 video participants and 10000 viewers, and messaging services within the group. Every session can be made as video or voice and can be recorded, which also helps with asynchronous communication. Furthermore, it allows users to share their screen, use a whiteboard, go into a Breakout Room in groups, and long video calls can be made. The application was founded in 2011, but after the COVID-19 pandemic broke out in the world, it gained great importance with the urgent need to communicate, meet and learn online synchronously and asynchronously, which are all supported by Zoom. With all these features for communication, Zoom becomes a great alternative

tool to do extracurricular communicative activities for learners in an online informal environment.

1.9. RESEARCH QUESTIONS

The current study aims to address the following research questions:

1. What is the level of FLSA among Turkish EFL learners in tertiary level?
2. What are the causes of FLSA among Turkish EFL learners in tertiary level?
3. Does the use of internet technologies help EFL learners overcome FLSA?
4. What are EFL learners' perspectives of using online technologies while learning English?

1.10. AIM OF THE RESEARCH

The current study aims to identify the potential of internet technologies and mobile apps that can help learners of English deal with FLSA and the opinions of learners about the role of mobile apps in their speaking performance.

1.11. SIGNIFICANCE OF THE RESEARCH

In the School of Foreign Languages at Eskişehir Osmangazi University, students practice speaking skills not separately but in an integrated program, and they are required to make presentations and tested for speaking in quizzes and midterms separately. It is my and most of my colleagues' observation that most students are not willing to take part in communicative activities, and they usually score in speaking lower than their grammar and writing quizzes. The possible reason for this is usually speculated as a lack of practice, mostly caused by FLSA. While some studies about

FLSA and its relationship with motivation and gender of learners have been conducted (Zhanibek, 2001), the relationship between foreign language speaking anxiety and the effect of mobile applications on FLSA, has not been widely investigated. Therefore, this study aims to contribute to the literature by shedding light on the causes of learners' speaking anxiety and its possible solution with mobile apps and platforms in a Turkish EFL context.



CHAPTER II

2. LITERATURE REVIEW

This chapter reviews the literature on the effect of mobile apps on foreign language speaking anxiety in four parts. The first part describes the mobile app ‘WhatsApp’ and how it has been used in foreign language teaching so far. The second part describes the mobile app and online meeting platform ‘Zoom’ and how it has been used in foreign language teaching, especially after the COVID-19 pandemic. The third part describes foreign language speaking anxiety and related research that has been conducted about the causes and effects of FLSA so far. And finally, literature related to utilising mobile-assisted language learning to alleviate foreign language anxiety is reviewed.

2.1. MOBILE-ASSISTED LANGUAGE LEARNING TECHNOLOGIES

2.1.1. WhatsApp

Research conducted on WhatsApp has indisputably emphasized that its features, which are wide range and user-friendly, are the main reasons behind its popularity, which can be integrated into language learning, as with these features, it also provides users with ample opportunities to convert language learning into a highly engaging and immersive experience (Khan et al., 2021). Since most MALL applications were designed for individual learning, and only a limited number of applications support collaborative learning, WhatsApp provides a potential platform for collaborative learning, as well as interactive opportunities for practicing the target language in an

informal learning environment, which could help alleviate the FLSA of EFL learners. In the last few years, a few studies have been conducted to examine the effect of mobile apps on improving language skills, but not much research has been conducted to explore the impact of using these apps in EFL classes that could alleviate FLSA.

There are a limited number of studies that demonstrated the positive effect of WhatsApp on improving language skills by boosting students' willingness to practice the language and helping them get rid of anxiety. In a study conducted by Alqahtani et al. (2018), researchers wanted to find out the attitude and beliefs of learners about WhatsApp on language learning. They surveyed 300 students studying at King Saud University, Saudi Arabia. A bigger percentage of students answered that WhatsApp is a great facilitator of English language learning in terms of the improvement of their speaking, reading, writing, and vocabulary using skills as it provides an authentic and informal environment for communication, increasing their confidence and motivation. From this result, the researchers concluded that students need to be motivated to identify, comprehend, and engage in learning opportunities using WhatsApp. Teachers should give and carry out some tasks on WhatsApp by making the goals of the tasks clear in an organized manner.

In another study conducted by Andujar & Salaberri-Ramiro (2021) at the University of Almeria Language School, Spain, for six months in 2013–2014, the researcher created two groups as experimental and control groups, and he tried to find out if B1 level students' writing skill improves through daily interaction on WhatsApp. At the end of the study, the experimental group was observed to have much fewer grammatical, lexical, and mechanical errors than the control group, which shows that WhatsApp helps the improvement of linguistic accuracy in second-language writing.

After this study, Andujar & Salaberri-Ramiro (2021) stated that WhatsApp should be used more as a tool to encourage second-language interaction, while this potential is not used enough.

A different study conducted by Alzubi (2016) aimed to find out the effect of WhatsApp on students' English reading skills. The study was conducted with 30 students studying at Najran University, Saudi Arabia for 14 weeks. The researchers integrated Freebody and Luke's (1990) four resources model of reading practices within WhatsApp. The students shared some photos, mind maps, summaries, and their ideas during the reading exercises inside and outside the classroom, which at the end of the study students stated were very helpful. The study concluded that WhatsApp and online resources helped develop students' reading and comprehension skills in terms of code-breaking, text-using, and text-analyzing practices.

In another study conducted with 40 EFL students in the Department of English Education of Palangka Raya University, Fauzi and Angkasawati (2019) experimented to improve students' comprehension in listening skills by using listening logs through WhatsApp on smartphones. The experiment lasted three weeks and they focused on different aspects of comprehension in listening which are understanding the main idea, supporting ideas, tones of the message, and unfamiliar vocabulary. The method of the study was one group applied a pre-test and post-test, and the results showed that WhatsApp had a good effect on improving students' listening comprehension skills. All students having taken part in the study scored much better in listening comprehension at the end of the study than before the study.

With 40 students at the Languages and Translation Department at Northern Border University, Bensalem (2018) experimented to see the effectiveness of WhatsApp on improving academic vocabulary knowledge compared to improving it in traditional ways, and the results of the study showed that WhatsApp contributes significantly to improving vocabulary knowledge. The students were divided into two smaller groups as experimental and control groups. While the experimental group was doing and submitting their vocabulary studies through WhatsApp, the control group did it traditionally by writing on a paper. The results of the study showed that the experimental group were both more willing to do their tasks on WhatsApp and they showed better performance, while most students in the control group didn't do the tasks fully and they were less willing to do their assignments.

Alzubi, Singh, and Mehar (2018) selected 70 EFL students in the Deanship of Preparatory Year at Najran University on WhatsApp to explore the effect of social strategies mediated by smartphone applications on fostering socio-cultural autonomy in the EFL reading context. The study was conducted for 12 weeks with experimental and control groups. While the experimental group used WhatsApp to interact with others and practice the communication rules that they had learned at school, the control group used the traditional methods. The study concluded that smartphone applications like WhatsApp fostered socio-cultural autonomy in learning interaction, self-regulation, and understanding an English reading context.

From the studies that have been explained above and conducted so far, the informal and interactive learning environment on WhatsApp promotes a student-centered approach to learning and encourages greater learner autonomy through collaborative learning with peers. Additionally, it facilitates effective learner

engagement by providing learners with the necessary exposure to the target language with its wide range of features to use for practicing the language in an informal environment out of school, which could all contribute to lowering the FL speaking anxiety levels of EFL learners.

2.1.2. Zoom

The outbreak of the COVID-19 pandemic forced teachers and education developers to compensate face-to-face lessons with digital platforms to keep on education, and Zoom was discovered to be a great platform to keep on lessons online. This compulsory shift showed there could be many benefits of using this online interactive platform, one of which was students' more relaxed and less anxious attitude towards English-speaking lessons and activities. Speaking lessons with Zoom is in line with sociocultural theory as it fosters engagement and facilitates collaborative learning for the learners while it helps alleviate FLSA since it does not discomfort learners while speaking as in face-to-face classes (Martin, 2020). In addition, integrating Zoom into speaking lessons is proposed by the Technology Acceptance Model (TAM) since taking advantage of technological tools is considered to be an alternative to solve the speaking anxiety of EFL learners (Koç, Yüksel, & Altun, 2021).

Several studies have demonstrated that Zoom has a beneficial impact on enhancing language skills which is achieved by boosting students' motivation to practice the language and reducing their speaking anxiety. Menggo (2021) conducted speaking lessons during the COVID-19 pandemic period with 96 students of the English Study Program of Universitas Katolik Indonesia Santa Paulus Ruteng and collected data through a questionnaire measuring students' perceptions and their level

of anxiety towards speaking lessons on Zoom. The findings indicated that students, on the whole, had a favorable perception of speaking lessons conducted on Zoom. Since they were not speaking in front of the entire class as they typically do in traditional classes, they experienced reduced anxiety and a greater sense of comfort during the lessons conducted on Zoom. Moreover, Hagi (2021) collected data at the University of Muhammadiyah Malang by observing MA students of ELT and making interviews with them who had had online lessons on Zoom during the COVID-19 pandemic period. Most students stated that other than technical problems like weak connection or microphone dysfunctionality, they enjoyed learning through Zoom as it lowered their anxiety, which helped them speak and participate in the lessons more comfortably.

In a different study conducted with 72 students and 20 teachers of EFL, Nurieva and Garaeva (2020) investigated students' and teachers' attitudes to Zoom-based distance learning and examined its main advantages and disadvantages with the method of analysis of the lessons, interviews, observation, and survey. The students were divided into four groups and were taught English as a foreign language for 6 weeks. A survey was given to the students and teachers, before and after the study. Lessons were observed and analyzed by the researchers, and interviews were made with the students. In the interviews at the end of the study, the majority of the students expressed a positive attitude towards the use of the Zoom platform. Attendance was higher during the lessons with Zoom than in traditional face-to-face lessons. The teachers also gave positive answers about doing lessons on Zoom for a good connection, desktop sharing, the 'Raise Hand' option, and 'Breakout rooms' through which students can do pair work. Both students' and teachers' common answer about the disadvantages of having lessons on Zoom was about technical issues, such as low connection at times, dropped calls and pauses, and low-quality audio or video. Nevertheless, the researchers observed

that after the first few weeks, students and teachers learned how to deal with technical problems and use the app more efficiently.

In a study conducted by Rini, Noorman, & Nafisah (2021) during the COVID-19 pandemic in Indonesia, the researchers conducted a study on Zoom with anxious learners in order for them to get rid of speaking anxiety through storytelling. They gathered data by conducting FLCAS as a pretest and posttest for the participants. During storytelling activities on Zoom, students were given opportunities to speak English in a different atmosphere from the classroom, which resulted in their self-confidence increasing. And the results of the pretest and post-test proved that their level of speaking anxiety fell.

A similar study conducted by Awaliyah & Irianti (2022) resulted in fewer levels of speaking anxiety among learners after having speaking lessons on Zoom. The researcher conducted a case study with 8 students from a vocational high school and collected the data through observation and interviews. At the end of the implementation, learners were observed and they also stated that they could handle their anxiety better and had more confidence to speak and take part in English lessons as Zoom provided a comfortable atmosphere for classroom interaction.

From the studies that have been explained above and conducted so far, the informal and interactive learning environment on Zoom promotes collaborative learning with peers and encourages greater learner autonomy. Additionally, it facilitates effective learner engagement by providing learners with the necessary exposure to the target language with its wide range of features to use for practicing the language in an informal environment out of school, which could all contribute to lowering the FL speaking anxiety levels of learners.

2.2. FOREIGN LANGUAGE SPEAKING ANXIETY

FLSA is a common phenomenon in countries where English is taught as a second language. The majority of students experience anxious feelings when required to speak in a classroom setting using a foreign language. Its symptoms include but are not limited to mispronunciation or alteration of sounds, difficulty replicating the tone and flow of the language, feeling immobilized when asked to speak, struggling to recall recently learned words or phrases, and opting to remain silent instead of speaking (Young, 1991). Such reactions could probably impede a learner's ability to speak, as they may become distracted by these beliefs and consequently struggle to concentrate on the act of speaking.

With the significant rise in the number of students who learn English and mobile technologies that help learn a foreign language in recent years, students are observed to learn and acquire language learning skills easier, but there are a proportion of learners who experience anxiety during the production stage, as speaking in a foreign language is frequently reported by students to be their most anxiety-inducing experience (Young, 1990).

As speaking is a productive skill, learners tend to experience the highest levels of anxiety during tasks that require oral production, and it causes them to lose their motivation to participate in speaking lessons. There is a great deal of research and studies investigating FLSA, which many foreign language speakers face during the learning process. The causes and effects of FLSA are researched by teachers, educators,

psychologists, speech therapists, and communication specialists as it impedes the language learning process (Bashori et al., 2020).

Çağatay (2015) conducted a study with 154 students from the English preparatory program of a state university to reveal the anxiety level of learners and collected the data through a questionnaire. The research findings indicated that students learning English as a foreign language experience a moderate degree of FLSA, particularly when interacting with a native speaker as opposed to communicating with their classmates. A similar study conducted by Yalçın and İnceçay (2014) in the ELT department at a private university in Turkey aimed to identify whether the integration of spontaneous speech activities helps minimize the students' English language speaking anxiety. The researchers collected the data through questionnaires and interviews to measure the learners' anxiety levels. The study revealed that learners with lower achievement in speaking had higher levels of anxiety while learners who had higher grades had lower levels of anxiety.

2.2.1. Related Literature about the Causes of FLSA

The causes of FLSA have been studied by many researchers and each focused on different aspects of it; however, the cause of FLSA for each individual can be different. Researchers also looked at the causes of FLSA from different perspectives, so the reasons will be explained with related literature below in four categories, which are psychological, linguistic, individual, and socio-cultural factors. The formal atmosphere in the classroom is one of the psychological factors of FLSA (McGroarty, 1996). Young (1990) discovered that American middle school language students tended

to feel more at ease when taking part in oral activities within small groups, instead of speaking in front of the entire class.

Padmadewi (1998) discovered that students who attend a speaking class frequently experience anxiety because of the demands of speaking tasks that necessitate individual and spontaneous presentations within a limited time frame. Also, fear of negative evaluation, the view that when the learner performs speaking in class (Balemir, 2009) such as making a presentation or answering a question in front of the whole class, her/his performance will be evaluated, is one of the anxiety-provoking psychological factors of EFL learners.

Horwitz (1991) defined the fear of negative evaluation, which refers to the unease one feels about the evaluations made by others, the avoidance of situations in which one may be evaluated, and the anticipation that one's self will be evaluated unfavorably by others. When students become fixated on their weaknesses in speaking, it can trigger a fear of negative evaluation. This fear can make the process of language learning stressful, leading students to become passive in the classroom and avoid participating in activities out of fear of making mistakes and being negatively evaluated as a result.

Another psychological factor can be test anxiety which is a form of performance anxiety that arises from a fear of failing. Anxious students usually tend to feel that they are going to perform badly and fail under test conditions, which could be experienced by even successful students (Zhang & Liu, 2013). As a result, this fear will make the test a more difficult task for the learners to achieve and lead to more anxious feelings for them. Linguistic difficulties like using accurate vocabulary and making sentences

with grammatically correct structures are the linguistic factors that make learners anxious. These linguistic factors can have an impact on a learner's ability to effectively communicate in a foreign language, thus affecting their overall communicative competence (Tanveer, 2007).

When students become preoccupied with concerns such as making mistakes or struggling with language difficulties, it can trigger feelings of anxiety. Vocabulary is a particularly significant factor in this regard, as inadequate vocabulary knowledge or difficulty in finding the appropriate words while speaking can be challenging for students, leading to a shift in focus towards finding the right vocabulary instead of the act of speaking, which can create anxiety (Balemir, 2009).

Grammar also poses a linguistic challenge for students during oral production, as knowledge of how words and sentences are structured and stressed is crucial for conveying meaning. However, when students become preoccupied with using grammar correctly during speaking, it can make them feel uncomfortable and trigger anxiety. Individual factors that contribute to language learning anxiety could include self-assessment of speaking ability and self-comparison to others.

Self-assessment of ability refers to the process by which learners evaluate their skills (Aydın, 2001). If the learners assess their abilities negatively, anxiety occurs. Apart from self-evaluating their own kind skills, if learners compare their language skills to those of others, anxiety could also occur (Bailey, 1983). Another individual factor is low self-esteem. If the learners do not have self-confidence in their speaking skills, they start to feel anxious about speaking activities. Those learners may experience anxiety because they are more concerned with meeting the expectations of

others and seeking their approval rather than attending to their own needs (Young, 1991). Hembree (1988) also states that students who have a self-perception of low ability level while learning a foreign language are more susceptible to experiencing language anxiety.

One socio-cultural factor that contributes to language learning anxiety is limited exposure to the target language, which is having little opportunity to use the language one is trying to learn. Learners have to develop their ability to communicate in a foreign language effectively; especially, how they need to speak in specific situations. When they are in an environment where they can often communicate in the target language with people who are native speakers, foreigners or have the same objective, they will be exposed to the language through intentional learning or natural acquisition processes, which can help expand their vocabulary and improve their ability to recognize sentence structures, grammar rules, and pronunciation. However, the lack of this environment creates a significant barrier to language learning, which is a cause of anxiety.

Another socio-cultural factor that contributes to language learning anxiety is self-status (Mulyani, 2018). When a learner has to communicate with their teacher, they feel that their mistakes will be recognized and evaluated by the teacher, which makes them uncomfortable while speaking. Also, speaking to someone from a higher status, which is a sense of power relation, is another factor that makes learners anxious as they have to be careful about the correct way of expression and manner of speaking (Hashemi, 2011).

2.2.2. Related Literature about the Effects of FLSA

Researchers have different views about the effects of FLSA; however, most studies revealed that FLSA negatively affects language achievement and performance (Campbell & Ortiz, 1991; Gregersen & Horwitz, 2002; Young, 1991). Some researchers stated that language anxiety is state anxiety (MacIntyre & Gardner, 1991), which is the ongoing and immediate feeling of distress, unease, or worry that a person may encounter as they navigate their daily activities.

Some researchers stated foreign language anxiety is trait anxiety (Spielberger, 1972), which is a lasting tendency to experience nervousness or anxiety across multiple situations that are connected to an individual's innate characteristics or temperament. The common part of them is that both can have negative effects on learners.

Gardner & MacIntyre (1989) stated that for certain individuals, foreign language anxiety can result in distressing responses, including dropping out of language programs or switching academic majors. Additionally, some language learners may experience a mental barrier that prevents them from progressing or acquiring proficiency in the language (Onwuegbuzie, Bailey, & Daley, 1999). Many studies have been conducted to see the relationship between language anxiety and language achievement, which concluded that learners who experience high levels of anxiety tend to achieve lower academic grades compared to their peers who are less prone to anxiety (Gardner, 1984; Trylong, 1987). However, several studies asserted that a medium level of anxiety did not have a debilitating effect on the learner's language performance (Bachman, 1976; Chastain, 1975).

To conclude, studies that have shown a negative correlation between students' speaking performance and their levels of anxiety have outnumbered the ones which claim anxiety does not have an effect on achievement (Aida, 1994; Gardner, 1985; Bailey, Daley & Onwuegbuzie, 2000; Rodriguez, 1995; Saito & Samimy, 1996).

Frantzen and Magnan (2005) stated that the more learners' level of English, the less their anxiety levels are, since in their study with a group of learners who started taking Spanish and French classes, they found that true beginners of Spanish and French exhibited greater anxiety and attained lower overall grades compared to false beginners.

A different study that involved 54 high school students studying a foreign language by Sparks and Ganschow (2007) found that students with low anxiety levels achieved the highest scores in both their native language skills and foreign language course grades. Conversely, students who exhibited high anxiety levels demonstrated lower proficiency in their native language skills and received lower grades in the language course.

2.3. FOREIGN LANGUAGE ANXIETY AND MOBILE ASSISTED LANGUAGE LEARNING

With the wide use of internet technologies in education especially after the Covid-19 pandemic breakout in the world, the integration of technology into education has been noted to exert direct and solid influences on the process of learning a foreign language, which may also affect FLA levels among learners. Therefore, a few studies have been conducted to utilise MALL technologies to help learners get rid of FL anxiety.

In a study conducted by Hanafiah et al. (2022), the researchers investigated the impact of computer-assisted language learning (CALL) on the vocabulary learning, speaking skills, and speaking anxiety of Indonesian EFL learners. Their results suggested that the implementation of CALL had a beneficial impact on the participants' vocabulary acquisition, enhancement of speaking skills, and a reduction in speaking anxiety. To assess these effects, a pre-test was administered, and conversations and vocabulary items were taught online to the experimental group, while the control group received face-to-face instruction. Post-tests for vocabulary, speaking skills, and anxiety were then conducted for both groups to evaluate the intervention's influence. The research revealed that the experimental group, which received online instruction, outperformed the control group in both speaking and vocabulary post-tests. Furthermore, the experimental group exhibited lower levels of speaking anxiety compared to the control group after receiving the treatment.

Another study conducted by Nasri et al. (2021) investigated the impact of CALL instruction on the motivation and attitudes of Iranian EFL learners. The research concluded that utilizing computers led to an improvement in learners' motivation as following the implementation of CALL-based instruction, the learners experienced a significant increase in their motivation to learn a second language, and they developed positive attitudes toward the foreign language learning process.

In another study conducted by Shamsi et al. (2019), the researchers investigated the impact of MALL in reducing anxiety among EFL learners when speaking English. The study was conducted over four weeks using the WhatsApp app as a platform. The findings indicated that the course specifically designed for this purpose had a significant

effect in reducing foreign language anxiety levels among the participants. Furthermore, it also contributed to enhancing their confidence in learning a foreign language.



CHAPTER III

3. METHODOLOGY

This chapter will focus on the methodology section of the research. Initially, it will provide a brief recap of the research questions. Subsequently, it will outline the chosen research design for this study. The remainder of the chapter will delve into comprehensive details concerning the participants, data collection tools and methods, the research procedure, data analysis techniques, and the process of implementation.

3.1. RESEARCH QUESTIONS

This research was conducted to find out whether extracurricular online speaking activities through the apps Zoom and WhatsApp have an alleviating effect on speaking anxiety of EFL learners. In order to achieve this goal, four research questions were designed. The first question aims to find out the level of FLSA of EFL learners. The second one investigates the causes of FLSA of EFL learners. The third one aims to find out whether online technologies are helpful in alleviating FLSA of EFL learners. The fourth one aims to reveal EFL learners' perspectives of using online technologies while learning English. Table 1 presents the research questions and the tools employed for gathering data to address each of them.

Table 1

Research Questions and Related Data Collection Instruments

Research Questions	Data Collection Instrument
1. What is the level of FLSA and what are its causes among Turkish EFL learners?	Likert-scale questionnaire and semi-structured interviews
2. What are the causes of FLSA among Turkish EFL learners?	Likert-scale questionnaire and semi-structured interviews
3. Does the use of internet technologies help English learners overcome FLSA?	Likert-scale questionnaire and semi-structured interviews
4. What are learners' perspectives of using online technologies while learning English?	Semi-structured interviews

3.2. RESEARCH DESIGN

This study examines whether extracurricular online speaking activities through the apps Zoom and WhatsApp have an alleviating effect on EFL learners' foreign language speaking anxiety. For this purpose, the researcher carries out activities to clarify whether the hypothesis is effective in alleviating the FLSA problem of EFL learners.

Integrating or combining the components of qualitative and quantitative methods ensures the study's strength (Creswell & Creswell, 2017); therefore, a mix of these two methods was conducted for the current analysis due to the fact that it presents more thorough instruments for approving results compared to qualitative and quantitative methods can achieve alone, as both types of data can be utilized to validate each other. In addition, triangulation contributes to measurements' external and internal validity on behalf of generalizability by using several methods (Solano, 2020).

In a mixed-method research study, qualitative data serves as an effective approach to decrease the systematic bias possibility (Creswell & Creswell, 2017), which offers evidence for firm credibility in the cases that lead to the same outcomes as the quantitative data. Therefore, the study requires the quasi-experimental approach in which the target variable is consciously manipulated; while the other variables are constant.

Among the different quantitative research designs, the quasi-experimental research design offers an efficient procedure to collect inferences from the impact of a particular (Becker et al., 2017). Also, the data gathered for the current study includes several variables, which allows the analysis to expand the objectives' scope and a present consistent set of data. A pre-test/post-test quasi-experimental design is utilised in the current study as the FLSAS is given to students without making any changes in the items of the scale before and after the implementation of the online speaking activities that could help alleviate FLSA. Table 2 gives more details about the nature of the online speaking activities which were implemented between the pre and post tests.

A semi-structured interview proves valuable in the examination of intricate behaviors, viewpoints, and emotions, enabling the gathering of a wide range of experiences. While this approach doesn't provide researchers with a direct path to ascertain an absolute truth, it does provide them with a means to gain partial understanding regarding individuals' actions and thoughts (Sabri & Kamaruddin, 2018). For this reason, a semi-structured interview was also conducted with nine participants after the implementation in order to collect open-ended data that may not have been explored through FLSAS, to understand the feelings of the participants about the effectiveness of the implementation that was carried out, and to understand the personal

and sensitive issues of each participant who participated in the study from the beginning to the end.

Table 2

Research Design

Phase	Process	Activities	Length of Time
1	FLSAS Pretest	-	-
	Zoom meetings	Group discussions, pair work in breakout rooms, discussing with a foreigner/native speaker	
2	Zoom meeting (1)	Familiar questions	80 mins.
3	Zoom meeting (2)	Discussion about a film	80 mins.
4	Zoom meeting (3)	Meeting with a native speaker and exchanging cultures	80 mins.
5	Zoom meeting (4)	Meeting with a foreigner and exchanging cultures	80 mins.
6	Zoom meeting (5)	Discussion about 'Picnic and camping'	120 mins.
7	Zoom meeting (6)	Meeting with a foreigner and exchanging cultures	80 mins.
8	Zoom meeting (7)	Meeting with a foreigner and exchanging cultures	80 mins.
	WhatsApp activities	Answering familiar/opinion questions as voice messages, listening to others' answers, and making voice comments to each other	Answering the question in 1 minute
9	WhatsApp activity (1)	Answering familiar/opinion questions	Making voice comment to others in 15 seconds
10	WhatsApp activity (2)	Answering familiar/opinion questions	Answering the question in 1 minute
11	WhatsApp activity (3)	Answering familiar/opinion questions	Making voice comment in 15 seconds
12	WhatsApp activity (4)	Answering familiar/opinion questions	Answering the question in 1 minute
13	WhatsApp activity (5)	Answering familiar/opinion questions	Making voice comment in 15 seconds

14	WhatsApp activity (6)	Answering questions	familiar/opinion	Answering the question in 1 minute
15	WhatsApp activity (7)	Answering questions	familiar/opinion	Making voice comment in 15 seconds
16	WhatsApp activity (8)	Answering questions	familiar/opinion	Answering the question in 1 minute
17	WhatsApp activity (9)	Answering questions	familiar/opinion	Making voice comment in 15 seconds
18	WhatsApp activity (10)	Answering questions	familiar/opinion	Answering the question in 1 minute
19	WhatsApp activity (11)	Answering questions	familiar/opinion	Answering the question in 1 minute Making voice comment in 15 seconds
20	FLSAS Posttest	-	-	-
21	Semi-structured interviews	-	-	-

3.3. PARTICIPANTS

The participants of the quantitative part of the current research were 42 EFL students who study at the Prep School of Eskişehir Osmangazi University during the 2021/2022 academic year (Table 3). All participants were volunteers and they all had different educational and cultural backgrounds. According to the Proficiency exam conducted at the beginning of the academic year, students are placed in classes at A2, A2+, and B1 levels which are identified by the Common European Framework of Reference (CEFR). However, no student participated in this study from A2 level classes. A2+ level classes have 22 hours of English lessons every week while B1 level classes have 20 hours of lessons focusing on each aspect of the language in an integrated way. Because of the COVID-19 pandemic outbreak, students had three days of face-to-face lessons and two days of online lessons during the 2021-2022 academic year. Male

students constitute 54.7% of the participants with the number of 23 while female students made up 45.2% of the participants with the number of 19.

Eskişehir Osmangazi University requires students of some departments to study at Prep School for 1 year and become B1+ level before they start their faculties. These departments are Electrical and Electronics Engineering, Computer Engineering, Mechanical Engineering, Architecture, International Relations, and English Language Teaching. For this reason, the majority of the participants of this study are good at numbers and formulas instead of words and language. Nine participants (21.4%) are going to study Electrical and Electronics Engineering, 7 (15.6%) are going to study Computer Engineering, 7 (16.6%) are going to study Mechanical Engineering, 7 (16.6%) are going to study Architecture, 7(16.6%) are going to study International Relations and 5(11.9%) are going to study English Language Teaching.

Table 3

Demographic Characteristics of the FLSAS Participants Based on Gender, English Level, and Departments.

Variables		Frequency
Gender	Male	19(45.2 %)
	Female	23(54.7 %)
Level	A2 ⁺	18(42.8 %)
	B1	24(57.2 %)
Department	Electrical and Electronics Engineering	9(21.4 %)
	Computer Engineering	7(16.6 %)
	Mechanical Engineering	7(16.6 %)
	Architecture	7(16.6 %)
	International Relations	7(16.6 %)
	English Language Teaching	7(11.9 %)

The participants of the qualitative part of the current research were 9 of the 42 participants who volunteered and whom the researcher tried to choose from different English levels, departments and genders (Table 4).

Table 4

Demographic Characteristics of the Semi-structured Interview Participants Based on Gender, English Level, and Departments

Variables		Frequency
Gender	Male	4(44.4 %)
	Female	5(55.5 %)
Level	A2 ⁺	4 (44.4 %)
	B1	5(55.5 %)
Department	Electrical and Electronics Engineering	2(22.2 %)
	Computer Engineering	1(11.1 %)
	Mechanical Engineering	1(11.1 %)
	Architecture	1(11.1 %)
	International Relations	2(22.2 %)
	English Language Teaching	2(22.2 %)

3.4. DATA COLLECTION INSTRUMENTS

As previously noted, the present study employed a mixed-method research design that comprised a quasi-experimental research phase followed by semi-structured interviews. Utilizing this research approach enables the researcher to gain a holistic understanding of the researched problem (Ivankova & Wingo, 2018). Additionally, it aids in mitigating any potential limitations that may arise from solely relying on a single-method approach.

3.4.1. The Foreign Language Speaking Anxiety Scale

Creating, conducting, and evaluating Likert scales is a straightforward process that conserves both time and resources; furthermore, they have the potential to yield dependable and accurate data, provided that the statements are unambiguous, pertinent, and well-balanced (Li, 2013). By presenting a spectrum of choices instead of a binary yes or no response, Likert scales can assist in diminishing bias and uncertainty (Passmore et al., 2002). Additionally, responses to the statements in the scale can be conveniently organized and evaluated. In this study, the researcher tried to determine the level of speaking anxiety of the participants through the FLSAS, which was originally developed by Huang (2004) and then adapted by Balemir (2009) to his study. Nur Afifah Ab. Latif (2015) and Hismanoglu (2013) have also proven that FLSAS is a relevant instrument to be used to determine the level of English language speaking anxiety. The FLSAS was given to the participants twice; before and after the implementation, without making any changes to the statements. The scale that is used by the researcher has two parts. The first part collects the participants' personal information, which are gender, English level, department, when they started learning English, whether they like English as a subject, and whether they like studying English after school. The second part has 27 statements which aim to identify the level and causes of FLSA of EFL learners. The scale was a five-point Likert Scale, in which participants can show their agreement to the statement in 5 points: (1) Strongly Disagree, (2) Disagree, (3) Not Sure, (4) Agree, (5) Strongly Agree. (See Appendix 3 for the FLSAS).

In Part two, 7 out of 27 items were negatively worded; therefore, they were reverse coded to ensure reliability. Cronbach's alpha was used to check the reliability

of the study, and the scale produced reliable test results that met acceptable criteria (Dörnyei, 2007; Taber, 2018). While a Cronbach's alpha value of .794 was calculated for the pre-test, a Cronbach's alpha value of .823 was calculated for the post-test which suggests that the items have relatively high internal consistency (Tercan & Dikilitas, 2015). As negatively worded items were reverse-coded, high scores mean high levels of speaking anxiety. The Turkish-translated version (Balemir, 2009) of the scale was given to participants in order for the participants to clearly understand the statements and give true answers (see Appendix 4 for the Turkish version).

3.4.2. Semi-Structured Interviews

Datko (2015) highlighted the importance of conducting semi-structured interviews to gain a more powerful understanding of various aspects of the subject and to exert greater control over the interview's content. This approach enables the acquisition of richer and more profound information.

After the implementation ended and participants delivered the results of the second FLSAS, the researcher made semi-structured interviews with 9 participants who had different anxiety levels according to the FLSAS. The interviews were made in order not to miss any details that could lead to FLSA, and that may not have been understood through the FLSAS. Interview questions were prepared based on both the previous literature and the findings of the quantitative results. Also, the advisor of the research's and an expert opinion have been obtained to check the relevance/appropriateness of the questions of the interview.

The interview questions mostly focused on the reasons for the participants' anxiety and their view on the extracurricular online activities that were made during

implementation (see Appendix 5 for the interview questions in English and Appendix 6 for the interview questions in Turkish).

3.5. PROCEDURES

The present study used a mixed-method research design with the purpose of finding out the effects of extracurricular online speaking activities on alleviating the FLSA of EFL learners. The FLSAS was transferred to Google Forms and mailed to the volunteer participants. Participants were also informed about the content, purpose, and importance of the study, and that all their responses to the scale, personal information, and their performance will be kept confidential.

Moreover, the researcher followed qualitative and quantitative approaches in the data analysis procedure concerning the participants' FLSA and the possible impact of extracurricular online speaking activities on alleviating the FLSA of EFL learners. With that, data analysis was conducted on the data set collected through semi-structured interviews.

After the implementation, which lasted for 12 weeks, the FLSAS was e-mailed to the participants for the second time through Google Forms as a post-test without changing any items in the scale. A variety of activities were made both on Zoom and WhatsApp during the implementation for the participants to get rid of their anxiety and speak English more comfortably.

The researcher invited 1 native speaker of English and 3 foreigners who are advanced at speaking English to four of the Zoom meetings for the participants to get

the chance to communicate with native speakers and foreigners. Also, breakout rooms were frequently used in order for the participants to communicate with each other often. Zoom meetings were made 2 or 3 sessions each time, 40 minutes for each session, depending on the flow of the communication. After 7 Zoom meetings, the researcher started doing activities on WhatsApp for 5 weeks, mostly using the features of messaging through voice recording and sending videos in the application.

3.6. DATA ANALYSIS

In this research, two distinct sets of data were gathered through quantitative and qualitative data collection instruments. The quantitative data obtained from the Likert Scale questionnaire items were subjected to descriptive statistical analysis, while the qualitative data from semi-structured interviews were scrutinized through the application of thematic analysis to identify the major themes mentioned by the interviewees.

3.6.1. Quantitative Data Analysis

The data gathered from the online questionnaire underwent analysis using Statistical Package for Social Sciences (SPSS) 21. Prior to conducting the analysis, the participants' responses were coded on a 5-point scale, as illustrated in Table 5.

Items 7, 16, 17, 18, 19, 23, and 27 contained negative statements related to FLSA. Therefore, during the data preparation phase, these items underwent reverse coding. In this process, the "Strongly Disagree" response was assigned a value of 5, while "Disagree" was given a value of 4. "Agree" received a value of 2, and the response "Strongly Agree" was assigned the lowest value of 1.

Table 5

Questionnaire Items Coding in SPSS

Prompt/Response	Coding Value
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Following the coding and reverse-coding of participants' responses, the data was imported into SPSS for an evaluation of the scale's internal consistency and reliability through reliability tests for both the pre-test and post-test. As indicated in Table 6, the Cronbach's alpha coefficient for the pre-test was computed as $\alpha = .794$, and for the post-test it was $\alpha = .823$. In accordance with the criteria outlined by Dörnyei (2007) and Taber (2018), these results are deemed satisfactory, indicating a high level of reliability and internal consistency for the scale. Consequently, the questionnaire can be regarded as a dependable tool for measuring the intended variables.

Table 6

Reliability Statistics

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Pre-test	.794	.789	27
Post-test	.823	.806	27

Moreover, the researcher calculated the skewness and kurtosis values to measure the data distribution of the pre-test and post-test. Skewness quantifies the degree of symmetry, or more accurately, the absence of symmetry in a distribution or dataset. When a distribution is symmetric, it exhibits the same characteristics on both the left and right sides of its central point. On the other hand, kurtosis assesses whether the data exhibits heavier or lighter tails compared to a normal distribution. As indicated in Table 7, the skewness value of the pre-test was found to be .230, while the skewness value of the post-test was found to be .405, which means that the data in the pre and post-test were normally distributed as Balakrishnan & Scarpa (2012) suggest that skewness value for normal distribution should be between -1.5 and +1.5. In the same way, kurtosis value for pre-test was found to be .099 while kurtosis value for post-test was -.144, which means that pre and post-tests were normally distributed as Westfall (2014) suggests kurtosis value for normal distribution should be between -7 and +7.

Table 7

Skewness and Kurtosis Values of the FLSAS

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Pre-test	.230	.365	.099	.717
Post-test	.405	.365	-.144	.717

Furthermore, to check the normality of the distribution of the values obtained by the FLSAS, Kolmogorov-Smirnov and Shapiro-Wilk tests (McKinley & Rose, 2019)) were conducted. The results of these two normality tests are presented in Table 8.

Table 8

Test of Normality of the FLSAS

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.126	42	.090	.972	42	.379
Post-test	.157	42	.011	.966	42	.239

Table 8 shows that the Sig. value of the pre-test is greater than .05 while the post-test is smaller, which means that the data obtained from the pre-test is normally distributed while the post-test significantly deviate from a normal distribution.

Therefore, since the data is not normally distributed, a non-parametric test was utilised to identify the variations between pre- and post-FLSA levels of the participants, and descriptive statistics were employed to calculate the minimum, maximum, median, mean and standard deviation values for the scale. The results of these statistics will be presented in the forthcoming chapter.

3.6.2. Qualitative Data Analysis

The researcher applied a thematic analysis approach on the data obtained from the semi-structured interviews. Thematic analysis is defined as a method for identifying, examining, and reporting themes (patterns) within the gathered data (Castleberry & Nolen, 2018)). The researcher followed the six phases of thematic analysis suggested by Braun and Clarke (2006). First, the researcher familiarized herself with the data after transcribing all the interviews. The researcher systematically

followed a process of simultaneously listening to the interviews and reading the transcriptions. This step was undertaken to contemplate the content of the interviews and gain an overall understanding of their essence. Next, the researcher generated initial codes, the process of which was carried out manually, involving the selection of specific segments and the assignment of categories to each of them. These codes were subsequently employed to construct themes, ultimately leading to the interpretation of the results. The final phase of this process involved documenting and presenting the findings.

3.7. IMPLEMENTATION

Table 9 presents the implementation process which was made online, activities in general and how much time was spent for each activity.

Table 9

Implementation Process

Process	Activities	Length of Time
Zoom meeting (1)	Familiar questions	80 mins.
Zoom meeting (2)	Discussion about a film	80 mins.
Zoom meeting (3)	Meeting with a native speaker and exchanging cultures	80 mins.
Zoom meeting (4)	Meeting with a foreigner and exchanging cultures	80 mins.
Zoom meeting (5)	Discussion about 'Picnic and camping'	120 mins.
Zoom meeting (6)	Meeting with a foreigner and exchanging cultures	80 mins.
Zoom meeting (7)	Meeting with a foreigner and exchanging cultures	80 mins.

WhatsApp activities	Answering questions as voice messages, listening to others' answers and making voice comments to each other	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comments to others in 15 seconds.
WhatsApp activity (1)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comments in 15 seconds.
WhatsApp activity (2)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (3)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (4)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (5)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (6)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (7)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (8)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (9)	Answering questions	familiar/opinion	1. Answering the question in 1 minute.

			2. Making voice comment in 15 seconds.
WhatsApp activity (10)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.
WhatsApp activity (11)	Answering questions	familiar/opinion	1. Answering the question in 1 minute. 2. Making voice comment in 15 seconds.

3.7.1. Zoom

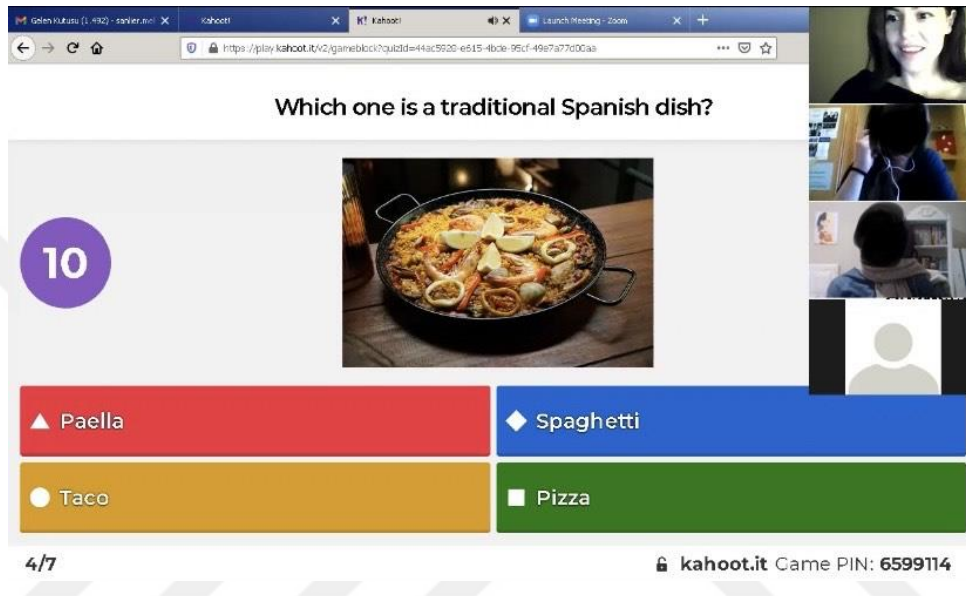
The researcher opted for Zoom as their primary online tool for conducting speaking activities and playing games with students. This choice was based on Zoom's capability to facilitate synchronous connections through video, audio, screen sharing, polls, and text chat. Additionally, the use of breakout rooms was enabled, resulting in a positive impact on learners' communication. Zoom's interactive features go beyond the traditional four language skills, incorporating elements like gestures and facial expressions, which greatly enhance the learning and comprehension process (Lee, Amini & Latha, 2021) The researcher customized extracurricular activities according to the learners' needs and received valuable input from her advisor. Engaging students in these extracurricular activities was found to be beneficial, as it helps reduce anxiety levels, improve mood, and foster a greater sense of connection and support among learners (Faenza, Canali, Colajanni & Carbonaro, 2021).

The researcher did 7 Zoom meetings every 5-6 days. Most of them took 2 sessions which make up 80 minutes in total. The researcher started most sessions with a game on Kahoot which is an online gaming platform that allows teachers and educators to prepare a fun web-based learning environment with games (Dellos, 2015).

The Kahoot games were about that meeting's topic so that the participants will warm up and relax before they start speaking. More detailed descriptions of each meeting are presented in Appendix 7.

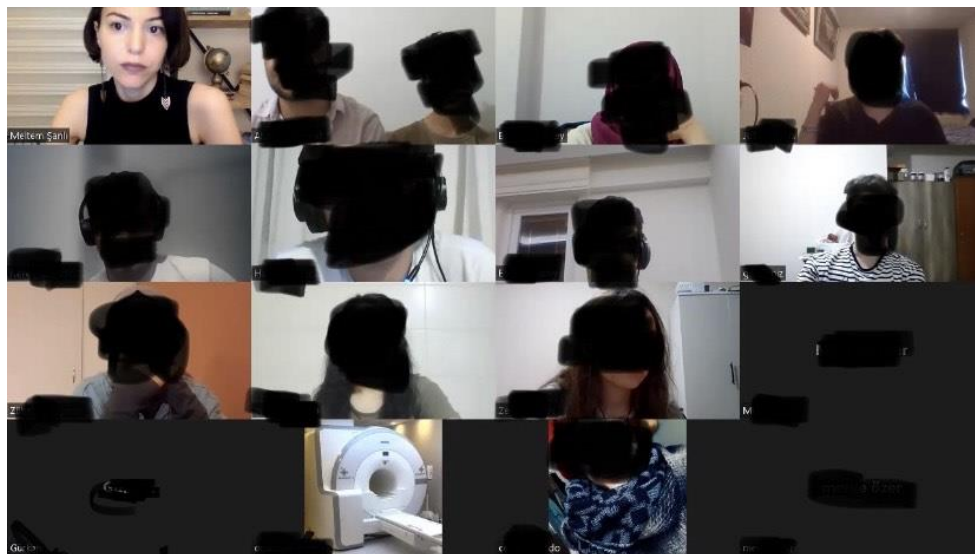
Picture 1

Kahoot Game on a Zoom Meeting



Picture 2

Zoom Meeting



3.7.2. WhatsApp

The researcher opted for WhatsApp as the other online tool for conducting speaking activities to engage the learners in speaking activities more and reduce their speaking anxiety. This choice was based on WhatsApp's wide accessibility and use of the application among users in addition to its features like text messaging, voice messaging, sending photos and videos, which facilitate doing speaking activities to a wide range.

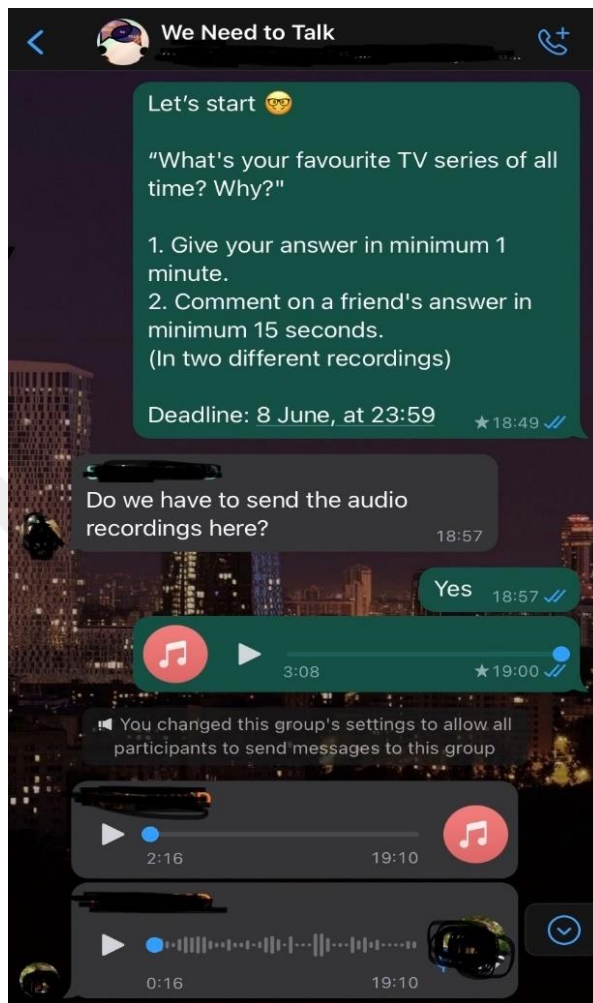
Additionally, it creates a speaking environment that is less anxiety-inducing for learners, allows ample time for thinking and processing language, boosts learners' confidence and motivation, enhances opportunities for active participation among learners and helps reduce anxiety (Albogami & Algethami, 2022). The researcher customized extracurricular activities according to the learners' needs and received valuable input from her advisor.

After 7 meetings on Zoom, the researcher created a WhatsApp group with 48 participants (Six of whom dropped before the implementation ended) who had joined the Zoom meetings regularly and started doing activities on WhatsApp.

The researcher asked a question in written form every 3-4 days and put deadlines until when the participants usually had more than 24 hours to do the tasks. The researcher told the students to answer the question as a voice message in 1 minute, listen to each other's answers, pick one, and comment on it in 15 seconds. Also, in each task, the researcher gave the first answer to the question and made comments as voice messages so that she could set an example for the participants.

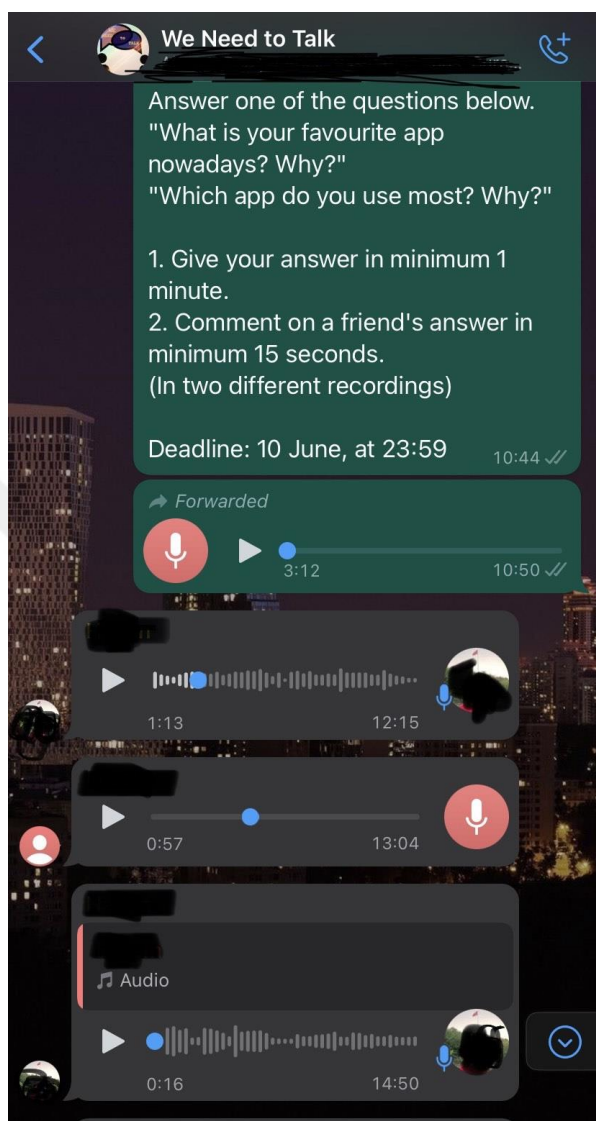
Picture 3

Speaking Activities on WhatsApp



Picture 4

Speaking Activities on WhatsApp



The researcher tried to ask a variety of familiar and opinion questions as it was the last month of the preparatory school, so their levels were almost B1+. Also, some days the researcher told the participants to ask a question but to answer a question other than the one they had asked themselves. Some randomly chosen transcribed answers (Appendix 7) that the participants gave through the voice messaging feature of WhatsApp:

- What is a good way to motivate yourself?
- What are the advantages of the internet?
- Which one is your favorite? Summer or winter? And why?
- What kind of superpower would you want? And why?



CHAPTER IV

4. FINDINGS

The purpose of this study was to investigate and find out the effects of extracurricular online speaking activities on alleviating FLSA of EFL learners. Sixty two volunteer students filled in the pre-test as they all stated that they wanted to take part in the study after the announcement; however, 42 participants continued to attend the activities till the end. For this reason, the pre-test results of those 20 participants were taken out and not evaluated. Three sets of data were collected through two different instruments. The first set of data was collected with the FLSAS as a pre-test, given to 62 participants in total. The second set of data was collected with the FLSAS as a post-test, distributed to 42 participants, without changing the items. And the third set of data was collected through interviews that were made with nine participants after the implementation, which was made via online tools, ended.

This chapter presents the findings of both quantitative and qualitative data analysis. Quantitative data from the questionnaires were analyzed using statistical methods, while qualitative data from the interviews underwent thematic analysis. The results of the data analysis are presented in accordance with the research questions addressed in this study.

4.1. QUANTITATIVE DATA ANALYSIS

4.1.1. Findings of the RQ1

The first research question of this study investigated was the level of foreign language speaking anxiety of EFL learners. In order to find out the answer to the first research question, 42 EFL students' responses to the FLSAS were analysed. One of the reasons why the modified Foreign Language Speaking Anxiety Scale (FLSAS) designed was to assess the degree of anxiety experienced by participants in speaking classes. The FLSAS questionnaire consisted of two sections. The first section contained six questions aimed at gathering background information about the participants. In the second section, there were 27 statements related to foreign language speaking anxiety. The questionnaire employed a five-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5). Due to the presence of negatively-worded items in the scale, they were reverse-scored. Each participant's total score from the pre-test indicated their level of foreign language speaking anxiety before the implementation.

As the data did not follow a normal distribution, non-parametric statistical methods were utilized for data analysis. Table 10 provides descriptive statistics for the second part of the FLSAS questionnaire for all 42 participants.

Table 10

Descriptive Statistics of the FLSAS scores: Speaking Anxiety.

	Pre-test	Post-test
Measure	Speaking anxiety	Speaking anxiety
No of items	27	27
Min	52	46
Max	107	95
Median	79.00	67.00
Mean	79.95	70.45
Std. Deviation	12.670	11.359

Taking into account that the highest achievable score on the questionnaire is 135, the participants' mean and median scores during the pre-test phase were slightly above half of the highest possible score (M: 79.95, Mdn 79.00 > 135/2). This suggests that they had a bit more than a moderate level of foreign language speaking anxiety before the implementation.

Conversely, when examining the participants' post-test scores, it becomes evident that their mean and median scores decreased, aligning with almost half of the highest possible score (M: 70.45 > 135/2, Mdn 67.00 < 135/2), which indicates a moderate level of foreign language speaking anxiety after the implementation.

To further analyze anxiety levels, the overall mean responses of the participants were computed. Table 11 presents the descriptive statistics of the participants' average responses to the items on the FLSAS.

Table 11

Descriptive statistics of the FLSAS scores: Average Responses.

	Pre-test	Post-test
Measure	Speaking anxiety	Speaking anxiety
No of items	27	27
Min	1.93	1.70
Max	3.96	3.52
Median	2.93	2.48
Mean	2.96	2.60
Std. Deviation	0.46	0.42

Table 11 shows the descriptive statistics of the average responses of the participants to the items on the FLSAS. As can be seen in the table, the mean and the median scores (M: 2.96, Mdn 2.93) in the pre-test phase were more than half of the possible average response ($2.96, 2.93 > 5.00/2$), which also indicates a bit more than moderate level of foreign language speaking anxiety. This table also shows that the participants' level of anxiety fell after the implementation considering the decrease of the mean and median scores of average responses (M: 2.60, Mdn 2.48) in the post-test, which can be said to have fallen to moderate level of foreign language speaking anxiety ($M: 2.60 > 5.00/2$, $Mdn 2.48 < 5.00/2$)

4.1.2. Findings of the RQ2

To explore the causes of foreign language speaking anxiety among EFL learners, pre-test scores of each question in the second part of the FLSAS was carefully examined. To account for negatively phrased items, their scores were reversed. Table

12 presents the statistical information describing how participants responded to the 27 items on the FLSAS.

Table 12

Mean and Standard Deviations of the FLSAS for the Pre-test

ITEM	Pre-Test	
	<i>M</i>	<i>SD</i>
Q1- I feel anxious while speaking English in class	3,14	1,04
Q2- I feel less nervous about speaking in English in front of others when I know them.	3,45	1,40
Q3- I feel very relaxed about speaking in English class when I study the planned contents before the class.	4,10	1,05
Q4- I am anxious in class when I am the only person answering the question asked by my teacher in English class.	2,52	1,25
Q5- In English class, I start to panic when I know I will be graded in oral activities.	3,57	1,25
Q6- I fear giving a wrong answer while answering questions in English class.	2,79	1,15
Q7*- I enjoy English class when I know that we are going to discuss in English.	2,76	1,20
Q8- I feel very embarrassed when I speak in English at the front of the class.	2,52	1,27
Q9- Because of being corrected by my teacher, I do not like going to the speaking class.	1,83	1,05
Q10- I feel nervous when I take part in a group discussion in class.	2,67	1,28
Q11- If I think my classmates speak English better than me, I am nervous about speaking in oral activities.	3,07	1,19
Q12- I worry about oral tests in English class.	3,40	1,21
Q13- I would feel better about speaking in English if the class were smaller.	3,10	1,37
Q14- I get anxious when I cannot express my thoughts effectively while speaking English.	3,62	,90
Q15- I am more willing to speak in English class when I know the scheduled oral activities.	4,14	,97
Q16*- I feel relaxed in pair-work activities	2,24	1,26
Q17*- I like going to class when I know that oral tasks are going to be performed.	2,36	1,23
Q18*- I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others.	2,07	1,15
Q19*- I like to volunteer answers in English class.	2,57	1,15

Q20- I am more willing to get involved in class when the topics are interesting.	4,14	1,04
Q21- I do not feel tense in oral tests if I get more practice speaking in class.	4,10	,95
Q22- I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class.	2,60	1,25
Q23*- I do not feel pressure when my teacher corrects my oral mistakes in class.	1.83	1,10
Q24- Going to English conversation class makes me more nervous than going to other classes.	2,55	1,36
Q25- I stumble when I answer questions in English.	3,10	1,22
Q26- I feel nervous in group work activities.	2,50	1,15
Q27*- During an oral test, I do not feel nervous.	3.21	1.20

** Negatively-worded items that were reverse scored*

To conduct a more in-depth analysis of the scores, the researcher categorized the mean scores into three distinct levels: low, medium, and high, using Alsaleh's (2020) mean score classification method. A low-level rating indicates a minimal level of anxiety, whereas a high-level rating signifies a significant level of anxiety. The range for each level was determined using the formula: (the highest possible score - the lowest possible score) divided by the number of levels. This range calculation can be expressed as: $(5 - 1) \div 3 = 1.33$. Consequently, the upper limit for the low rating was $1 + 1.33 = 2.33$, the upper limit for the medium rating was $2.34 + 1.33 = 3.67$, and the upper limit for the high rating was $3.67 + 1.33 = 5$. This resulted in the following rating categories:

Low: Less than or equal to (2.33)

Medium: Bigger than (2.33) and lower than or equal to (3.67)

High: Bigger than or equal to (3.68)

One of the reasons why the FLSAS conducted was to determine the causes of FLSA among EFL learners. Miskam & Saidalvi (2019) divided the items of the FLSAS into categories for the factors that lead to foreign language speaking anxiety, which are communication apprehension, fear of negative evaluation, and test anxiety, which were identified by Horwitz, Horwitz and Cope (1986). Table 13 below demonstrates the factors in the FLSAS contributing to the anxiety experienced by learners, along with their corresponding anxiety levels in the pre-test phase.

Table 13

Factors of FLSA Levels of EFL Learners before the Implementation

Factor of Speaking Anxiety	Items	Mean
Communication apprehension	1, 3, 7, 8, 11, 14, 17, 20, 24, 25	3.13
Test anxiety	5, 12, 16, 19, 21, 26, 27	3.08
Fear of negative evaluation	2, 4, 6, 9, 10, 13, 15, 18, 22, 23	2.70

According to the data in the table, it is evident that communication apprehension exhibits the highest mean score (M=3.13), followed by test anxiety (M=3.08), and fear of negative evaluation (M=2.70), the mean scores of which indicate the participants had moderate level of speaking anxiety.

4.1.3. Findings of the RQ3

The third research question aimed to reveal whether the use of internet technologies help alleviate the foreign language speaking anxiety of EFL learners. Since the data is not normally distributed (presented in Chapter 3), the non-parametric Wilcoxon test was utilised to identify the variations between pre- and post-FLSA levels of the participants (De Winter & Dodou, 2010). With these unique samples, the Wilcoxon Signed Ranks Test, which is a non-parametric statistical analysis

implemented to compare two repeated measurements or related samples on a single sample to evaluate whether the population means ranks vary, was conducted to see whether the participants' level of anxiety differentiated pre- and post-test phase. In addition, this Test was selected to identify whether participants' levels of academic motivation varied pre- and post-course. The results of the Wilcoxon test are presented in Table 14.

Table 14

Wilcoxon Test Results

		Ranks		
		N	Mean Rank	Sum of Ranks
Post - Pre	Negative Ranks	32 ^a	24.39	780.50
	Positive Ranks	9 ^b	8.94	80.50
	Ties	1 ^c		
	Total	42		

a. Post < Pre

b. Post > Pre

c. Post = Pre

Test Statistics^a

	Post - Pre
Z	-4.538 ^b
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 14 shows that the p value is less than .05, which means that the implementation had an alleviating effect on the FLSA level of EFL learners as the results are statistically significantly different.

For the quantitative analysis of the FLSAS, and to analyse the change of opinion and perspectives of the participants towards online speaking activities after the

implementation, the pre and post-test scores of FLSAS are compared based on the 3 categories of factors divided by Miskam & Saidalvi (2019) and analysed the results of the scale according to those categories.

4.1.3.1. Questionnaire Results of Communication Apprehension

Out of the three factors that were identified by Horwitz, Horwitz and Cope (1986) as the source of foreign language speaking anxiety, items related to communication apprehension appeared as the most anxiety-provoking factor according to the pre-test scores of the participants. In Table 15 below, the change of the participants' scores of the pre-test and post-test concerning communication apprehension are presented.

Table 15

The pre-test and post-test scores of the participants to the items concerning communication apprehension

ITEM	Pre-Test		Post-Test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Q1- I feel anxious while speaking English in class	3.14	1.04	2.38	.93
Q3- I feel very relaxed about speaking in English class when I study the planned contents before the class.	4.10	1.05	4.31	.71
Q7*- I enjoy English class when I know that we are going to discuss in English.	2.76	1.20	2.24	1.16
Q8- I feel very embarrassed when I speak in English at the front of the class.	2.52	1.27	2.07	1.06
Q11- If I think my classmates speak English better than me, I am nervous about speaking in oral activities.	3.07	1.19	2.67	1.14
Q14- I get anxious when I cannot express my thoughts effectively while speaking English.	3.62	.90	3.02	1.04

Q17*- I like going to class when I know that oral tasks are going to be performed.	2.36	1.23	1.86	1.00
Q20- I am more willing to get involved in class when the topics are interesting.	4.14	1.04	4.60	.66
Q24- Going to English conversation class makes me more nervous than going to other classes.	2.55	1.36	1.98	1.15
Q25- I stumble when I answer questions in English.	3.10	1.22	2.55	.96

Table 16 below demonstrates the change of the mean score for items related to communication apprehension. While the mean score of the pretest was M:3.13, in the level of medium as it is between 2.33 and 3.67, the post test mean score falls to M:2.76. Even though it appears to be in the medium level, the effect of the online activities can be interpreted positively as the anxiety level for communication apprehension fell in the post-test phase.

Table 16

Mean scores of the participants to the items concerning communication apprehension in the pre-test and post-test

Factor of Speaking Anxiety	Items	Mean	
		Pre-Test	Post-Test
Communication apprehension	1, 3, 7, 8, 11, 14, 17, 20, 24, 25	3.13	2.76

4.1.3.2. Questionnaire Results of Test Anxiety

Out of the three factors that were identified by Horwitz, Horwitz and Cope (1986) as the source of foreign language speaking anxiety, items related to test anxiety appeared as the second most anxiety-provoking factor according to the pre-test scores

of the participants. In Table 17 below, the change of the participants' scores of the pre-test and post-test concerning test anxiety are presented.

Table 17

The pre-test and post-test scores of the participants to the items concerning test anxiety

ITEM	Pre-Test		Post-Test	
	M	SD	M	SD
Q5- In English class, I start to panic when I know I will be graded in oral activities.	3.57	1.25	2.88	1.38
Q12- I worry about oral tests in English class.	3.40	1.21	2.67	1.09
Q16*- I feel relaxed in pair-work activities	2.24	1.26	1.88	1.01
Q19*- I like to volunteer answers in English class.	2.57	1.15	1.93	1.04
Q21- I do not feel tense in oral tests if I get more practice speaking in class.	4.10	.95	4.52	.86
Q26- I feel nervous in group work activities.	2.50	1.15	1.98	.78
Q27*- During an oral test, I do not feel nervous.	3.21	1.20	2.55	1.27

Table 18 below demonstrates the change of the mean score for items related to test anxiety. While the mean score of the pretest was M:3.08, in the level of medium as it is between 2.33 and 3.67, the post test mean score falls to M:2.63. Even though it appears to be in the medium level, the effect of the online activities can be interpreted positively as the anxiety level for test anxiety fell in the post-test phase.

Table 18

Mean scores of the participants to the items concerning test anxiety in the pre-test and post-test

Factor of Speaking Anxiety	Items	Mean	
		Pre-Test	Post-Test
Test anxiety	5, 12, 16, 19, 21, 26, 27	3.08	2.63

4.1.3.3. Questionnaire Results of Fear of Negative Evaluation

Out of the three factors that were identified by Horwitz, Horwitz and Cope (1986) as the source of foreign language speaking anxiety, items related to fear of negative evaluation appeared as the least anxiety-provoking factor according to the pre-test scores of the participants. In Table 19 below, the change of the participants' scores of the pre-test and post-test concerning fear of negative evaluation are presented.

Table 19

The pre-test and post-test scores of the participants to the items concerning fear of negative evaluation

ITEM	Pre-Test		Post-Test	
	M	SD	M	SD
Q2- I feel less nervous about speaking in English in front of others when I know them.	3.45	1.40	3.79	.97
Q4- I am anxious in class when I am the only person answering the question asked by my teacher in English class.	2.52	1.25	2.12	1.06
Q6- I fear giving a wrong answer while answering questions in English class.	2.79	1.15	2.12	.91
Q9- Because of being corrected by my teacher, I do not like going to the speaking class.	1.83	1.05	1.36	.48
Q10- I feel nervous when I take part in a group discussion in class.	2.67	1.28	2.12	.99

Q13- I would feel better about speaking in English if the class were smaller.	3.10	1.37	3.21	1.11
Q15- I am more willing to speak in English class when I know the scheduled oral activities.	4.14	.97	4.17	.88
Q18*- I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others.	2.07	1.15	1.79	.84
Q22- I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class.	2.60	1.25	2.19	1.11
Q23*- I do not feel pressure when my teacher corrects my oral mistakes in class.	1.83	1.10	1.52	.70

Table 20 below demonstrates the change of the mean score for items related to fear of negative evaluation. While the mean score of the pretest was M:2.70, in the level of medium as it is between 2.33 and 3.67, the post test mean score falls to M:2.43. Even though it appears to be in the medium level, the effect of the online activities can be interpreted positively as the anxiety level for fear of negative evaluation fell in the post-test phase.

Table 20

Mean scores of the participants to the items concerning fear of negative evaluation in the pre-test and post-test

Factor of Speaking Anxiety	Items	Mean	
		Pre-Test	Post-Test
Fear of negative evaluation	2, 4, 6, 9, 10, 13, 15, 18, 22, 23	2.70	2.43

4.2. QUALITATIVE DATA ANALYSIS

After FLSAS was sent as a post-test and answered by the participants when the implementation ended, nine participants were interviewed in order to reveal the reasons for FLSA and understand the effect of implementation through which speaking activities were made via Zoom and WhatsApp. The participants for the interview were the volunteer ones who stated that they had more ideas to share and wanted to give feedback.

The interview was semi-structured and questions were based on the findings of the quantitative results and prepared by the researcher after consulting her advisor. The interviews were made in the participants' mother tongue in order not for the conversation to be misunderstood. They were recorded during the interview after consent was taken by the participants and transcribed by the researcher later. The thematic analysis table is presented in Table 21.

Table 21

Thematic Analysis of Semi-structured Interview Responses

Categories	Themes	Student Quotes
Reasons for Speaking Anxiety	Not expressing oneself accurately	1. "...I get anxious when I cannot express myself accurately" 2. "...I worry too much about misrepresenting myself." 3. "...I feel under pressure when I cannot say what I want to say."
	To be criticised by others	1. "...I feel anxious when others criticise my speaking skills." 2. "...When I mispronounce words, my classmates usually laugh at me." 3. "...when my friends tell me not to use informal words."

Not speaking to people with the same level of English	1. "...I get anxious if I feel the person I speak with has better speaking skills than me." 2. "...I am ashamed of not being able to understand what s/he is saying and that it might be noticed." 3. "... the feeling of I'm keeping the other person waiting."
Fear from oral exams	
Subtheme 1: fear of making mistakes and getting low marks	1. "...all I think about is whether I have made a mistake... whether I will get low marks.." 2. "...I usually feel ashamed when I make a mistake."
Subtheme 2: short time	1. "...The shortage of time during oral exams make me nervous." 2. "...I feel I cannot use all the words I know during oral exam because of short time."
Subtheme 3: forgetting the ideas during speaking	1. "... Oral exams make me nervous because I fear forgetting the things I want to say and not being able to speak." 2. "... sometimes sentences don't come out of my mouth at that moment."

Table 21
Continued Thematic Analysis Table of Semi-structured Interview Responses

Categories	Themes	Student Quotes
Difficulty of Improving the Speaking Skills	Lack of practice	1. "... I feel I need to do a lot of practice to improve speaking skills." 2. "... it takes a lot of practice to speak." 3. "...It is necessary to spend a long period of time with effort and constant exposure to language."

Not remembering the correct words and grammar rules

1. "... I cannot remember the words I have already learned."
2. "... it is necessary to master the rules of vocabulary and grammar."
3. "...encountering words and sentence structures that I have forgotten."

Not being exposed to the language

1. "... I need constant exposure to language."
2. "... I need to spend time with foreigners."
3. "...very few people around me speak English."

Table 21
Continued Thematic Analysis Table of Semi-structured Interview Responses

Categories	Themes	Student Quotes
Mobile Assisted Language Learning Tools	Positive Aspects of MALL	
	Subtheme 1: giving an opportunity to practice the language	1. "... Thanks to the online activities, I had the chance to practice the words and grammar structures I have learned." 2. "...The practices we have done have made a positive contribution to my learning process."
	Subtheme 2: gaining confidence and overcoming anxiety	1. "... Practicing a lot has helped me overcome my social phobia of talking to foreigners." 2. "... Doing speaking activities in an informal environment have increased my self-confidence."
	Subtheme 3: helping students learn correctly	1. "...Practising the language often with foreigners helped me learn to use the words and grammar structures correctly." 2. "... it provided more opportunities to learn the correct usage of phrases and expressions."
	Subtheme 4: making students feel comfortable	1. "...Doing speaking activities as a group online helped me speak English comfortably." 2. "... after some time, I realised I was not getting worried about speaking English as much as before."

Subtheme 5: making language learning fun

1. "... Doing speaking activities online was educational and fun."
2. "... I enjoyed myself while playing games in English."

Negative Aspects of MALL

Subtheme 1: Difficult to concentrate

1. "... being exposed to the screen for long hours sometimes led to loss of my concentration."
2. "...I was sometimes easily getting bored and giving up participation as there was not a teacher closeby."

Subtheme 2: Technological problems

1. "...the inability to understand the speech due to weak connection."
2. "... the voice was echoing."
3. "... the camera stopped in the middle of my speech."

4.2.1. Reasons for Speaking Anxiety

Several participants mentioned that they often experience shyness and lack enthusiasm to speak due to their fear of not expressing themselves accurately. Additionally, some individuals stated that they avoid speaking activities altogether because they anticipate criticism regarding their speaking abilities. Moreover, the participants expressed concerns about appearing inferior to the person they are conversing with and potentially not being able to comprehend or follow the conversation.

Another big reason for their anxiety is attributed to oral exams. Many participants expressed feeling extremely anxious during such exams because they are aware of being graded, and any mistakes made could result in low marks. Another

contributing factor to their anxiety is the need for more time to speak. Since most participants don't feel confident in their fluency, they spend considerable time pondering words and constructing sentences in their minds before speaking them aloud. Consequently, this added pressure to come up with coherent ideas in a logical order, while also finding the right words and forming correct sentences, leads to a common issue of forgetting their ideas during the speech. The participants find it challenging to manage both aspects effectively, which intensifies their anxiety and often causes them to lose track of their intended thoughts.

A: Most times I speak in English I worry too much about misrepresenting myself. When they do not understand what I try to tell, I am aware that I do not speak accurately and I feel bad about it as I can express myself much better when I write but not when I speak.

B: I usually have a problem with the use of words and my classmates have realised it. When I mispronounce words, they usually laugh at me, which reduces my desire to speak, and trying to be careful about it in order not to be laughed makes me really nervous.

C: While talking to people at my own level comfortably, when I realize that there is someone higher than me - I can understand this from the words s/he uses and the sentences s/he makes - I start to worry because I am ashamed of not being able to understand what s/he is saying and that it might be noticed.

D: During oral exams all I think about is whether I have made a mistake, whether I have put the words in the right place in the sentence and whether I will get low marks. I always feel like I made a mistake and left the sentence incomplete.

E: The shortage of time during oral exams make me nervous. I am slow while trying to remember words or trying to translate the sentence into English in my head and my time is running out.

F: If I can't remember the meanings of some words in English while speaking, I try to explain it indirectly, and while trying to do it I can forget the ideas I'm going to say.

4.2.2. Difficulty of Improving the Speaking Skills

The participants' responses to the interview questions also highlighted the main topic of the challenges they face in improving their speaking skills. A primary reason cited by the majority of participants was the lack of practice. They acknowledged that limited practice in the language hinders their progress and makes it increasingly difficult for them to develop their speaking abilities. Another contributing factor to their struggle with improvement is the difficulty in recalling and correctly using words and grammar rules due to the significant differences between the Turkish and English language structures. Additionally, a notable barrier for them is the lack of exposure to the language. Many participants expressed a desire to either travel abroad or engage with native English speakers to enhance their speaking skills. However, this proves to be a challenge as most of them do not have easy access to English-speaking countries, and there is a scarcity of native speakers in Türkiye. As a result, they find it difficult to get opportunities to improve their speaking skills, leading to a growing difficulty in their progress.

A: I feel it takes a lot of practice to speak for a long period of time with effort. I feel I would be speaking much easier and fluently if I practiced enough. When I ask people my age who speak better English than me how they have achieved it, they say that since

childhood they have received English education that will enable them to practice continuously. When we don't practice enough, it becomes much more difficult to learn.

B: Learning to speak is not an easy task in my opinion. Not many people speak English here, so we are faced with forgetting what we have learnt. I believe, in order to speak English, it is necessary to master the rules of vocabulary and grammar. That's why it's hard for me to speak well in a short time.

C: I think learning English is neither difficult nor easy. But I believe it is necessary to spend a long period of time with effort and constant exposure to language. However, we do not live in a country where there are lots of native speakers or many people can go to an English-speaking country.

4.2.3. Mobile Assisted Language Learning Tools and Findings of the RQ4

The fourth research question aimed to find out the perspectives of EFL learners towards online tools while learning English through semi-structured interview. The data gathered from semi-structured interviews reflected that extracurricular speaking activities conducted through online tools had an alleviating effect on learners' speaking anxiety and contributed to enhancing their motivation and self-confidence.

4.2.3.1. Positive Aspects of MALL

The majority of participants acknowledged significant advantages from utilizing MALL tools such as WhatsApp and Zoom during the implementation. These online tools provided them with valuable opportunities to apply their learning beyond the confines of the classroom. Engaging in regular practice sessions not only helped them overcome their fear of speaking but also boosted their self-confidence in language

skills, as they had ample chances to interact with others, leading to improved word usage and grammar. Additionally, the experience of conducting speaking activities with friends online contributed to a greater sense of comfort and enjoyment in the learning process.

A: I think online activities we did were very useful. Since the fifty percent of the lessons were online, I was very lacking in speaking and the practices we have done have made a positive contribution to my learning process.

B: Thanks to activities on online tools, I felt more comfortable and confident thanks to the games we played and the online meetings we held because I was both having fun and learning... In addition, some of the applications and dictionaries I used thanks to technology contributed a lot to teaching me vocabulary. When I thought about all of these, I realized that my anxiety level decreased and I achieved this thanks to technologically supported applications.

C: It has reduced my anxiety level, now I am willing to speak more confidently, I think it is much more effective to talk on a certain topic or over a game.

D: The more I practiced speaking online, the more ready I felt to speak as after some time I realised I was using the words and making sentences more correctly, which meant that I improved myself even without realising it because it encouraged me to speak.

4.2.3.2. Negative Aspects of MALL

On the other hand, some participants pointed out some negative aspects of the online activities. One negative factor was the difficulty of maintaining focus during these activities. Without a teacher closely monitoring them during online lessons, they

found it easy to lose interest and concentration. Prolonged exposure to screens also contributed to their challenges, leading to extended periods of sitting and boredom. Technical issues, such as weak internet connections, voice echoes, faulty cameras, and poor audio and video quality, further added to the negative experiences with using online tools.

A: I think the negative features of these applications are that my eyes get tired and sometimes I can't focus because using a lot of phones, tablets and computers the whole day during pandemic time made us too much exposed to the screen and made me easily lose focus on the subject.

B: Sometimes I was not able to understand the speech due to connection problems and voice echoes were very disturbing. Once my camera stopped working in the middle of my speech while another time a classmate's voice often echoed which made the discussion too difficult and boring to follow

CHAPTER V

5. DISCUSSION

This chapter will start with an overview of the research questions. Then the discussion and evaluation of the research findings with the related literature will be made, and a brief conclusion of the study will be presented. Finally, pedagogical implications, suggestions for a further study on a similar topic, and the shortcomings and limitations of the study will be explained.

5.1. ANSWERING THE RESEARCH QUESTIONS

This part is going to present and interpret the findings of the implementation and answer the research questions according to the results gained from the quantitative and qualitative data. Findings will be presented and interpreted, and discussion will be made for each research question. This thesis investigated the effects of extracurricular activities through online tools on the speaking anxiety of EFL learners.

The first research question aimed to find out the level of foreign language speaking anxiety of EFL learners in tertiary level. This research question was answered through quantitative data. For that purpose, FLSAS, which is a 27 five-point Likert-scale items questionnaire, was utilised to reveal the participants' level of anxiety. The data was analysed based on the three anxiety provoking factors, which are communication apprehension, test anxiety and fear of negative evaluation, identified by Horwitz, Horwitz and Cope (1986). The scores indicated the learners' highest anxiety provoking factors were respectively communication apprehension, test anxiety

and fear of negative evaluation. However, the overall level of all these factors were medium, as the scores indicated that 19 out of 27 items' mean scores were medium, 4 items' mean scores were low, and 4 items' mean scores were high. This result is in line with what Çakar (2009) and Köse (2005) reported in their research in which they found that Turkish EFL learners have a moderate level of speaking anxiety, whereas Kılıç (2014) and Şenel (2012) reported in their research that Turkish EFL learners have a high level of foreign language speaking anxiety. The difference in results can be related to the age, level, and educational background of the majority of the participants in the studies. The findings of the current research also conflicted with the results of Huang's study (2004) in which he reported that Taiwanese EFL learners have a high level of speaking anxiety mainly because of fear of negative evaluation, which could potentially be attributed to the distinct cultural characteristics of the respective EFL contexts.

The second research question aimed to find out the causes of foreign language speaking anxiety among Turkish EFL learners in tertiary level. When the participants' responses to the second part of the FLSAS and semi-structured interviews are evaluated, the research uncovered five primary factors that triggered the learners' feelings of anxiety.

This research found that the most common reason why learners feel anxious is when they are graded on oral exams. When literature about speaking test anxiety is analyzed, Kılıç (2014) also found that Turkish EFL learners feel a high level of anxiety in testing situations as they worry about the consequence of failing English class. Also, according to Wilson (2006), oral tests are often regarded as anxiety-provoking as they represent situations in which learners may experience all three components of language

anxiety, as initially proposed by Horwitz, Horwitz and Cope (1986) communication apprehension, fear of negative evaluation, and test anxiety.

Another reason why learners feel anxious is found as when the atmosphere is too tense and formal, usually because of the teacher's criticizing or interrupting attitude as anxious learners tend to worry about making mistakes or providing incorrect answers. A study conducted by Şenel (2012) also found that Turkish EFL learners had a high level of anxiety because teachers' interrupting and negative attitudes caused learners to be demotivated and their level of anxiety to rise. Kitano (2001) also reported that peers' critical attitude of each other could make the atmosphere tense resulting in learners to be anxious.

Another reason why learners feel anxiety is when they feel they do not speak well enough while the person opposite seems to speak better than them. As a result, when they compare themselves with their classmates, they start to feel a lack of proficiency, so they get anxious. When similar literature is analyzed, Kılıç (2014) also found that Turkish EFL learners feel a high level of anxiety in speaking classes because of their self-perceived deficits in language skills as a result of self-comparison to others. Aydın (2001) also suggests that when learners compare themselves to their peers, they start to be more competitive, which results in more anxiety.

Furthermore, another reason why students feel anxious is they mostly feel they are not prepared to speak. The main reason for it appears to be the lack of practice. When they cannot practice speaking, they do not improve as much as they are required, which leads to a lack of confidence in speaking. These reasons seem to be linked with and affect each other negatively. Psychologists refer to this fear as glossophobia, which

is the fear of speaking in front of a crowd because of the fear of being criticised or humiliated. Dellah et al. (2020) stated that when EFL learners cannot achieve the progress expected from them, they feel pressured and anxious, which results them to abstain from communicative activities in class and do less practice. As a result, they barely feel ready to speak well. Ibrahim et. al. (2022) also explained the fear of speaking a FL in a crowd from the perspective of the Social Cognitive Theory which claims that when one lacks self-efficacy in their speaking skills – which in this research results from the lack of practice - one does not have belief in his or her ability to perform well in speaking.

The last and most important reason found to be the source of foreign language speaking anxiety is as they do not practice speaking English enough, they have difficulty in remembering the appropriate words for the context of the conversation or correct grammar rules that they have learned. This finding is in line with DeKeyser's skill acquisition theory (2007) which suggests that declarative knowledge can transform into procedural knowledge by encoding "condition-action" memories in long-term memory; consequently, with practice, declarative knowledge can be proceduralized. He explains that initially, we acquire the rules to verb tense formation, and with repeated practice, these rules become internalized; consequently, we can effortlessly generate accurate expressions without needing to consciously consider the language's structure. However, it can be said that the majority of EFL learners in Türkiye lack the opportunity to visit an English-speaking country or travel abroad. As a result, they find it challenging to engage in regular conversations or real-life situations where they must use English beyond what they have learned in school. Consequently, this limited exposure leads to using the language only within the school context and not getting

enough practical experience. All these factors affect each other negatively and contributes to the development of speaking anxiety of EFL learners.

The third research question aimed to reveal whether the use of online tools help EFL learners overcome FLSA. The change of the scores of 42 participants between pre and post-test phase of FLSAS and interviews conducted showed that the participants' level of anxiety fell and they were mostly satisfied with the use of online tools during their language learning process as online activities were interactive, enjoyable, and more interesting and varied than traditional classrooms, which had a big motivating effect on them. The meetings made with native speakers and foreigners offered authentic opportunities for speaking. The participants were observed to feel less anxious while speaking because they were given many opportunities to speak and practice English with the help of online tools. These results are in line with the results of Tuyet & Khang (2020) as the students taking part in the study did speaking practices on an online platform, Flipgrid, and the results of the study showed that learners gained confidence, felt more comfortable and less tense while speaking English in class as they have practiced speaking English in an online informal relaxed environment.

When the first platform, Zoom, used in the study considered, participants stated the activities that were made on Zoom, which is an online video-conferencing platform, made speaking English more fun as it offered different features to take advantage of, such as breakout rooms, playing online games altogether thanks to screen sharing, and meeting with people from different countries. The first feature, breakout rooms, helped get rid of anxiety as learners can go to the rooms and practice speaking in pairs since most of them are afraid of speaking in a crowd. When they practice speaking in pairs

in an online platform before speaking in a crowd, they warm up, prepare, and feel more prepared to speak (Lewis et al., 2017; Reinders & White, 2016).

The other feature, playing online games such as Kahoot with the help of screen sharing, they feel more competitive and volunteer to speak; as a result, they enjoy the activity more and feel much less anxious.

Singh et al. (2020) also supported that learners participate and engage actively in learning the language through Zoom as it is a way to inspire them to acquire English language skills in an applied manner and practical way with collective effort, which becomes a motivating factor to speak and helps to lower anxiety.

When the second online tool, WhatsApp, used in the study was considered, the researcher observed that WhatsApp had a positive impact on learners' level of speaking anxiety. This finding is in line with Han and Keskin (2016) who conducted a four-week study on WhatsApp with learners whose level of FLSA fell after the implementation. They reported in their research that the learners were observed to feel more motivated and eager to speak when they were using WhatsApp as it provided an informal speaking environment. Learners also stated that thanks to the feature of voice recording, when they recorded themselves, they could listen to themselves, delete it if they didn't like their own speech, and make another recording. This helped them to self-evaluate themselves, realize what mistakes they usually made, and work on them. Also, when they listened to each other's replies about the same topic, they felt more interested to state their opinions and reply, which led them to be more eager to speak. Practicing the language in an informal environment on topics that interest them helped to create an autonomous and interactive learning environment, which increased the learners' motivation and decreased their anxiety level to a great extent.

The last research question aimed to reveal the learners' perspectives on using online technologies while learning English. The change of the scores of the participants to the FLSAS between pre and post-test phase, and interviews conducted revealed that learners in general enjoyed the online experience and they had less anxiety after the implementation, which was made by Zoom and WhatsApp.

The meetings made on Zoom gave them a chance to practice the language in an authentic way, which fostered their effort to construct sentences in speech, listen and understand the person opposite, and communicate autonomously. This finding aligns with a previous study conducted by Rini et al. (2021), who utilized Zoom to alleviate students' speaking anxiety. Their research similarly concluded that activities conducted on Zoom were effective in assisting students in overcoming issues related to English speaking anxiety. These activities not only helped alleviate anxiety but also boosted students' self-confidence in their speaking abilities.

The activities made on WhatsApp by voice recording gave them the opportunity to listen to their answers, realize what mistakes they usually make, and self-evaluate themselves (Han & Keskin, 2016). The general factors that cause anxiety in the classroom, which are 'inability to understand the person opposite, competitive feelings, perfectionism, unbalanced level of speaking abilities among students, fear of negative evaluation and public speaking' (Nimat, 2013) were observed to be more easily overcome with online tools. Students appeared to be quite willing to use English outside of their regular class hours through mobile devices, aligning with the conclusions drawn by Andujar and Salaberri (2020). Their familiarity with and frequent use of WhatsApp made it easy for English to seamlessly integrate into their daily routines. As time

passed, the interaction among the participants became more spontaneous and was often initiated by the learners themselves. Interestingly, even after the course had concluded, the off-task interaction within the group persisted. Students continued to share photographs, exchange comments, and inquire about each other's well-being, extending their engagement with English beyond the formal implementation of the course. Allowing them to practice the language in an informal online environment will help improve their language skills in a more fun environment, which will lead to more motivated learners with lower levels of speaking anxiety.

On the other hand, learners stated that they could lose focus and have difficulty staying motivated in online lessons easier than in face-to-face classes because of the lack of face-to-face interaction, the feeling of isolation, and technical difficulties. Raja & Nagasubramani (2018) also reported in their research that the constant connectivity to the online world has led to a diminished ability to concentrate and focus on academic pursuits and, to some degree, even in sports and extracurricular activities. Arkorful & Abaidoo (2015) also reported in his research that e-learning as an educational method often leads learners to experience introspection, distance, and a sense of reduced interaction or connection, which consequently demands a high level of motivation and effective time management skills to mitigate these effects.

5.2. CONCLUSION

This study revealed that the level of FLSA of the learners is a bit more than medium and there are a few reasons behind it. Oral exams, comparing one's language skills with peers, communication apprehension, negative self-evaluation, negative

attitude of the instructor, and tense atmosphere of the classroom were found to be the most common reasons for speaking anxiety among EFL learners; and doing extracurricular activities on online tools, WhatsApp and Zoom, which most learners are familiar with, were found to be effective in alleviating foreign language speaking anxiety of learners.

5.3. PEDAGOGICAL IMPLICATIONS

This study can give efficient pedagogical implications in tertiary-level EFL preparatory classes for integrating online tools in the language learning process for practicing English-speaking skills and lowering the speaking anxiety level of learners.

Firstly, the findings of this study prove the positive effect of online tools in getting rid of speaking anxiety and add the implementation of using online tools as extracurricular activities to the literature. Also, not many studies have been conducted regarding the positive effect of online tools in lowering EFL speaking anxiety in Türkiye. Considering the results of this study, the researcher proposes integrating online tools into speaking lessons for curriculum designers and language instructors. Many positive effects considering reducing speaking anxiety have been observed as the study revealed that the learners' level of anxiety fell after the implementation.

When these findings are considered, language instructors could conduct a survey at the beginning of the academic term, about the level of speaking anxiety of learners or needs analysis to find out what situations make the learners anxious, and syllabus could be made accordingly. In addition, learners should be provided with a comfortable classroom atmosphere where the teacher has a positive manner so that EFL learners will be encouraged to take part in speaking activities. Also, their skills should

not be compared with each other as this may lead to more anxiety among the learners and less participation in the speaking activities.

Another important factor that increases learners' speaking anxiety is oral exams. In order to overcome learners' oral exam anxiety, some rehearsals can be made before the exam. Exam criteria can be explained to them before the exam and with the rehearsals, they can be given feedback about their performance so that they can work on it. With more practice, learners could lower their anxiety levels to a great extent. Also, some insights can be provided to EFL instructors.

EFL lessons cannot usually provide enough time to practice speaking skills at school, and EFL learners in Türkiye have a hard time finding a native speaker or a foreigner and practicing English with the new structures they have learned. Therefore, providing students with opportunities to practice speaking outside of school can help them practice the language more, through which they will be able to overcome their anxiety; as crowded classrooms, limited time for speaking lessons, formal school environment, and speaking in front of the teacher and classmates are the factors that contribute to the high anxiety level of learners. In addition, considering productive skills are more difficult for EFL learners to improve than receptive skills (Rico, 2014), learners need more self-observation and feedback on how much they could perform in these skills.

While they can work on their production of writing and find what mistakes they usually make, they do not have much chance to review their success in the production of speaking. However, this study proves that learners can listen and observe themselves thanks to recorded Zoom meetings and their recorded voice messages in WhatsApp.

With this, they could realize their strengths and weaknesses in speaking, which help them recognize their common mistakes, work on them, and follow their progress, which all will end in lower levels of speaking anxiety.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

This study tried to reveal how much effect online tools have on EFL learners' speaking anxiety. Based on the findings, several suggestions could be made for future research. One suggestion could be to discover the effect of online tools on the language improvement of EFL learners in each language skill. Also, the learners' oral proficiency and level of anxiety could be compared by conducting the same implementation with online tools. Another suggestion could be to do the same research with a bigger number of participants from different levels of English, different schools and departments, and different ages to draw a broader conclusion about the effect of online tools on the speaking anxiety of EFL learners.

As online tools were used in this study to do extracurricular activities outside of class, a study that blends online tools as in-class and out-of-class activities could be conducted. In-class activities could be made by language instructors' integrating online tools into lessons with structured activities. And out-of-class activities could be made by making students do assignments, tasks, or projects through online tools.

Moreover, as this study only revealed students' change in speaking anxiety levels and the difference in their attitude toward speaking skills before and after the implementation, a study that discovers the EFL instructors' perceptions about the effect of online tools on EFL learners' speaking anxiety could be conducted.

5.5. LIMITATIONS OF THE RESEARCH

The researcher mostly achieved the purpose of this study; still, there were some limitations to consider. The first one is the number of participants, which is 42. Forty-two participants might not be sufficient to get a precise conclusion about the effect of online tools in lowering the speaking anxiety level of EFL learners in tertiary level. If more students had been involved in this study, a more general conclusion could have been drawn about the effect of online tools on alleviating speaking anxiety. Another limitation is that this study was carried out with English Preparatory School tertiary level students whose English levels were A2+ and B1 in the same state university in Türkiye. Different results could be obtained from different English-level students from different schools. That's why, similar results may not be obtained in a different context or learning environment.

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APPENDICES

APPENDIX 1: ETHICS COMMITTEE APPROVAL FORM FOR RESEARCH



T.C.
KOCAELİ ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Etik Kurulu



Sayı : E-10017888-100-188331
Konu : Meltem ŞANLI

15.02.2022

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 01.02.2022 tarihli, 180182 sayılı ve "Etik Kurul İzni" konulu yazı

Sosyal ve Beşeri Bilimler Etik Kurulu'nun 15/02/2022 tarih ve 2022/02 no lu toplantısında alınan 4 sıra sayılı kararı aşağıda sunulmuştur.

Bilgilerinize arz ederim.

Karar No 4: Sosyal Bilimler Enstitüsünün 01.02.2022 tarih ve e 180182 sayılı yazısı görüşüldü. İngiliz Dili Eğitimi yüksek lisans programı öğrencisi Meltem ŞANLI'nın, Doç. Dr. Banu İNAN KARAGÜL'ün danışmanlığında yürüttüğü "The Effect of Extracurricular Activities Through Online Tools on Speaking Anxiety of EFL Students in Preparatory School of Eskişehir Osmangazi University / Çevrimiçi Araçlarla Yapılan Ders Dışı Aktivitelerin Eskişehir Osmangazi Üniversitesi İngilizce Hazırlık Sınıfı Öğrencilerinin İngilizce Konuşma Kaygıları Üzerindeki Etkisi" yüksek lisans tez çalışması kapsamında yapacağı anket uygulamasında, bilimsel araştırma ve yayın etiği açısından bir sakınca olmadığına oy birliği ile karar verildi.

Prof.Dr. Neslihan KIYAR
Kurul Başkan Yardımcısı

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APPENDIX 2: FOREIGN LANGUAGE SPEAKING ANXIETY SCALE (ORIGINAL)

The following statements concern the situations of foreign language speaking anxiety. There are no right or wrong answers. Please rate how much these statements reflect how you feel or think personally. Please select the choice corresponding to the degree of your agreement or disagreement.

- 1. = Strongly disagree
- 2. = Disagree
- 3. = No comment
- 4. = Agree
- 5. = Strongly agree

	1	2	3	4	5
1. I would feel anxious while speaking English in class.					
2. I would feel less nervous about speaking English in front of others when I know them.					
3. I feel very relaxed in English class when I have studied the scheduled learning contents.					
4. I am anxious in class when I am the only person answering the question advanced by my teacher in English class.					
5. I start to panic when I know I will be graded in English class.					
6. I fear giving a wrong answer while answering questions in English class.					
7. I enjoy English class when I know that we are going to discuss in English.					

8. I feel shy when I speak in English on the stage in front of the class.					
9. When it comes to being corrected by my teacher, I am afraid of taking English classes.					
10. I am so nervous that I tremble when I am going to attend the English oral tests.					
11. I get frustrated when I am asked to discuss with classmates in English in a short period of time.					
12. I worry about the oral test in English class.					
13. I would feel better about speaking in English if the class were smaller.					
14. I feel relaxed in English class when I preview very well.					
15. I am more willing to speak in English class when I know the scheduled oral activities.					
16. I stumble when I answer questions in English.					
17. I like going to class when I know that oral tasks are going to be performed.					
18. I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others.					
19. I like to volunteer answers in English class.					
20. I am more willing to get involved in class when the topics are interesting.					
21. I do not feel tense in oral tests if I get more practice speaking in class.					

22. I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class.					
23. I feel pressure when my teacher corrects my oral mistakes in class.					
24. Going to an English conversation class makes me more nervous than going to other classes.					

(Huang, 2004, p.20)



APPENDIX 3: FOREIGN LANGUAGE SPEAKING ANXIETY SCALE

(ADAPTED)

Dear Student,

I am an instructor at Eskişehir Osmangazi University, School of Foreign Languages, Department of English. Currently, I am in the process of completing my Master's Degree at Kocaeli University, Graduate School of Social Sciences, in Teaching English as a Foreign Language.

The aim of this study is to investigate the level of foreign language speaking anxiety of students and to measure how much extracurricular online activities reduce this anxiety. For the purpose of the study, a questionnaire will be applied at the beginning and end of the study. By completing the survey, it is assumed that you consent to your responses being used in the study. Your personal information will be kept confidential. You can contact me or my thesis advisor for your questions.

Thank you for your contribution.

Best regards.

Instructor Meltem Şanlı
Eskişehir Osmangazi University
School of Foreign Languages
Meşelik/ESKİŞEHİR

Prof. Dr. Banu İnan Karagül
(Thesis Advisor)
Kocaeli University
Faculty of Education
Umuttepe/ KOCAELİ

PART I: Personal Information

1. Name:

2. Department:

3. Gender:

Female ☐

Male ☐

4. When did you start learning English?

Primary School ☐

High School ☐

University ☐

5. Do you like English lessons?

Yes ☐

No ☐

Sometimes yes ☐

Sometimes no ☐

6. Do you like studying English after class?

Yes ☐

No ☐

Sometimes yes ☐

Sometimes no ☐

Part II

The following statements are about foreign language speaking anxiety. There is no wrong or right answer. Please read the statements carefully and select (✓) the choice corresponding to the degree of your agreement or disagreement.

1. = Strongly disagree
2. = Disagree
3. = No comment
4. = Agree
5. = Strongly agree

	1	2	3	4	5
1. I feel anxious while speaking English in class					
2. I feel less nervous about speaking in English in front of others when I know them.					
3. I feel very relaxed about speaking in English class when I study the planned contents before the class.					
4. I am anxious in class when I am the only person answering the question asked by my teacher in English class.					
5. In English class, I start to panic when I know I will be graded in oral activities.					
6. I fear giving a wrong answer while answering questions in English class.					
7. I enjoy English class when I know that we are going to discuss in English.					
8. I feel very embarrassed when I speak in English at the front of the class.					

9. Because of being corrected by my teacher, I do not like going to the speaking class.					
10. I feel nervous when I take part in a group discussion in class.					
11. If I think my classmates speak English better than me, I am nervous about speaking in oral activities.					
12. I worry about oral tests in English class.					
13. I would feel better about speaking in English if the class were smaller.					
14. I get anxious when I cannot express my thoughts effectively while speaking English.					
15. I am more willing to speak in English class when I know the scheduled oral activities.					
16. I feel relaxed in pair-work activities					
17. I like going to class when I know that oral tasks are going to be performed.					
18. I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others.					
19. I like to volunteer answers in English class.					
20. I am more willing to get involved in class when the topics are interesting.					
21. I do not feel tense in oral tests if I get more practice speaking in class.					
22. I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class.					

23. I do not feel pressure when my teacher corrects my oral mistakes in class.					
24. Going to English conversation class makes me more nervous than going to other classes.					
25. I stumble when I answer questions in English.					
26. I feel nervous in group work activities.					
27. During an oral test, I do not feel nervous.					

Additional notes (Feelings, opinions, etc.)

APPENDIX 4: FOREIGN LANGUAGE SPEAKING ANXIETY SCALE (TURKISH)

YABANCI DİL KONUŞMA KAYGISI ÖLÇEĞİ

Sevgili Öğrenci,

Eskişehir Osmangazi Üniversitesi, Yabancı Diller Yüksek Okulu, İngilizce Bölümünde Öğretim Görevlisi olarak görev yapmaktayım. Halen, Kocaeli Üniversitesi, Sosyal Bilimler Bilimler Enstitüsü, Yabancı Dil olarak İngilizce Öğretimi Tezli Yüksek Lisans Programında öğrenciyim.

Bu çalışmanın amacı öğrencilerin yabancı dil konuşma kaygı seviyeleri ve müfredat dışı yapılan çevrimiçi aktivitelerin bu kaygıyı ne kadar azalttığını ölçmeyi araştırmaktır. Çalışmanın amacı gereği, araştırmanın başında ve sonunda bir anket uygulanacaktır. Anketi tamamlayarak, yanıtlarınızın çalışmada kullanılmasına izin verdiğiniz varsayılmaktadır. Kişisel bilgileriniz saklı tutulacaktır. Sorularınız için benimle veya tez danışmanım ile irtibata geçebilirsiniz.

Katkılarınız için teşekkür ederim

Öğretim Görevlisi Meltem Şanlı
Eskişehir Osmangazi University
Yabancı Diller Yüksekokulu
Meşelik/ESKİŞEHİR

Prof. Dr. Banu İnan Karagül
(Tez Danışmanı)
Kocaeli Üniversitesi
Eğitim Fakültesi
Umuttepe/ KOCAELİ

Bölüm I: Kişisel Bilgiler

1. Adı Soyadı:

2. Bölümü:

3. Cinsiyeti:

Kız ☐

Erkek ☐

4. İngilizce öğrenmeye ne zaman başladınız?

İlköğretim ☐

Lise ☐

Üniversite ☐

5. İngilizce dersini sever misiniz?

Evet ☐

Hayır ☐

Bazen evet ☐

Bazen hayır ☐

6. Dersten sonra İngilizce çalışmayı sever misiniz?

Evet ☐

Hayır ☐

Bazen evet ☐

Bazen hayır ☐

Part II

Aşağıdaki ifadeler yabancı dil konuşma kaygısı durumuyla ilgilidir. Doğru ya da yanlış yanıt yoktur. Lütfen ifadeleri dikkatlice okuyunuz ve kendinize uygun olan seçeneği

(√) işaretleyiniz. Seçenekler:

1. = Kesinlikle Katılmıyorum
2. = Katılmıyorum
3. = Yorum yok
4. = Katılıyorum
5. = Kesinlikle Katılıyorum

	1	2	3	4	5
1. Sınıfta İngilizce konuşurken kendimi kaygılı hissedirim.					
2. Tanıdığım kişilerin yanında İngilizce konuşurken kendimi daha az gergin hissedirim.					
3. Sınıfta İngilizce konuşurken, programda önceden belirlenen konuları dersten önce çalıştığım zaman kendimi çok rahat hissedirim.					
4. İngilizce dersinde öğretmenim tarafından sorulan soruyu yanıtlayan yalnızca ben olduğumda kaygılanırım.					
5. İngilizce dersinde sözlü aktiviteler sırasında notlandırılacağımı bildiğimde paniklemeye başlarım.					
6. İngilizce dersinde soruları yanıtlarken yanlış bir cevap vermekten korkarım.					
7. İngilizce olarak tartışacağımızı bildiğimde İngilizce derslerinden hoşlanırım.					
8. Sınıfın önünde İngilizce konuşurken çok utanırım.					

9. Hatalarımın öğretmenim tarafından düzeltilmesi yüzünden İngilizce dersine girmekten hoşlanmam.					
10. Derste İngilizce olarak bir grup tartışmasına katıldığımda kendimi gergin hissedirim.					
11. Sınıf arkadaşlarımdan benden daha iyi İngilizce konuştuğunu düşünürsem, sözlü aktivitelerde konuşurken kendimi gergin hissedirim.					
12. İngilizce dersinde sözlü sınavlar konusunda kaygılanırım.					
13. Sınıfta daha az öğrenci olsaydı, İngilizce konuşurken kendimi daha iyi hissedirdim.					
14. İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.					
15. Programda önceden belli olan sözlü aktiviteleri bildiğim zaman İngilizce dersinde konuşmaya daha istekli olurum.					
16. İkili aktivitelerde kendimi rahat hissedirim.					
17. Sözlü aktiviteler yapılacağını bildiğim zaman derse gitmeyi severim.					
18. İngilizce konuşurken herkesin hata yapacağını bilirim, bu.					
19. Yüzden başkaları tarafından bana gülünmesinden korkmam.					
20. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermeyi severim.					
21. Konular ilginç olduğunda derse katılmaya daha istekliyimdir.					
22. Derste daha çok pratik yaparsam, sözlü sınavlarda kendimi gergin hissetmem.					

23. Öğretmenim, sözlü ifadelerimi diğer öğrencilerden düzeltmelerini istediğinde kendimi rahatsız hissedirim.					
24. Öğretmenim derste sözlü hatalarımı düzelttiğinde baskı hissetmem.					
25. Sözlü aktivitelerin yapılacağını bildiğimde, İngilizce dersine gitmek beni diğer derslere gitmekten daha gergin yapar.					
26. Sorulara İngilizce cevap verirken bocalarım.					
27. Grup aktivitelerinde kendimi gergin hissedirim.					

Ekleme istedikleriniz (Not, duygu, düşünceler)

APPENDIX 5: SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Do you think learning to speak English is difficult or easy? In what ways do you find learning English difficult or easy?
2. What situations make you anxious while speaking English?
3. How do you feel when you make mistakes in verbal communication? Would you be happy to have your mistakes corrected?
4. Do you feel nervous in oral exams? Why?
5. What makes you less nervous in speaking class?
6. How have the technology-supported activities that we have made contributed to your language learning process? Have the activities in the apps we used reduced your anxiety level?
7. What were the positive and negative aspects of our activities we made through technology-supported platforms and applications?

APPENDIX 6: SEMI-STRUCTURED INTERVIEW QUESTIONS (TURKISH)

YARI YAPILANDIRILMIŞ GÖRÜŞME SORULARI

1. Sizce İngilizce konuşmayı öğrenmek zor mu, kolay mı? Hangi bakımlardan İngilizce öğrenmeyi zor ya da kolay buluyorsunuz?
2. İngilizce konuşurken hangi durumlar sizi kaygılandırır?
3. Sözlü iletişimde hata yaptığınızda nasıl hissedersiniz? Hatalarınızın düzeltilmesinden memnuniyet duyar mısınız?
4. Sözlü sınavlarda kendinizi gergin hisseder misiniz? Neden?
5. Konuşma dersinde sizi neler daha az gergin yapar?
6. Yapmış olduğumuz teknoloji destekli çalışmaların dil öğrenme sürecine nasıl bir katkısı oldu? Kullandığımız uygulamalardaki etkinlikler kaygı seviyeni azalttı mı?
7. Teknoloji destekli uygulamalarla yaptığımız etkinliklerin olumlu ve olumsuz yanları nelerdi?

APPENDIX 7: IMPLEMENTATION

Zoom Meetings

The researcher did 7 Zoom meetings every 4-6 days. Most of them took 2 sessions which makes 80 minutes in total. The researcher started most sessions with a game on Kahoot which is an online gaming platform that allows teachers and educators to prepare fun web-based learning environment with games. The Kahoot games were about that meeting's topic so that the participants will warm-up and relax before they start speaking.

Meeting (1)

The first meeting was made on Zoom and it started with a game on Kahoot. 62 volunteer students joined the first week's meeting, and it took 80 minutes in total. After one Zoom meeting was made for 40 minutes, the teacher gave a 10-minute break, and the second session was made 40 minutes again. The game had 8 questions about the teacher, and the participants tried to guess the correct answers. As it was the first activity, the teacher tried to keep the questions simple and familiar so that the participants would get to know each other easily and would not feel anxious about hard questions to answer and speak. The questions were as follows:

1. *What does my name mean?*
2. *Where am I from?*
3. *What's my hair type?*
4. *How many siblings do I have?*
5. *What's my favorite free time activity?*
6. *What's my favorite book?*

7. *What am I good at?*

8. *What am I bad at?*

When the game ended, it was the winner's turn to give answers for herself to the same questions. Then the winner had to pick someone else to give answers to the same questions. After two participants spoke, the teacher put the students in Breakout Rooms in pairs randomly and told them to talk to each other and give the answers to the same questions. When they came out of the Room three minutes later, the teacher asked "*Who wants to tell us the answers of his/her partner?*" This way, the instructor aimed to make them communicate with each other in Breakout Rooms. When a volunteer student gave the answers of her partner, the teacher asked her partner "*Is your partner correct?*". When the pairs did not understand each other correctly, the information was corrected.

For example, if Ali was their partner of Elif, he told the class the answers of Elif. Then the teacher asked Elif: "Is Ali correct? Is there anything missing or false?" If there was anything missing or incorrect, Elif corrected them. Then the same process repeated with Elif giving Ali's answers.

After this, the teacher observed that the participants started taking notes of each other's answers and gave answers by looking at their notes. After two more volunteer participants spoke and the same process repeated, the teacher put the participants in Breakout Rooms in pairs randomly 4 times more and asked the following questions each time:

If you could live anywhere in the world, where would it be? Why?

What is your biggest fear?

What makes you laugh?

What really makes you angry?

After they came out of the Breakout Rooms, 2-4 volunteers answered their partners, and their answers were confirmed by their partners.

Meeting (2)

The second meeting was made on Zoom and it started with a game about the film 'Twilight' on Kahoot. The teacher had announced the date of the meeting 4 days before, and that they were going to discuss the film so that they would watch the film before the meeting. The teacher picked that film as it was mostly regarded as a teenage fantasy film which could attract most participants' attention.

56 volunteer students joined the second Zoom meeting and it took 80 minutes in total. After one Zoom session was made for 40 minutes, the teacher gave a 10-minute break, and there was another 40-minute session.

The game had basic questions about the film. When the game ended, the teacher told the participants to ask a few more questions to the winner of the game.

Then the teacher shared her screen with the participants, opened some scenes from the film, and asked them "What's happening in this scene?" so that they would practice describing a photo or scene. The volunteers described the scene, and the teacher also asked some more questions like "Why is s/he acting like that?".

Then the students were sent to Breakout Rooms in pairs randomly and told to discuss the following questions each time.

Did you like the film? Why/ Why not?

Who is the best/worst/most interesting character in the film? Why?

Every time they came out of the Room, the volunteers gave the answers of their partners, and their answers were confirmed by their partners. Then the teacher asked: “*Do you have the same opinion? Do you agree with your friends?*”

Meeting (3)

The third meeting was made on Zoom, and it started with a game about Britain on Kahoot with a guest who was a native speaker of English from Britain. Before the meeting, the following mail was sent to students:

Dear participants,

We are going to have a guest from London in our next meeting. His name is James and the meeting’s topic is ‘England’. Like many university students in Türkiye, I guess most of you would like to hear the answers to the following questions from someone who lives in England.

- *What’s it like to be a university student in England?*
- *How does an average British student spend his/her day?*
- *How often do British teenagers travel? How do they afford it?*
- *What advice would you give to someone who is planning to travel to England?*

These are just example questions. You can ask one of these or any other question you like to the guest. Just remember that the guest is a foreigner, and you will be representing your country. For this reason, be respectful to the guest and his culture, and avoid questions that could offend him.

We are going to start with a Kahoot game about England, and the winner of the game will have the chance to speak to the guest first. And then the others will ask their questions in turn. When you are going to speak, first introduce yourself and then ask your question. For example:

"Hi, James! My name is Ali and I am a Mechanical Engineering student. My question is which places do you recommend us to visit in England?"

Also, don't keep silent after asking your questions. Being an active listener, that is, reacting to what he says and making short comments will provide a better conversation environment.

See you at 8 p.m. on Wednesday!

All the participants followed the rules of the meeting, and they asked a variety of questions. Depending on the answer of the guest, students also asked some more questions about the subject and made comments. Some of them were as follows:

- *What do you have for breakfast, lunch, and dinner?*
- *What percentage of the population is illiterate?*
- *How much does an engineer earn a month?*
- *Which places do you recommend we visit in England?*
- *Do lawyers really wear a wig in court?*
- *Can migrants find well-paid jobs in England?*

In the last 15 minutes of the meeting, the teacher told the guest that now he could ask any questions that he wondered. The guest asked some questions about Türkiye, tourist attractions, employment, education, and weather, and volunteer participants

gave answers to the questions and advice about food and the best places to visit in Türkiye.

Meeting (4)

The fourth meeting was made on Zoom. 51 volunteer students joined the meeting and it took 80 minutes in total. After one Zoom session was made for 40 minutes, the teacher gave 10 minutes break, and the second session was made 40 minutes again.

The meeting started with a game about Belgium on Kahoot with a guest who was multilingual. Before the meeting, the following mail was sent to students:

Dear participants,

We are going to have a guest from Belgium in our next meeting. His name is Arthur and the meeting's topic is 'Belgium'. Like many university students in Türkiye, I guess most of you would like to hear the answers to the following questions from someone who lives in Belgium:

- *How many languages do you speak? How have you improved them?*
- *Have you ever visited a chocolate museum? What's the best chocolate?*
- *How much are the students' expenses in Belgium?*

These are just example questions. You can ask one of these or any other question you like to the guest. Just remember that the guest is a foreigner, and you will be representing your country. For this reason, be respectful to the guest and his culture, and avoid questions that could offend him.

We are going to start with a Kahoot game about Belgium, and the winner of the game will have the chance to speak to the guest first. And then the others will ask their questions in turn. When you are going to speak, first introduce yourself and then ask your question. For example:

"Hi, Arthur! My name is Ali and I am a Mechanical Engineering student. My question is which places do you recommend us to visit in Belgium?"

Also, don't keep silent after asking your questions. Being an active listener, that is, reacting to what he says and making short comments will provide a better conversation environment.

See you at 8 p.m. on Monday!

All the participants followed the rules of the meeting, and they asked a variety of questions. Depending on the answer of the guest, students also asked some more questions about the subject and made comments. Some of them were as follows:

- *How many languages do you speak? How have you improved them?*
- *Have you ever visited a chocolate museum? What's the best chocolate?*
- *How is the COVID-19 situation in Belgium?*
- *How much are the students' expenses in Belgium?*
- *What is the minimum wage in Belgium?*
- *How is employment? Can I find a good job as an engineer there?*

In the last 15 minutes of the meeting, the teacher told the guest that now he could ask any questions that he wondered. The guest asked some questions about Türkiye, and volunteer participants gave answers to the questions and advice about Türkiye.

Meeting (5)

The fifth meeting was made on Zoom, and it started with a game about ‘Picnic and Camping’ on Kahoot! The teacher had announced the date of the meeting 4 days before, and that they were going to talk about ‘Picnic and Camping’ so that they would know the topic before the meeting. The teacher picked that topic as most university students in Türkiye like camping and most of them must have experience of camping, so they are familiar with it.

52 volunteer students joined the fifth meeting and it took 100 minutes in total. After one Zoom session was made for 40 minutes, the teacher gave 10 minutes break, and the second session was made 40 minutes again. And another break was given for 5 minutes. And the last session took around 20 minutes.

The game had basic questions about picnics and camping. When the game ended, the teacher told the participants to ask a few more questions to the winner of the game.

Then the students were sent to Breakout Rooms in pairs randomly, and told the students to discuss the following questions each time:

- *Which equipment do we need for a picnic?*
- *Do you think you are a good friend for picnic/camping?*
- *How should we get rid of our trash when we are leaving the campsite?*
- *What are three good things about camping?*
- *What should you do if you get lost when you go camping?*
- *Is there a book/movie that you can recommend about picnics/camping?*
- *Do you have an interesting (funny, scary) picnic/camping experience?*

Every time they came out of the Room, the volunteers gave the answers of their partners, and their answers were confirmed by their partners. Then the teacher asked: “Do you have the same opinion? Do you agree with your friend?”

The researcher observed that students were more willing to speak when they have an interesting or funny experience of something as they like to share it, that’s why discussing the last question took the longest, and the more students spoke and shared their funny experiences, the more they got comfortable while speaking.

Meeting (6)

The sixth meeting was made on Zoom. 46 volunteer students joined the meeting and it took 80 minutes in total. After one Zoom session was made for 40 minutes, the teacher gave 10 minutes break, and the second session was made 40 minutes again.

The meeting started with a game about Spain on Kahoot with a guest who is a musician and travels very often. Before the meeting, the following mail was sent to students:

Dear participants ,

We are going to have a guest from Barcelona in our next meeting. Her name is Gabriela and the meeting’s topic is ‘Spain’. Like many university students in Türkiye, I guess most of you would like to hear the answers to the following questions from someone who lives in Spain:

- *Which places do you recommend we visit in Spain?*
- *Have you ever met a celebrity as a musician?*
- *What do you think of Spanish football teams?*

These are just example questions. You can ask one of these or any other question you like to the guest. Just remember that the guest is a foreigner, and you will be representing your country. For this reason, be respectful to the guest and her culture, and avoid questions that could offend her.

We are going to start with a Kahoot game about Spain, and the winner of the game will have the chance to speak to the guest first. And then the others will ask their questions in turn. When you are going to speak, first introduce yourself and then ask your question. For example:

"Hi, Gabriela! My name is Ali and I am a Mechanical Engineering student. My question is which places do you recommend us to visit in Spain?"

Also, don't keep silent after asking your questions. Being an active listener, that is, reacting to what she says and making short comments will provide a better conversation environment.

See you at 8 p.m. on Thursday!"

All the participants followed the rules of the meeting, and they asked a variety of questions. Depending on the answer of the guest, students also asked some more questions about the subject and made comments. Some of them were as follows:

- Which places do you recommend we visit in Spain?
- Have you ever been to one of the festivals held in Spain?
- Have you ever been to Türkiye? What did you like most?
- What would you recommend us to do in Spain if we come there as an Erasmus student?

- What is the one thing that you are most proud of about your country?
- What traditional Spanish dish do you like most?
- Which Spanish TV series do you like most?

In the last 15 minutes of the meeting, the teacher told the guest that now she could ask any questions that she wondered. The guest asked some questions about Türkiye, and volunteer participants gave answers to the questions and advice about Türkiye.

Meeting (7)

The seventh meeting was made on Zoom. 48 volunteer students joined the meeting, and it took 80 minutes in total. After one Zoom session was made for 40 minutes, the teacher gave 10 minutes break, and the second session was made 40 minutes again.

The meeting started with a game about France on Kahoot with a guest who studied in different countries and travels very often. Before the meeting, the following mail was sent to students:

Dear participants ,

We are going to have a guest from France in our next meeting. His name is Marcel, but this meeting will be a bit different from the ones that we have had with foreigners so far. This time, the guest will be asking you questions about Türkiye, and you will be answering. Be prepared to answer questions about any topic regarding education, tourism, the economy, etc. When the guest asks his question, raise your hand if you want to answer, and speak when you are allowed.

When you are going to speak, first introduce yourself and then answer the question.

For example:

"Hi, Marcel! My name is Ali and I am a Mechanical Engineering student. The answer to your question is ..."

Don't be afraid of making mistakes while you speak. Do your best but remember that being fluent with a few mistakes is better than long pauses as you want to speak accurately.

See you at 8 p.m. on Wednesday!"

The guest showed the questions to the teacher before the meeting and they modified the questions a bit in order for the students to understand the questions clearly. All the participants followed the rules of the meeting, and they tried to answer a variety of questions. When they had a hard time answering the questions, the teacher allowed the students to help each other in finding the right answer and the right words. Some of the guest's questions were as follows:

- Which places do you recommend visiting in Istanbul?
- Where would you recommend me to travel in Türkiye?
- How much would travel around Türkiye cost me?
- What are some traditional Turkish dishes?
- Has anyone ever been to France?

WhatsApp

After 7 meetings on Zoom, the researcher sent the email below to the 48 participants who had joined the Zoom meetings regularly and started doing activities on WhatsApp.

Dear participants,

From this day, we will keep on our activities on WhatsApp. I am sending this email to the participants who have joined our meetings on Zoom regularly so far. Another purpose of this group is to increase our speaking activities, so you will be answering questions with more details here. We have some rules in this group:

- 1. As you very well know, speaking Turkish is strictly forbidden in this group.*
- 2. What are we going to do there?*

Some days I will ask you a question and you will send your answer as a MINIMUM 1 MINUTE voice message until the deadline that day.

The second thing to do is to comment on a friend's answer by quoting his/her message for MINIMUM 15 SECONDS.

NOT in a critical attitude of "I agree/disagree with my friend Elif", depending on the subject, "I have a similar idea with Maria in this respect, we are different in that respect since she wants to go to the East vacation, I recommend her to see Nemrut Crater Lake" etc. (Comment, prediction, suggestion, recommendation, etc)

- 3. You will send your answers via VOICE MESSAGE or VIDEO, not in written form.*
- 4. Every time you speak, you will first say your name and then your answer.*

(Hi! I'm aLi)

5. *You don't have to give real answers to questions about yourself. For example, when I ask about your hometown, if your dream is Bangkok, although it is actually Ankara, you can say that you are from Bangkok. Or when I ask you what you did last weekend, you can tell your story of climbing the Himalayas even though you spent the whole weekend stalking social media. Imagination has no limits!*

But as long as the story IS CONSISTENT TO ITSELF. It would be quite inconsistent if you said "I took a break from climbing the Himalayas and got into the pool", "I got bored and took the train to Madagascar" etc.!

Your story of encountering and escaping a snow leopard in the Himalayas may be coherent and exciting to listen to.

6. *You have to give the answers until the day and time I put in. There is no right to answer or comment the next day.*
7. *If you do not meet the deadlines or do not follow the rules, you will be removed from the group.*

To summarize what you will do:

1. *Voice answer to the question*

Minimum: 1 minute

2. *Voice comment on a friend's reply by quoting*

Minimum: 15 seconds

The researcher asked a question in written form every 3-4 days, and usually put deadlines until when the participants had more than 24 hours. Also, in most of them,

the researcher gave the first answer to the question, and made comments as voice messages so that she could set an example to the participants.

Question (1)

What is your favorite app these days? Why?

- 1. Give your answer in a minimum of 1 minute.*
- 2. Comment on a friend's answer in a minimum of 15 seconds.*

(In two different recordings)

Deadline: 20 May, 11:59 p.m.

The researcher tried to ask a variety of familiar and opinion questions as it was the last month of the preparatory school, so their levels were almost B1+. Also, some days the researcher told the participants to ask a question, but to answer a question other than the one they had asked themselves. Some questions that the researcher asked were as follows:

- What's your favorite TV series of all time? Why?
- What's your favorite app? Why?
- What kind of holiday is fun for you? Why?
- What destroys our health the most? How?

Some questions that the participants asked were as follows:

- *If you had a time machine, which historical moment would you want to witness?*
- *If you had only one choice, what would you like to change in your life?*

- Which fictional characters have you fallen in love with over the years?
- Do you like playing video games?
- What would you do if you won the lottery?
- Do you think developments in technology are changing the way we communicate?
- If you were a series or movie character for a day, what would you be?
- If you lived in a different country, which country would it be?
- Is there a book that you say: "I should have written this book"?
- If you could change one event from history, what would it be?
- Which scientist do you like more?
- Which celebrity would you like to be stuck with in an elevator?
- Which three books are your favorite?
- Do you like doing sports and what is your favorite?
- If you were a trillionaire, what would you buy?

Some questions and randomly chosen transcribed answers that the participants gave through voice messaging feature of WhatsApp:

Question: "What is a good way to motivate yourself?"

Answer: "Hi, this is Ali. To begin with, I don't have a certain way to motivate myself, but I believe that we all people have our problems which are unique for us, and because of that everyone has their own ways to motivate themselves. And actually, my mind has two ways, which are the basic ones and the common ones that are done by everyone maybe. One of them is determining your goals in life. And these goals should be determined by you appropriately, because when you choose the wrong way and put

yourself in a real-life situation, probably it's gonna be worse because when you don't succeed in that goal in your life, it's gonna hurt you. And maybe after those points, you lose your capability to achieve this goal on purpose. And second one is maybe determining a role model, maintaining a role model can help you. Those role models can be a singer, presidents or maybe warriors who can lead us, can be a really efficient guide for us because you know when we go down, we start to ask ourselves if I was him or her, what would he or she do? So, these questions can really guide us. So, I have two ways actually, determining a role model which can really help you, which is close to your character, and the second one is to put logical and accessible goals in your life.

Question: "What are the advantages of internet?"

Answer: "Hi, this is Elif. Now I will talk about the advantages of the Internet. Firstly, the internet can be used to learn new things. For example, I started my studies because I will study computer engineering in the new term, and nowadays I'm learning a new programming language from the internet and applications. And other benefits for me, I can watch TV series and movies in my spare time. And also, I do sports and I especially prefer to watch sports documentaries. It motivates me to be healthy.

Question: "Which one is your favorite? Summer or winter? Why?"

Answer: "Hello everyone, I am Fidan. I prefer winter because summer makes me very depressed, especially the city I live in Rize is very humid and it's made me sweat a lot while sleeping, walking and it makes me uncomfortable. The only solution is air conditioning, otherwise is very tiring. It is nice to create an environment in winter but

this is not possible in summer. And Rize is a very rainy city. As it rains, humidity increases extremely. I prefer winter.

Question: “What kind of superpower would you want? Why?”

Answer: “Hi everyone, I am Melis. The superpower that I would like to have is actually reading other people’s minds, and I always argue this with myself, because too much information is not that good and it can be disturbing. You know, you may all learn some information that you actually don’t want to learn, or some information that when you learn you will definitely regret it. But I still want to do that because I always wonder what thoughts other people have, so I think that is it.