

**T.C.
DOKUZ EYLÜL UNIVERSITY INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME
MA THESIS**

**PROSPECTIVE ENGLISH TEACHERS' IN-CLASS
SPEAKING ANXIETY AND THEIR USE OF ORAL
COMMUNICATION STRATEGIES**

Oya AKSU

İzmir

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Supervisor

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2018

YEMİN METNİ

Yüksek Lisans tezi olarak sunduğum “Prospective English Teachers In-class Speaking Anxiety and Their Use of Oral Communication Strategies” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

18/09/2018

Oya AKSU



Eğitim Bilimleri Enstitüsü Müdürlüğüne

İşbu çalışma, jürimiz tarafından Yabancı Diller Anabilim Dalı İngilizce Öğretmenliği Programında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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Yukarıda imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

18.09.2018

Prof. Dr. Süha YILMAZ
Enstitü Müdürü V.

ACKNOWLEDGEMENTS

I would like to thank to my supervisor Assoc. Prof. Dr. Yeřim BEKTAř ÇETİNKAYA for guidance and support throughout the preparation of this thesis. I would not have accomplished completing the thesis without her professional guidance. I also would like to thank my jury members Prof. Dr. Fatma Feryal ÇUBUKÇU and Assoc. Prof. Dr. Nesrin ORUÇ ERTÜRK for their insightful comments.

I am very grateful to the participants of my study, without their participation and collaboration, I could not have accomplished this thesis.

In addition to that, I would like to thank Prof. Dr. Fatma Feryal ÇUBUKÇU, Prof. Dr. Leyla HARPUTLU, Assoc. Prof. Dr. İrem ÇOMOĞLU and Assist. Prof. Dr. Ayfer ONAN for the courses they have given and sharing their valuable knowledge.

I would like to express my deepest gratitude my parents, Ersin AKSU and řeref AKSU. They always believed and supported me through this journey from beginning to end. Also, I would like to thank my grandparents. I am grateful to their never ending tolerance, help, kindness and understanding throughout the writing of my thesis.

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ABSTRACT

PROSPECTIVE ENGLISH TEACHERS' IN-CLASS SPEAKING ANXIETY AND THEIR USE OF ORAL COMMUNICATION STRATEGIES

Speaking is a fundamental activity of both daily life and education. It is one of the most vital skills that must be acquired in language learning. However, speaking is also the skill that is the most liable to be impaired by anxiety. The feeling of anxiety may have a negative impact on both students and teachers. As a result, they may not want to use communicative activities in their classes. Using strategies in foreign language learning facilitates learning and helps learners to overcome difficulties and anxiety. In terms of speaking, using oral communication strategies helps speakers to have a meaningful and understandable communication. It is also important to know what kind of strategies prospective English teachers use during oral communication.

The purpose of this thesis is to describe the prevalence of prospective English teachers' in-class speaking anxiety and their use of verbal communication strategies, as well as to discover the relations among language anxiety, spoken communication strategies, gender, grade and perceived language proficiency. The study was conducted with the participation of 98 pre-service teachers who were selected through cluster random sampling. Data were collected by means of the Foreign Language Classroom Anxiety Scale (FLCAS) and Oral Communication Strategy Inventory (OCSI) during 2017-2018 Spring Semester. In order to analyse data, the Statistic Package for Social Sciences (SPSS) version 23.0 was employed.

Results indicated that participants had a moderate degree of anxiety and the intensity of their anxiety does not change depending on grade and gender. Most of the participants reported high levels of oral communication strategy use to cope with speaking problems. They used negotiation of meaning strategy the most and message reduction and alteration strategy the least. There was a weak negative relationship

between speaking anxiety and oral communication strategy utilisation. Moreover, there was a moderate correlation between students' perceived oral proficiency and in-class speaking anxiety. Similarly, there was moderate correlation between perceived oral proficiency and oral communication strategy use of the participants.

Keywords: Foreign language anxiety, oral communication strategy use, perceived oral proficiency, pre-service English teachers, ELT



ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ SINIF İÇİNDE İNGİLİZCE KONUŞMA KAYGILARI VE SÖZLÜ İLETİŞİM İZLEMLERİ KULLANIMLARI

Konuşma becerisi, günlük yaşamın ve eğitimin çok önemli bir parçası olduğu gibi, dil öğreniminin en önemli kısımlarındandır. Fakat dil öğreniminde kaygıdan en fazla etkilenen beceri, konuşma becerisidir. Kaygı, yalnızca öğrencilerin değil, öğretmenlerin de İngilizce konuşmaktan kaçınmasına sebep olabilir ve bu nedenle sınıflarında konuşmaya yönelik aktiviteleri kullanmayabilirler.

Yabancı dil öğreniminde stratejiler kullanmak öğrenmeyi kolaylaştırır ve öğrenenlerin zorlukların üstesinden gelmesine yardımcı olur. Konuşma becerisi bakımından, sözlü iletişim stratejileri kullanmak konuşmacıların anlamlı ve anlaşılabilir bir iletişim kurmasına yardımcı olur. İngilizce öğretmen adaylarının sözlü iletişim esnasında hangi çeşit stratejileri kullandıklarını öğrenmek de bu sebeple önemlidir.

Bu çalışmanın amacı İngilizce öğretmen adaylarının sınıf içerisindeki konuşma kaygısı seviyelerini ve sözlü iletişim kullanımlarını ölçmek ve yabancı dil kaygısı, sözlü iletişim strateji kullanımı, cinsiyet, sınıf ve kendi algıladıkları sözlü yeterlilik arasındaki ilişkileri bulmaktır. Bu çalışma rastgele küme örnekleme yöntemi ile seçilen 98 İngilizce öğretmen adayının katılımıyla gerçekleştirilmiştir. Veriler Yabancı Dil Sınıfı Kaygı Ölçeği (FLCAS) ve Sözlü İletişim Strateji Envanteri (OCSI) ile 2017 Güz döneminde toplanmıştır. Veriler Sosyal Bilimler için İstatistik Paketi (SPSS) programı 23. 0 versiyonu ile analiz edilmiştir.

Sonuçlar, katılımcıların orta seviyede konuşma kaygısına sahip olduğunu ve kaygı seviyesinin sınıfa ya da cinsiyete göre değişmediğini göstermiştir. Katılımcıların çoğu konuşma problemlerinin üstesinden gelmek için sözlü iletişim stratejilerini yüksek seviyede kullanmaktadır. İngilizce öğretmen adayları en çok anlamda uzlaşma stratejilerini kullanırken, en az iletiyi kısaltma ve değiştirme

stratejilerini kullanmaktadır. Konuşma kaygısı ile sözlü iletişim stratejileri arasında düşük seviyede negatif bir ilişki tespit edilmiştir. Ayrıca, öğrencilerin kendi algıladıkları sözlü yeterlilikleri ile sınıf içerisindeki konuşma kaygıları arasında orta dereceli bir korelasyon bulunmuştur. Benzer şekilde, öğrencilerin kendi algıladıkları sözlü yeterlilikleri ile sözlü iletişim stratejileri kullanımları arasında orta dereceli korelasyon bulunmuştur.

Anahtar kelimeler: Yabancı dil kaygısı, sözlü iletişim strateji kullanımı, öz algılanan sözlü yeterlilik, İngilizce öğretmen adayları, İngilizce öğretimi.



CHAPTER I

INTRODUCTION

1.1. Background of the study

English language is considered to be the prime international medium of communication among many nations. For this reason, it is essential to learn and to teach English. Speaking skill is a crucial element in both daily life and education. In order to be proficient in communication in a foreign language, speaking skill should be learned and it should be given importance in foreign language classrooms. Without mastering speaking skill, one cannot be fully competent in the language. Furthermore, with the advent of Communicative Competence Theory (Hymes, 1972) and the Communicative Language Teaching, oral communication skills have gained importance; this gives priority to speaking and the interactive nature of language use. It is essential to use communicative activities in classrooms. However, individual differences play an essential part in learning a foreign language. Anxiety is one of the most important aspects impacting on the learning experience. It is described by Horwitz, et al. (1986: 125) as “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system”. Some people have a propensity to be deeply affected by anxiety while learning a foreign language; others, however, may not.

Anxiety may be a major problem especially in language classes, because it is known to be most anxiety-causing component of courses (Horwitz et al., 1986). There are two different types of anxiety and these are debilitating and facilitating anxiety. Scovel (1978: 139) states “Facilitating anxiety motivates the learner to

“fight” the new learning task; it gears the learner emotionally for approach behavior. Debilitating anxiety, in contrast, motivates the learner to “flee” the new learning task; it stimulates the individual emotionally to adopt avoidance behavior”. It is essential to ascertain whether speakers feel confident and competent, or whether they feel anxiety while talking in an English-speaking context. It is debilitating anxiety that hinders speaking in a foreign language.

Learning a foreign language engages both the learner’s affective and cognitive capacities. Having anxiety in foreign language learning is one of the most commonly encountered problems in language learning and is associated with the affective domains in language learning. Moreover, these hindrances are generally observed most acutely in speaking classes since speaking skill is affected by the feeling of anxiety. This anxiety may not only negatively affect language learning, it may also act as a stimulation for foreign language learning.

Turkey adopted a new curriculum in 2013 with an aim to develop communicative skills of students. According to the new curriculum, Communicative Language Teaching has been adopted. Speaking and listening are considered primary skills; reading and writing are relegated to secondary skills. The new curriculum aims to enhance the speaking skills of the students. According to the British Council and TEPAV Report (2013), the emphasis has previously been on grammar in English courses in Turkey, with speaking skill having been neglected and not given enough importance. Because communicative activities are not applied in the class, speaking activities are not given much opportunity; this itself is an avoidance strategy, evading the fact that speakers feel debilitating anxiety while speaking English. This type of anxiety is regarded as the most important hindrance to speaking for foreign language learners. There are many studies conducted about anxiety and its impact on foreign language learning of EFL learners. Also some studies have been done regarding prospective English teachers’ anxiety. As Horwitz et al., (1986:125) stated “Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language”. The feeling of in-class speaking anxiety may

prevent not only students but even teachers from speaking in English; as a result, they may not want to use communicative activities in their classes.

However, there are some strategies that can be used to help foreign language learners and speakers to mitigate the difficulties in language learning by actively facilitating it. As also emphasized by Horwitz et al. (1986) anxiety has an impact on communication strategies that are employed in the class. In terms of speaking, using oral communication strategies (OCS) helps speakers to have a meaningful and understandable communication and helps them to overcome in-class speaking anxiety.

Taking all of these into account, it is imperative to know the level of in-class speaking anxiety and what kind of strategies prospective English teachers use during oral communication and the relationship between them. This study investigates these issues and provides valuable insight into how to overcome in-class speaking anxiety.

1. 2. Purpose of the study

Anxiety is known as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al., 1986: 125). It is the most important reason that hinders speaking skill for foreign language learners. It may have a negative impact on both students and teachers. Using oral communication strategies may help them to alleviate anxiety. These are strategies that are utilised to deal with communicational difficulties during oral communication such as social affective strategies, fluency-oriented strategies, negotiation of meaning while speaking, accuracy-oriented strategies, message reduction and alteration strategies, non-verbal strategies while speaking, message abandonment strategies and attempt-to-think-in-English strategies. Using oral communication strategies in foreign language learning not only facilitates learning but also helps learners to tackle with difficulties and anxiety.

The primary intent of this study is to describe the current level of prospective English teachers' in-class speaking anxiety and their use of spoken communication strategies as well as finding out the relations among language apprehension, oral communication strategies, gender, grade and perceived language proficiency.

1. 3. Significance of the study

This study can be considered as important in several aspects. First, speaking is a fundamental component in both daily life and education. It is an essential skill in language learning. Without being able to speak, one cannot fully master a language. However, individual differences may also play an influential part in learning a foreign language. Anxiety is one of these differences. Some people may be deeply influenced by it; however, others may not. Anxiety is regarded as the most important reason that hinders speaking for foreign language learners. The feeling of anxiety may not only prevent students but also it may prevent teachers to speak in English. As a result, they may not want to use communicative activities in their classes. Hence, it is important to find out the current level of anxiety of prospective English teachers.

Using some strategies may help learners to overcome this anxiety. Secondly, the study aims to find out the oral communication strategy use of the prospective teachers. Using strategies in foreign language learning facilitates learning and helps learners to overcome difficulties and anxiety. In terms of speaking, using oral communication strategies helps speakers to have a meaningful and understandable communication. It is also important to know what kind of strategies prospective English teachers use during oral communication.

In addition to these, the current study aims to discover the level of anxiety according to grade and gender as well as finding out the association between in-class speaking anxiety and oral communication strategy use of prospective English teachers.

Briefly, this study may guide prospective English teachers and in-service English teachers to understand the importance of speaking skill and to use communicative activities in their classes as well as providing them a way to apply oral communication strategies during communication to cope with in-class speaking anxiety.

1. 4. The Statement of the problem

Many prospective English teachers may feel anxiety in speaking English. The feeling of anxiety may stem from different reasons such as communication apprehension, fright of negative evaluation and being corrected by the teacher. Using oral communication strategies helps them lessen this anxiety. This study aims to explore the prospective English teachers' in-class speaking anxiety, and the oral communication strategies that they use.

Basic purposes of the study may be stated in short as follows: What is the level of prospective English teachers' in-class speaking anxiety?

Is there any relationship between prospective English teachers' in-class speaking anxiety, oral communication strategy use, gender, grade and perceived oral proficiency?

1. 5. Research Questions

The study provides answers to these questions:

1. What is the prospective English teachers' in-class speaking anxiety level?
2. Is there any relationship between prospective English teachers' in-class speaking anxiety and their grades?
3. Is there any relationship between prospective English teachers' in-class speaking anxiety and their gender?
4. What kind of oral communication strategies do the prospective English teachers use?

5. Is there any relationship between prospective English teachers' in-class speaking anxiety and their use of oral communication strategies?
6. Is there any relationship between perceived oral proficiency of prospective English teachers and their in-class speaking anxiety?
7. Is there any relationship between perceived oral proficiency of prospective English teachers and their use of oral communication strategies?

1. 6. Assumptions of the study

The assumptions of this study are:

- 1) In-class speaking anxiety can be measured.
- 2) The participants will honestly respond to Foreign Language Class Anxiety Scale (FLCAS).
- 3) The participants will honestly respond to Oral Communication Strategy Inventory (OCSI).
- 4) Randomly selected participants will cooperate.

1. 7. Limitations of the study

There are some limitations of the study and these are:

1. The study is limited to 98 prospective English teachers in English Language Teaching (ELT) Department of Dokuz Eylül University.
2. The study measures participants' perceived oral proficiency instead of actual oral proficiency.
3. The study measures participants' perceived oral communication strategy use instead of actual oral communication strategy use.

1. 8. Definition of the terms

Anxiety: It is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al., 1986: 125). In this study, anxiety is defined according to the scores of Foreign

Language Class Anxiety Scale (FLCAS). Scores between 33-77 are indicated as low, scores between 78-121 are indicated as moderate and scores between 122- 165 are indicated as high anxiety.

Facilitating anxiety: It is the anxiety that “motivates the learner to fight the new learning task, it gears the learner emotionally for approach behavior” (Scovel, 1978: 139). In this study, low and moderate levels of anxieties are regarded as facilitating anxiety.

Debilitating anxiety: It is the anxiety that “motivates the learner to flee the new learning task, it stimulates the individual emotionally to adopt avoidance behaviour” (Scovel, 1978: 139). In this study, high level of anxiety is regarded as debilitating anxiety.

In-class speaking: The speaking that takes place in classroom.

Prospective English teachers: The term refers to English teacher candidates who were enrolled in a teacher education program.

English as a Foreign Language: “Learning English in a formal classroom setting, with limited or no opportunities for use outside the classroom” (Longman Dictionary of Language Teaching and Applied Linguistics, 2010: 197).

Communicative Language Teaching: “It is an approach to foreign and second language teaching which emphasizes that the goal of language learning is communicative competence and it seeks to make meaningful communication and language focus of all classroom activities” (Longman Dictionary of Language Teaching and Applied Linguistics, 2010: 99).

Second Language: “Any language that is learned after one has learnt one’s native language” (Longman Dictionary of Language Teaching and Applied Linguistics, 2010: 514).

Foreign Language Class Anxiety Scale: It is a scale that measures anxiety in the EFL speaking class which was developed by Horwitz et al.(1986). It has 3 components and these are; test anxiety, communication apprehension and fear of negative evaluation.

Oral Communication Strategy Inventory: An inventory developed by Nakatani (2006), that helps the researcher to find out what kind of oral communication strategies are used by learners to cope with speaking and listening problems.

1. 9. Abbreviations of the terms

ELT: English Language Teaching

FLCAS: Foreign Language Class Anxiety Scale.

EFL: English as Foreign Language.

CLT: Communicative Language Teaching.

L2: Second Language

OCSI: Oral Communication Strategy Inventory

FLA: Foreign Language Anxiety

CHAPTER II

LITERATURE REVIEW

2. 1. Anxiety and Learning

Horwitz et al. (1986: 125) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. It is considered to be a vital problem in language classes. Feeling anxious may discourage students from learning a foreign language and it may hinder them to reach success and achieve their goals. As evidenced by Horwitz et al. (1986), On many divergent occasions, learners might be daunted and feel anxious. As a result, their ability to perform efficiently in foreign language class may be disrupted.

It is a fact that most of the learners generally feel anxious in foreign language courses. Classroom situations are especially seen as the most anxiety causing contexts. Reducing stress, especially in foreign language classrooms, is essential. However, anxiety may also prevent some learners from performing successfully in different courses other than foreign language, such as science or mathematics (Horwitz et al., 1986).

Anxiety is a complicated composition that affects learners’ psychology with regard to their feelings. “In terms of different perspectives, researchers evidenced that high anxiety usually has a negative influence on the language acquisition process” (Marcos-Llinas and Garau, 2009: 95). Horwitz et al. (1986) researched

about anxiety and three components of foreign language anxiety were found. These were; communication apprehension, test anxiety, and fear of negative evaluation.

In accordance with them, language apprehension appears when learners abstain from transferring complicated messages in the foreign language because of efficiency of confidence or and when they didn't recall vocabulary item or grammar that they have learned, when they are tested (Horwitz et al., 1986). However, Trang (2012) reviewed Horwitz, Horwitz and Cope's Foreign Language Anxiety theory and discussed the interpretations that other researchers have proposed to have better understanding about the theory. It was revealed that four points of Horwitz et al.'s theory have been challenged and these areas are; the direction of the causal association between FLA and language learning hardships, the important role of FLA, the elements of FLA and the validity of FLCAS.

In addition to Horwitz et al.'s (1986) findings, as also evidenced by MacIntyre (1995) language courses are seen as the most anxiety-causing courses that students take and this anxiety may either motivate students to be successful or hinder them from achieving their goals and reaching success. There are two different general types of anxiety. First one is trait anxiety and other one is state anxiety. While, trait anxiety is known as feeling anxiety and having anxiety in various kinds of situations, state anxiety is known as a situation specific trait anxiety and felt only in certain situations such as test and maths anxiety (Phillips, 1992). As supported by MacIntyre and Gardner (1991) trait anxiety does not have much impact on foreign language learning. The anxiety that learners generally experience is state anxiety. As MacIntyre (1995) supported language anxiety can have a vital role in terms of in creating personal differences in language learning as well as starting up a conversation.

There are different definitions and types of anxiety in terms of foreign language learning. Even if learners are enthusiastic about communicating verbally in the language that they study, they may feel anxiety and that anxiety may have a negative impact on them. Furthermore, this anxiety may obstruct their ability to

communicate in that language (Phillips, 1992). Also, it is known that students often feel anxiety when they are tested in a foreign language in different circumstances. This feeling of anxiety may be so intense that they may delay language study or abstain from language learning (Horwitz et al., 1986).

If anxiety is an obstruction in foreign language learning, it is referred to as *debilitating anxiety*. Scovel (1978: 139) defines debilitating anxiety as “motivates the learner to “flee” the new learning task; it stimulates the individual emotionally to adopt avoidance behavior”. On the other hand, if anxiety is a motivation in language learning, it is referred to as *facilitating anxiety* and Scovel (1978: 139) defines facilitating anxiety as “motivates the learner to “fight” the new learning task; it gears the learner emotionally for approach behavior”. Also language apprehension is an exclusive kind of anxiety that may cause both worry and negative sentimental reaction and motivation. In other words, anxiety may be regarded as a positive energy and encourage learners to learn foreign language. However, it is a matter of concern that anxiety may perform as an affective filter by inhibiting learner from accomplishing proficiency in the target language (Aida, 1994). A learner’s anxiety may either motivate him or her and as a result he or she may want to take risks in learning a new language, or make them feel worried that he or she may not want to take risks to learn the target language.

As Saidi (2015: 56) stated, “speaking skill can be the most anxiety-provoking skill than other skills”. It is essential to learn whether the speakers feel confident and competent, whether they feel anxiety while speaking in an English spoken context. The debilitating anxiety is the one that hinders speaking in a foreign language. It is also evidenced by Young (1990: 539) “this negative anxiety may have important impact on foreign language learning”.

2. 2. Empirical Studies on Anxiety

There have been many studies conducted around the role of anxiety in foreign language learning. Horwitz et al.’s (1986) study is considered as the first

step for anxiety studies. There are many studies into the role of anxiety in foreign language learning.

Horwitz et al. (1986) also supported that anxiety is generally seen as an important hinderance not only by students but also teachers that should be tackled while learning to be able to speak a foreign language. This feeling of anxiety has become an essential issue in foreign language teaching and learning. Horwitz, Horwitz and Cope (1986) developed an instrument, the *Foreign Language Classroom Anxiety Scale* (FLCAS), which can be seen as a starting point for many studies in anxiety research. There are many studies that explore the effects of anxiety on speaking and the factors that cause speaking anxiety (Horwitz et al., 1986; Young, 1990; Kitano, 2001; Liu, 2006; Woodrow, 2006).

The common findings of above mentioned studies support the view that anxiety is an important factor that negatively impacts English speaking in class. It is essential to find reasons that cause anxiety. Some of them have been stated as being corrected in front of the class, inadequate waiting time, the fear of making mistakes and paying too much attention to grammar (Horwitz et al., 1986). As evidenced by Young (1990) and Liu (2006), students generally feel in-class speaking anxiety while speaking a foreign language, however, having a warm, friendly classroom atmosphere helps them alleviate anxiety. Instead of individual speaking activities, pair and group work activities help them to overcome language anxiety. As Çakıcı (2015) supported, teachers are responsible for creating a warm classroom atmosphere that learners feel comfortable and secure. Owing to the fact that, relaxing classroom atmosphere helps learners to participate in the lesson without any hesitation (Young, 1990; Liu, 2006; Çakıcı, 2015).

Anxiety may have a debilitating influence on communicating in English and that affects learners' performance and their achievement of educational purposes (Woodrow, 2006). It is important to know the factors that make students anxious in the classroom and whether communicative activities cause anxiety. There are some studies done in order to find major causes of anxiety. He (2013), conducted a study

examining the reasons causing to Chinese learners' foreign language speaking anxiety (FLSA). He used a questionnaire and focused interview to collect data from 332 participants at two universities. Lack of vocabulary, lack of self-confidence, fear of making mistakes, test anxiety, fear of speaking FL with others, especially with natives, are the reasons that were found to inhibit their speaking.

Young (1990) examined anxiety and speaking from the students' perspective as well as investigating whether oral activities make students feel anxious or not, and what makes them anxious. A questionnaire with 24 items was designed in order to find causes of anxiety. 135 beginning level university students and 109 high school students joined in the study. The result of the study indicated that speaking the target language is not a cause of anxiety but speaking before the teacher and classmates cause anxiety among students. Creating a warm and friendly classroom atmosphere, a relaxed instructor and positive error correction make students feel less anxious in a foreign language class.

Also, proficiency level of the learners has an effect on anxiety level. Liu (2006) conducted a research into anxiety in Chinese EFL students at different proficiency levels. Participants were 547 (430 male and 117 female) freshmen non-English major students who took English Listening and Speaking courses at three diverse proficiency levels in a China college. The data was collected through FLCAS, reflective journals, observations and interviews. According to the results, it was found that majority of the students from each level felt anxiety while speaking in English class; however, students who were more advanced felt less anxious. It was also indicated that answering teachers' questions and giving individual talks in class, made students feel anxious. Moreover, being exposed to oral English in the classroom alleviates their anxiety in terms of communicating in English as well as attending to pair work activities rather than individual ones in the class.

Woodrow's (2006) findings conflicted with Young's (1990) and Liu's (2006) findings, because he claims students feel out-of class speaking anxiety. Woodrow (2006) conducted research to evaluate second language speaking anxiety and the

association between speaking performance as well as major causes of anxiety. Among 275 participants, 139 were males and 136 were females. All of the participants were registered in English for Academic Purposes (EAP) courses. The data was collected from IELTS type oral assessment, Second Language Anxiety Speaking Scale and the specially designed interview questions. A significant association was indicated between language anxiety and speaking. The study also implied that participants who were interacting with native speakers felt more stressful than communicating with non-native speakers. However, the majority of the participants agreed that they experience out-of class speaking anxiety more than in-class speaking anxiety, which is in conflict with Young (1990) and Liu (2006)'s findings. It is also understood from the study that there are many causes of anxiety; however, communicating with natives were found to be the major factor.

It is also agreed that there is a negative association between anxiety and success of oral communication skills; in other words, anxiety affects oral communication skills. (Phillips, 1992; Saito and Samimy, 1996). It has also been found that lack of self-confidence and fear of negative evaluation generate apprehension among language learners (Horwitz et al., 1986; Cheng, Horwitz and Schallert, 1999; Kitano, 2001; Park and Lee, 2006; He, 2013).

Anxiety may have an important effect on language performance of EFL learners. Saito and Samimy (1996) searched 134 beginner, 79 intermediate and 44 advanced level Japanese students' language performance and its association with anxiety. Among 257 participants, 148 of them were males and 104 of them were females. In order to collect data, a 29-item questionnaire with a six-point Likert scale was used. The questionnaire comprised six aspect and these are apprehension, risk taking, sociability, motivation, attitude and concern for scores. Students' demographic information were asked as well. The results indicated that anxiety may have a negative impact on Japanese learners' performance and it was also implied that the impact on anxiety became more prominent as the instructional level increases.

Speaking anxiety is a prominent component of language anxiety. Cheng, Horwitz and Schallert (1999) searched the association between foreign language, writing and speaking anxiety as well as writing accomplishment. Horwitz, Horwitz and Cope's Foreign Language Class Anxiety Scale (FLCAS) and Daly and Miller's Writing Apprehension Tests were used to obtain data. Participants were 433 university students studying English in Taiwan. Results evidenced that general language anxiety had a strong relationship with speaking anxiety rather than writing anxiety.

As Horwitz et al. (1986) indicated test anxiety is an important component of foreign language class anxiety. Oral language examination is considered as another anxiety-causing factor. Phillips (1992) conducted a study, selectively targeting learners with a high level of examination-related anxiety, comprising thirty four females and nine males. He investigated the impact of their anxiety on performance in a French language oral examination. Data collection was by means of open-ended and communicative questions. The findings showed a moderate association between language anxiety and performance; that is, learners with a higher degree of anxiety obtained lower grades.

Feeling competent during communication is essential. It is important for learners to be aware of their language proficiency and evaluate themselves. Perceived oral performance has an impact on anxiety. Kitano (2001) searched anxiety of the Japanese university students in terms of two aspects. The first one was individuals' fear of negative evaluation and the second was the perceived oral performance. The data was collected through a 70-item questionnaire consisting of background information, Fear of Negative Evaluation Scale, Japanese Class Anxiety Scale and self-rating Japanese speaking ability. 212 Japanese college students participated in the study. The results of the study implied that when learners had high fear of negative evaluation, their anxiety became higher and their perceived oral proficiency decreased. Moreover, it was found that when students feel less competent, their level of anxiety increased. In addition to that study, Park and Lee (2006) researched the association among L2 learners' anxiety, self-confidence and

speaking performance. 132 Korean university students joined the study. Questionnaires were used to collect data. The findings indicated that there was a significant association among students' anxiety, self-confidence and oral performance. The higher level anxiety students had, the lower grades they obtained. Also, the study indicated that when they felt more confident, they showed better performance.

In terms of the effect of language anxiety and its impact on the oral performance of students in classroom, Zhang (2004) conducted a research; participants were 97 Chinese university students. They were given FLCAS so as to determine their anxiety levels. In the study, 4 students who have higher anxiety and 4 students who have lower anxiety levels were identified to be interviewed; the interviews were videotaped and transcribed. The results indicated a negative association between language anxiety and the quality of students' oral performance; when anxiety increased, oral performance decreased. It was also implied that most of the students experience anxiety in language classrooms. In addition to these, the study showed that procrastination, fear of evaluation and over-concern for errors were reasons that affected highly anxious students' performance.

Moreover, perfectionism may sometimes cause speaking anxiety. Some learners may be so much concerned about their performance and they may avoid making mistakes rather than focusing on learning the language (Gregersen and Horwitz, 2002). In order to find it, Gregersen and Horwitz (2002) studied the anxious and non-anxious learners' reactions to their oral performance. From a body of 78 second-year university students, the four with the greatest level of anxiety and the four with the lowest level of anxiety were identified by using FLCAS. These eight students were audio-recorded while watching how they had performed in a previously videotaped oral interview. It was thereby possible to see the attitudes of the learners to their authentic in-class speaking ability. It was implied from the study that anxious and non-anxious language learners vary as to their accomplishment standards, postponement, being afraid of evaluating and apprehension of the prospect of making mistakes. Language anxiety was strongly associated with perfectionism.

Overcoming this desire for perfectionism benefits anxious foreign language learners. In addition to perfectionism, unwillingness to communicate is also another important issue that hinders learners to communicate. In terms of unwillingness to communicate and apprehension of Chinese-learners, Liu and Jackson (2008) used a 70-item questionnaire for 547 freshmen non-English majors. Results implied that the nearly all of the learners were eager to take part in mutual dialogues, but most of them did not enjoy taking risks of speaking English in class; also, some students felt anxious in terms of speaking and afraid of being negatively assessed. Also they were anxious about public talks and tests; their unwillingness to take part in conversations and their anxiety was significantly associated with one another.

Even if English language learners are proficient in grammar or vocabulary knowledge, they may still confront difficulty in communicating with others if they don't have necessary speaking skills (Arslan, 2013). Because of that, speaking skill is the most anxiety provoking skill among four skills (Luo, 2014; Horwitz et al., 1986). Therefore many researches have been conducted about speaking anxiety of foreign language learners. Luo (2014) conducted a study investigating university students' Chinese as a foreign language speaking anxiety in US. The results showed that students had moderate level of Chinese speaking anxiety. Female students were found to be more anxious than male ones. When anxiety level decreased learners' self- perception of learning and achievement increased.

There are also other empirical researches done about the impact of anxiety on foreign language learning (Horwitz et al., 1986; Gregersen, 2005; Nagahashi, 2007; Yan and Horwitz, 2008; Tsiplakides and Keramida, 2009; Marcos-Llinas and Garau, 2009; He, 2013; Liu and Huang, 2011; Mak, 2011; Saidi, 2015; Alsowat, 2016). Horwitz, Horwitz and Cope (1986), studied the impacts of anxiety on language learning on the students who are excessively concerned about their performance. FLCAS was applied to 225 students; the results showed that students become anxious when they make errors. It was found that there were three related performance anxieties, namely communication apprehension, test anxiety and fear of negative evaluation.

In addition to that study, Mak (2011) also studied factors causing in-class speaking anxiety. 313 Chinese ESL freshmen students in Hong Kong joined the study. He used FLCAS. Five factors were found to cause anxiety, and these were; communication anxiety and fear of negative evaluation; feeling nervousness and restlessness while communicating with native speakers. Also, having pessimistic feelings to the English classroom, negative self-evaluation; fear of having failure the class and individual lack of success caused anxiety. Also, speaking to the teacher and classmates without getting prepared in the class, teachers' correction during speaking, lack of waiting time to response and not being let to talk in the native language in class were found to be other factors leading to in-class speaking anxiety. He (2013), conducted a study examining the reasons causing to Chinese learners' foreign language speaking anxiety (FLSA). He used questionnaire and focused interview; the data was collected from 332 participants at two universities. Lack of vocabulary, lack of self-confidence, fear of making mistakes, test anxiety, fear of speaking FL with others, especially with natives, were found to be the reasons that inhibit their speaking.

All of the studies above showed anxiety is an important factor that may hinder learning. As also supported by Nagahashi (2007), foreign language anxiety is a hindering determinant for language learning since it reduces motivation and slows acquisition progress. It is essential to find ways to reduce language anxiety in foreign language classes. It was emphasized that selecting suitable methods of teaching and creating a warm classroom atmosphere that promotes learning are highly desired by EFL learners (Arslan, 2013).

Cooperative activities are more preferred by learners rather than individual ones since they require pair and group work studies. They are known to be increasing motivation among learners by promoting interaction. In order to find the effectiveness of cooperative learning techniques (group work and pair work) for reducing foreign language anxiety, Nagahashi (2007) performed an intervention study to examine among 38 freshmen students joined in Akita University's EAP (English for Academic Purposes) courses. FLCAS (Foreign Language Class Anxiety

Scale) and a post-intervention questionnaire were used to obtain data. The findings implied that structured cooperative learning activities are very helpful in alleviating anxiety, creating a non-threatening, collateral atmosphere in which to develop language competence.

As mentioned above it is essential to find ways to reduce anxiety. In addition to cooperative classroom activities, providing strategies for reducing foreign language speaking anxiety is beneficial. Tsiplakides and Keramida (2009), examined anxious students' characteristics and aimed to find ways to reduce anxiety. As a result, it was found that teachers should get to know their students, their attitudes toward oral productions and find out the reasons that underline their performance and their dislike joining speaking activities. Moreover, Alsowat (2016) proposed a model to alleviate FL anxiety in classrooms. This model includes providing appropriate materials, collaborating activities, pair and group work activities as well as aiming to develop self-confidence and learner autonomy. Using this model may help language teachers to mitigate anxiety.

Anxiety could be both understood by verbal and non-verbal behaviors of the learners as well. Gregersen (2005) also conducted an observational study into the non-verbal behaviors of anxious and non-anxious foreign language learners. 13 university students were given FLCAS; according to the results, the least anxious and the most anxious students were selected for the study. The results implied that there were many differences between the non-verbal behaviors of anxious and non-anxious learners in term of facial expressions, body movement gesture and postures. Yan and Horwitz (2008) examined learners' attitude of anxiety and how it operated with other indicators that affect language learning. 21 students with different levels of apprehension were examined for the study. As a result, it was found that personal issues, along with goals, expectations learning strategies and motivation were the factors that strongly influenced anxiety. In addition to that study, Yan and Horwitz (2008) also searched students' attitudes of how their anxiety impacted other factors that affects language teaching. Participants were 84 university students with various anxiety levels. Their ages ranged from 17 to 21 and all of the participants had 6 years

of English instruction before university. The data was collected through a semi-structured interview and they were audio-recorded. Interview questions consisted of 12 parts. Results indicated that students' anxiety and motivation affected language learning closely, gender and personal features were found to be remote sources of anxiety.

In order to find the association between foreign language learning anxiety, English learning motivation and performance, Liu and Huang (2011) conducted a study. Participants were 980 college students in China. FLCAS as well as English Learning Motivation Scale (ELMS) and background questionnaire were applied the students, through these questionnaires data were collected. Results of the study showed that learners usually did not experience high levels of anxiety in English and were eager to learn English. It was also revealed that anxiety and motivation were significantly associated with one another and as well as learners' accomplishment in English.

Proficiency levels of learners have an effect on language anxiety. To find out the impact of language anxiety on three different course levels as beginner, intermediate and advanced, Marcos-Llinas and Garau (2009) conducted a research. Participants were 134 Spanish university students from three different proficiency levels in order to collect data students were given FLCAS questionnaire. The outcomes of the study implied that higher level learners showed higher level of anxiety than beginner and intermediate learners. It was also evidenced in the study that there was a relationship between language achievement and course level.

As supported by Saidi (2015) speaking can be the most vexing skill among the others. He investigated foreign language anxiety and its effect on students' speaking performance. The data was collected through a questionnaire. Participants were 10 teachers from English department and 50 students. The results evidenced that most of the learners feel a remarkable amount of speaking anxiety. In addition to that, speaking anxiety is considered as to be one of the most important components of language anxiety. Anxiety causing factors were found to be conversation

trepidation, inadequacy of motivation, unfavourable self-perceptions, apprehension of negative assessment, concern of goofing, and inadequacy of confidence by Saidi (2015). For him “Most language learners think that anxiety has profound effect on their achievement in the class as well as their success because it may affect their language proficiency and cause difficulties in expressing their ideas in the foreign language” (2015: 56).

Gkonou (2011) examined anxiety with regard to EFL speaking and writing in language classrooms. Participants were 128 Greek EFL learners. Questionnaires, Foreign Language Class Anxiety Scale (FLCAS) and Writing Apprehension Test were used to obtain data. The results implied a remarkably high association between language anxiety and speaking anxiety in English language classroom context. Writing anxiety was found to be stemmed from low self-esteem and fear of being negatively evaluated by teachers or their classmates.

Language learning is generally affected by many factors including cultural background, learning preferences and styles as well as motivation and emotional ones. Anxiety is regarded as one of the most influential factors affecting language learning and it affects majority of EFL learners (Arslan, 2013). The prominence of coping with anxiety was supported as “using diverse strategies to surmount speaking anxiety encourage and help learners to get better improved outcomes” (Saidi, 2015: 56). These strategies were: using a positive self-talk, daring to take part in conversations, using calming techniques, practicing and arrangement, and alleviating fright of giving wrong answers.

There are some other studies done regarding foreign language classroom anxiety and impacts of language proficiency of social status of the learner’s self-esteem as well as competitiveness on it. In Jin’s (2016) study, participants were 146 Chinese university students who studied Japanese and English as foreign language. Social status scale, competitiveness Index, the Self- Esteem Scale and the English/Japanese Classroom Anxiety Scale (FLCAS) were used in order to collect data. Results indicated that whereas foreign language competency, self-esteem and

competitiveness were respectively negatively correlated with foreign language anxiety levels, social status was neither directly nor indirectly related to language apprehension.

In addition to these studies, there are several studies which examined the relationship of gender and speaking anxiety. Mohamad et al. (2018) examined the relationship between speaking anxiety and gender. Participants were 150 university students in the business department. Data was collected from an open-ended questionnaire. According to the results, it was concluded that female students were more apprehensive than male students in speaking English and expressing themselves. Male students felt more comfortable with regard to speaking in class. Female students were more afraid of giving wrong answers to the teacher and their classmates. Female students had less self-confidence than male students in class. Female students felt anxious when they talk without preparation and it is also concluded that male students felt like a different person when they speak English in the class. In addition to these, Alsowat (2016), examined foreign language anxiety level and reasons of it among Saudi EFL students. Participants were 373 students and the relationship between their gender and academic level were examined. Results indicated that students had moderate level of anxiety. Fear of failing in the class, being not able to remember existing knowledge were found to be factors. Gender and proficiency did not have any impact on FLA.

Çağatay (2015) conducted another study about speaking anxiety with the participation of 147 Turkish preparatory class university students from different departments. FLCAS was used to obtain data. The results evidenced that students experience an average level of apprehension, as well as female students were found to be more anxious than male students. Interestingly, the results implied that students feel more anxious out of the class, especially when they talk with a native speaker compared to talking to a class member in class. However, proficiency levels of them had no effect on speaking anxiety of the students.

The general findings of these studies indicated that anxiety stems from communication apprehension, fear of negative evaluation, being corrected in front of classmates, concern of making mistakes, inadequacy of motivation and lack of confidence (Horwitz et al., 1986; Gkonou, 2011; Mak, 2011; Saidi, 2015; Jin, 2016; Arslan, 2016). As evidenced from studies, having a warm, friendly and relaxing classroom atmosphere and joining pair work and group work activities alleviate anxiety. Cooperative activities are found to be providing less threatening and encouraging classroom environment (Young, 1990; Nagahashi, 2007; Arslan, 2013). Majority of these studies evidenced that female students are more anxious than male students (Mohamad et al, 2018; Çağatay, 2015). However, Abrar et al. (2016)'s study indicated male students feel anxious.

2. 3. Oral Communication Strategy Use

In terms of foreign language learning, strategy is known as “procedures that are used in learning to reach an aim” (Longman Dictionary of Language Teaching and Applied Linguistics, 2010: 559). Before communication strategies, it is essential to mention learning strategies in terms of communication. Learning strategy is known as “a way in which a learner tries to find and understand the definitions and usages of words and grammatical items in a language” (Longman Dictionary of Language Teaching and Applied Linguistics, 2010: 331). Learning strategies helps learners by encouraging and motivating them to learn a foreign language.

Oxford (1990) classified learning strategies into six groups such as affective strategy, social strategy, metacognitive strategy, memory-related strategy, cognitive strategy and compensatory strategy. Affective strategies are used for anxiety reduction and self-encouragement. Social strategies are used for cooperating with native speakers. Metacognitive strategies are ‘thinking’ about ‘thinking’ and used for evaluating one’s progress, concentrating on themselves and trying to find mistakes. Memory-related strategies for grouping, checking properly. Cognitive strategies are for evaluating, outlining and practising. Compensatory strategies are used to make up

for limited knowledge. Also, Chamot and O'Malley (1987) examined learning strategy use of learners in US. These strategies were labelled as metacognitive, cognitive and social affective strategies. Cognitive strategies are the particular ways that learners benefit from to cope with difficulties. Social affective strategies include considering factors such as emotions and attitudes.

On the other hand, communication strategy is known as “a way to express a meaning in the target language, by a learner who isn't competent enough in the language while trying to speak, a learner may have to reconcile for inadequacy of grammar and vocabulary knowledge” (Longman Dictionary of Language Teaching and Applied Linguistics, 2010: 98). Moreover, communication strategies (CS) are seen as efforts to unite the breach between the linguistic proficiency of the language learner and the linguistic proficiency of his or her conversationalist in genuine conversational contexts (Cervantes and Rodriguez, 2012). These strategies are also known as efforts by foreign language learners to be able to continue conversation in communicative contexts.

In addition to these general communication strategies, there are some other specific strategies which help learners to overcome difficulties in communicative contexts. These strategies are called “oral communication strategies”. Nakatani (2006) emphasized that oral communication strategies especially address strategic actions that learners use when they come across a conversational difficulty during communicational tasks. A study by Nakatani (2006) investigated the potential of oral communication strategies to improve the oral communication abilities of language learners. The study population was 62 female learners who were entered into a controlled trial lasting 12-weeks; one arm of the study, referred to as the *strategy training group* took metacognitive training aiming on OCS use; the control group took only the conversational course without definite instruction in terms of OCS. Participants' scores from oral communication tests before and after the course, test scores and their task performance were used for analysis. The findings were that learners in the strategy training group enhanced their speaking by comparison with the control group. This was because, for those exposed to OCS, their awareness of

the techniques allowed them to incorporate these strategies into their oral communications and thereby improve their fluency.

According to Nakatani (2006), oral communication strategies are divided into categories such as; “Strategies for coping with speaking problems” and “Strategies for coping with listening problems”. “Strategies for coping with speaking problems” are presented here. Negotiation for meaning while speaking strategies are used for helping learners to communicate and understand their interlocutor. Accuracy-oriented strategies mean desire to speak accurately, paying attention to your speech and seek grammatical accuracy. Message reduction and alteration strategies mean reducing original message and simplifying language. Nonverbal strategies during speaking are having eye contact, and using gestures and facial expressions to help learners what they are trying to say. Message abandonment strategies are giving up communication when facing a difficulty, leaving the information incomplete, or asking aid from others to last speaking. Attempting to think in English strategies are beneficial for students to think in English and help them to have quick responses (Nakatani, 2006).

In 2006, Nakatani developed an instrument called Oral Communication Strategy Inventory (OCSI) to find out the strategies that learners use during oral communication as well as to determine strategies that learners use to deal with speaking and listening problems. Instrument development process included 3 stages. First one is an open-ended questionnaire to describe learners’ understanding of strategies for oral communication, second one included pilot factor analysis and third one is final factor analysis to have a reliable instrument (Nakatani, 2006). As Yaman and Kavasoğlu (2013:400) supported “strategy inventories are regarded as the most commonly used measurement tools”. It is important for a strategy inventory to have reliability and validity. The reliability of OCSI is .86 and it is a valid instrument (Nakatani, 2006). The resulting OCSI comprises of 15 categories of strategies for coping with speaking and listening problems that contains 58 items during communication. Coping with speaking problems part included 8 factors with 32 items.

In another study, Nakatani (2010) searched whether the application of definite communication strategies can enhance learners' accomplishment in conversational assignments. He conducted a study with the participation of 62 Japanese university students who were given a 12-week course of communicative approach strategy training. Transcripts of the test and OCSI were used to obtain data. The findings implied that strategies for sustaining conversation and compromise of meaning can improve learner's speaking performance.

There are a few other studies of oral communication strategies. For example, Huang (2010), in a study of 98 sophomore university students, investigated the elements influencing oral communication strategies. The data collected included the oral communication strategy uses by the students, along with background information relating to their demographics and their English learning experience. The outcomes of the study implied that students most frequently employed message reduction and alteration strategies, and least frequently resorted to message abandonment strategies. It was found that student's self-perceived oral proficiency and English speaking motivation correlated with the oral communication strategies that they employed. It was inferred that when they communicate more, they become more competent in the use of these coping strategies. However, gender and actual proficiency did not correlate with OCS use. As a consequence, the repetitiveness of speaking English out and within the classroom and eagerness to speak English were found to be the prominent indicators of the use of OCS.

Various kinds of strategies are used by foreign language learners to simplify language learning. Several studies were conducted into oral communication strategies. In terms of oral use of communication strategies for lexical difficulties, Bialystok and Fröhlich (1980) conducted a study. Participants were 44 learners, stratified into two age and three proficiency levels. Adults were more proficient than grade 12 students. Cloze Test was used to provide general proficiency for each student. Picture reconstruction task, picture description task and sentence translation were used to obtain data. The results implied that there was a positive association

between proficiency and communicative effectiveness for the adults; it was found that using communication strategies helped to overcome lexical difficulties in both proficiency groups.

In addition to these studies, there are some studies of communication strategies and language learning. These studies are presented in detail. General findings of these studies indicated that usage of communication strategies enhanced their ability in target language and their speaking skill as well as providing them better results (Dörnyei, 1995; Russel and Loschky, 1998; Rossiter, 2003; Lam, 2004).

Dörnyei (1995) investigated how strategy training influenced some qualitative and quantitative facets of communication strategy use, as well as the ratio of distribution of speech. He aimed to examine how language competence may have an impact on the outcomes. Participants were 109 secondary school students aged between 15-18. Students were divided into two groups. One group received communication strategy treatment, the other group remained as a control group. The data was collected through general language proficiency test and a 7-point scale questionnaire about the usefulness of strategy use. Participants who took strategy training were able to get better results and that showed strategy training helped learners. The results indicated that strategy usage enhanced students' fluency, speech rate, quality and quantity of the learners.

Moreover, Russel and Loschky (1998) conducted a study to find out whether there was a need for instruction in lexical communication strategies in foreign language classes and whether they used strategies when they faced with the problem of not knowing an English word. Participants were 161 Japanese freshmen university level students. The results of the study indicated that students had tendency to use first-language based or non-linguistic strategies. Russel and Loschky (1998) suggested that second language based strategies should be taught.

There are some other studies done by the effectiveness of communication strategies on language performance. Rossiter (2003) studied the impacts of teaching communication strategies on second language performance and use of communication strategies. Participants were 30 adult intermediate level English learning students and their ages ranged from 19 to 59 (13 male, 17 female). They were from 23 countries representing 15 native languages, they all lived in Canada. They were divided into two classes. While one group got strategy training, the other group stayed as a control group. One of the classes was given 12 hours of explicit communication strategy training, the other class were used as the control group. Data was collected through speaking tasks, picture stories and production of narratives. Results indicated that students got benefit from communication strategy training. Object description is more effective communicative strategy and it was used more than the narrative in eliciting.

It is important to find out whether being trained with target language communication strategies lead to ameliorated performance in terms of proficiency and efficiency in L2 speaking tasks and training of using target strategies. Lam (2006) examined it with the participation of 40 students from 2 secondary ESL classes in Hong Kong. Whereas one class received instruction, the other group didn't. Data were collected through the learners' observations of learners' strategy use, achievement in group work debates, self-report questionnaires and stimulated recall interviews. Results showed that treatment class had better results on discussion tasks, and task effectiveness in terms of the learner's general efficiency and determinacy in accomplishing the tasks. In addition to that study, Lam (2010) also examined the effects of teaching and use of these strategies on high and low proficient learners and investigated whether strategy teaching improved their performance in discussion tasks. Participants were 40 secondary school students and their ages ranged between 13 and 14. Students were separated equally into two groups, one group received oral communication strategy teaching treatment and the other group did not. Data was collected through stimulated recall interviews and task performance. It was implied that as regards both strategy use and task performance,

strategy instruction affected low-proficient students more than high-proficient students.

Furthermore, how competent the learners are capable of communicating by using communication strategies in target language was examined by Dobao and Martinez (2007). The study took place at University of Chicago. Participants were 32 university students. In order to collect data, students were given tasks and their responses were both video and audio recorded. According to the results of the study, it was implied that in order to understand the use of communication strategies, interactional contexts need to be taken into account and utterances of both interlocutors need to be analysed.

Moreover, Cervantes and Rodriguez (2012) conducted a study to find out beginner level students' perceptions and use of communication strategies in the EFL classroom as well as the factors influence these strategies used by them. Not only learners but also instructors participated in this study. They were selected from two different, mixed classes with high-school, university and adults. Two male teachers and 60 students joined in the study. The ages of the participants ranged from 18 to 60. In order to collect data, transcriptions of student-teacher dialogues and interviews with two teachers as well as observation notes were used. Outcomes of the study showed that language switch is the most frequently used strategy. It was also found that, a more involved instructor used more explanation questions, understanding check and asking for information and that helped students. The results of the study evidenced that an instructor who was distant to learners used understanding check and repetition techniques. Additionally, a warm classroom atmosphere as well as class size, seating arrangement and activity types were found to be factors that affected oral communication strategy use.

Teaching communication strategies affects learners' oral production. In order to find it, Saeidi and Farshchi (2015) studied the effects of teaching communication strategies on students' oral production. 60 female junior high school students who took content-based instruction, aged between 14-15 in Iran participated in the study.

Key English Test (KET) was used to find proficiency levels of the students, one group were given treatment for eight weeks and the other group did not. Picture description and story making task were used to collect data, student's responses were audio recorded. The results indicated that the treatment group which were given communication strategy instructions for 8 weeks outperformed the control group. It was also found that teaching communication strategies enhanced the students' oral production with regard to the quantity of speech and students got benefit from communication strategies.

The association between proficiency level of learners and communication strategy use was researched by Ounis (2016). Overall communication strategies used by the foreign language learners, and diversity of communication strategies used by high and low proficient learners of English were researched. Random sampling was used. Participants were 100 Tunisian second year undergraduate university students. The data was collected through Oral Communication Strategy Inventory (OCSI) and the MELA-O Scoring Matrix which focuses on fluency, vocabulary, pronunciation and grammar. Results of the study implied that in terms of speaking some strategies were the most used strategies, these were respectively; "achievement strategies" such as negotiation of meaning, non-verbal strategies and message reduction and change strategies. However, the study also revealed that "message abandonment strategies" are the least commonly used strategies. It was implied that high proficient students used meaning-negotiation strategies, social affective, fluency-oriented strategies and low proficient learners preferred to use message abandonment strategies. Ugla et al., (2013) also researched types of communication strategy use of Iraqi EFL students of Baghdad University. Participants were 50 university students, data was collected through a questionnaire with a five-point Likert type scale questionnaire. The results implied that different types of communication strategies were used by Iraqi university students. Low proficiency Iraqi EFL learners mostly used language shifting and self-repair strategy in order to make up for their low proficiency in English, it is also found that in order to compensate lack of their grammatical competence and overcome difficulties during communication, students also use

foreignizing, miming, approximation, message replacement and word coinage strategies.

It is also essential to learn about learners' perceptions of English learners and usage of it. Zhu et al., (2017) developed "Oral Interaction Strategy Scale" for Chinese English learners which measures students' perceptions of how frequently they use interaction strategies. Participants were 642 fifth-grade students from seven elementary schools in Hong Kong. There were 317 males and 322 females in the study, 3 of the questionnaires did not have any gender information. The Oral Interaction Strategy Scale (OISS) was designed to contain 28 items with seven subscales, by using a five-point Likert scale representing never, seldom, sometimes, usually and always, respectively. As a result, seven categories of interaction strategies were identified as expressing actively; asking for opinions; expressing attitude; correcting errors; giving clarification; requesting clarification; and using non-verbal language.

2. 4. Anxiety and Oral Communication Strategy

Anxiety and usage of communication strategies have a relationship with each other. In learning a foreign language it is unavoidable to feel anxiety especially in communicative situations. In order to overcome that anxiety, learners may use communication strategies. As evidenced by Tiono and Sylvia (2004), anxious students usually get benefit from communication strategies in order to continue conversation and perform well in communicative contexts. The level of anxiety and usage of communication strategies are important. There are many studies conducted about these issues.

Lustig and King (1980) examined the impact on communication anxiety and communication strategy choices. Participants were 453 undergraduate university students from various departments. Students were administered to a Likert type questionnaire with eight choices and they were given two different situations that resulted in communication apprehension and they needed to provide an explanation

by using communication strategies. Results of the study indicated that regardless of level of communication apprehension, conversationalist conformed to their strategy choice to situational necessities but it did not make any impact on communication apprehension. In addition to that study, the use of communication strategies on students with high and low level of communication apprehension were examined by Tiono and Sylvia (2004). The participants were 30 Indonesian university students, 15 of them had higher level of speaking anxiety and 15 of them had lower level of speaking anxiety. These participants were selected after filling a form of 24 item Personal Report of Communication Apprehension. In order to collect the data, students were also given a pictorial task with a situation and asked to talk about them. Students' responses were audio recorded, after which a Retrospective Questionnaire were given in order to find the feelings of students as well as whether students use additional strategies or not. The results indicated that students with higher level of speaking anxiety used more communication strategies than students with low communication anxiety.

The association between the OCS use with language anxiety and motivation was also examined by Al Saqqaf (2015). 171 Yemeni postgraduate students in Malaysia took part in his study. The data was collected through a questionnaire. Results of the study showed that some communication strategies such as asking for repetition, self-repair, asking for explanation, circumlocution, meaning replacement, asking for validation, and self-rephrasing are the strategies that Yemeni postgraduate university students most commonly used. In terms of the association between oral communication strategy use and motivation, the findings showed positive but a weak relationship which means when students had motivation, they used more OCS. However, it was also implied that there was a positive and strong association between Oral communication strategy use and language anxiety, which implied that when students had language anxiety, they used a lot more OCS to cope with oral communication difficulties.

2. 5 Empirical Studies in Turkish Context

There are also studies which are conducted in Turkey. The results show that anxiety has a prominent role in speaking English in the class (Çubukçu, 2008; Öztürk and Gürbüz, 2013; Tercan and Dikilitaş, 2015; Tuncer and Doğan, 2015).

Students who are at beginner level feel anxious in receptive skills such as listening and reading, when their proficiency level increases they feel more anxious in speaking and writing. Generally, students feel anxious in usage of grammar rule and displaying speaking skills. In terms of gender, female students feel more anxiety than male students. (Öztürk and Gürbüz, 2013; Tercan and Dikilitaş, 2015).

Çubukçu's study (2008) which is conducted in order to find out whether the anxiety level of foreign language learners is associated with their self-efficacy levels, implied there was not an association between anxiety and self-efficacy levels of the students. According to study, participants were 100 Turkish junior level university students from ELT department in Turkey. The data was collected through FLCAS and The Foreign Language Self Efficacy Scale. The findings of the study implied that in language classes pre-service English teachers experience more agitation and apprehension than in any other classes, however when they talk in the class most of the students get embarrassed they feel like they were not as proficient as their classmates. Surprisingly, the results showed that talking with a native speaker does not cause anxiety among students. It is also implied that gender does not play an essential role about apprehension level and self-perception of 1st grade ELT teaching programme students. In terms of self-efficacy and gender of the participants, there was no correlation found between self-efficacy of the students and their genders.

Gender may play an important part in terms using oral communication strategies. Öztürk and Gürbüz (2013) researched the influence of gender on communication apprehension and learner motivation by means of a study of 225 female and 158 male learners. Two questionnaires were given to the participants, and a random selection of nineteen students were also interviewed. Analysis of the quantitative data demonstrated that female learners have a greater level of motivation

than male students, despite which, female learners became more apprehensive than male learners during communication in English.

Proficiency level of the learners' also affect their anxiety levels. Ay (2010) undertook a study of the range of foreign language apprehension among adolescents. The study group comprised 160 Turkish students, data being collected using FLCAS. The principle finding was that the nature of anxiety experienced by young adolescent students differed according to their linguistic proficiency. For novices, foreign language anxiety relates mainly to listening skills, while for advanced students, it occurs with respect to productive skills. It can be inferred from the study that advanced level students are more anxious than novice ones in terms of speaking skill. The association between academic aptitude and speaking anxiety was also investigated by Tuncer and Doğan (2015). The participants were 271 college students who took obligatory preparatory class education. FLCAS was used to collect data. The results implied that the performance in the class in the starting of preparatory class was not an accurate indicator of subsequent scholarly success. It was, however, found that the learners' apprehension at the end of the language education explained collegiate deficiency within the language class. There was a strong correlation with the students' escalating anxiety during their education. It needs to be understood that to ease learners' language learning progress, the impact of anxiety should be lessened. This anxiety also hindered learners from speaking English in the classroom.

The sources of speaking anxiety among foreign language learners were explored by Tercan and Dikilitaş (2015). The participants in their study were 159 students (79 female and 80 male) from diverse departments within a Preparatory School. Students were stratified according to their linguistic attainment. The data was obtained through a five-point scale questionnaire, namely the Foreign Language Speaking Anxiety Scale (FLSAS). The findings implied that female students had higher anxiety levels than male students, especially when being asked questions in class and when speaking in public. Both genders felt high levels of speaking apprehension, principally with regard to speaking before the class and teacher.

Yaman and Kavasoğlu (2013) conducted a study to adapt Oral Communication Strategy Inventory (Nakatani, 2006) into Turkish. Within the scope of adaptation study, the inventory was translated into Turkish and evaluated with the method of back translation, construct validity and internal consistency were examined. There were 808 students at ELT departments of three different universities and Anatolian High schools. As a result, Turkish adapted inventory is made of seven factors, while original one includes eight factors. Non verbal strategies which existed in Nakatani's original inventory was not included in the adaptation form since cultural specific reasons. In addition to that study, Yaman, Irgin and Kavasoğlu (2013) researched the usage of both speaking and listening strategies in other words communication strategies. Participants were 291 Turkish EFL university students. The data was collected through a 5 point-Likert type scale. The findings of the study implied that EFL students employed *negotiation for meaning*, *compensatory*, and *getting the gist strategies* during conversation. Moreover, the study also evidenced that female students use communication strategies more than male students.

2.6. Studies about Prospective English Teachers

There are several studies conducted about prospective English teachers' anxiety. It is one of the most important aspects that affects foreign language skills and it mostly has an impact on speaking skill. Owing to that, it is important to find out the level of in-class speaking anxiety of prospective English teachers. Grade and gender may play an important role in terms of foreign language anxiety. In order to find prospective English teachers' language learning anxiety and its relationship with gender, age and grade Hismanoğlu (2013) conducted a study. FLCAS was used to collect data and it was applied to 132 prospective English teachers. According to the results, majority of prospective English teachers have low level of language learning anxiety. In terms of grade, senior grade students were found to be the least anxious and female and younger participants were found to have higher level of anxiety.

In addition to that study, Çakıcı (2015) conducted a study to find out whether there was a relationship between foreign language anxiety, gender, age and grade. Participants were 198 prospective English teachers. The result were different from results of Hismanoğlu's (2013) study since it was found that they experienced moderate level of anxiety. Female participants felt more anxious and that was especially stemmed from fear of negative evaluation. On the contrary male participants were found to be able to cope with stress better than females and felt more confident while communicating in English. It was also found that younger students felt more anxious and senior grade students had the lowest level of anxiety. Abrar et al. (2016) also searched speaking anxiety of pre-service English teachers and its association between gender and proficiency levels with 72 freshmen students. FLCAS and 13 open ended questions were used to collect data. According to the results, it was found that most of the pre-service teachers feel high levels of anxiety. Students with high language proficiency felt less anxious while speaking. Surprisingly, the results showed that male prospective English teachers felt more anxious than females while speaking in English. This result is different from results of many studies conducted about gender and anxiety including Tercan and Dikilitaş (2015) and Öztürk and Gürbüz (2013). Moreover, it was emphasized that selecting suitable methods of teaching and creating a warm classroom atmosphere that promotes learning are highly desired factors by EFL learner.

Moreover, Öztürk (2016) investigated foreign language teaching anxiety of prospective English teachers. As he implied, prospective English teachers' are high proficient learners and their learning process never ends. Yet, they may feel some uneasiness in language learning process. Sometimes they feel anxiety while teaching English (2016). The findings of the study evidenced that they felt moderate level of teaching anxiety and this stemmed from students' disruptive behaviors, lack of knowledge of target culture and language. As evidenced by Öztürk (2016), even if prospective English teachers feel proficient in general, still they feel anxious in some skills. Teachers especially feel anxious when they don't know how to pronounce a word or meaning of a word (Öztürk, 2016). This may provide an evidence of prospective English teachers' in-class speaking anxiety since having the fear of

mispronouncing words might be a reason for it. Similarly, Şener (2018) examined prospective English teachers' perceptions' on English speaking anxiety. Participants were 72 prospective English teachers and 3 instructors. In order to collect data, FLCAS and questionnaires were used. Results implied that prospective English teachers had moderate level of anxiety. Anxiety causing factors were found to be fear of making mistakes and negative evaluation and competitive classroom contexts.

In addition to these studies, Tüm and Kunt (2013) researched the level of anxiety experienced by non-native pre-service teachers while speaking English. 131 pre-service teachers participated in the study, which was performed through a questionnaire and interviews. It can be inferred from the results that prospective teachers arriving the end of their program, encounter self-consciousness and apprehension, which unfavourably influenced their performance and sentimental wellbeing. In accordance with participants' answers in the questionnaire and their answers during interview, anxiety had detrimental impact on two areas; one of these is grammatical exactitude, the other one is being execution of speaking skills.

In addition to his previous study, Tüm (2015) conducted another study and aimed to find out whether non-native pre-service English teachers are susceptible to anxiety like English learners. Participants were 12 non-native English speaking Turkish pre-service English teachers who were senior university students. The data was obtained through Foreign Language Class Anxiety Scale (FLCAS) and interview questions. Results indicated that high anxious pre service English teachers feel speaking anxiety because of the fear of negative evaluation also high anxious pre-service teachers become low self-confident when they made mistakes and making errors made them more anxious. It was also found that some low anxious English teachers did not feel embarrassed by making errors and not appear to concern. In other words, majority of the pre-service English teachers experienced significant levels of anxiety.

As supported by Çokay (2014) even if English language teachers are high proficient learners, they may still feel anxiety. Speaking anxiety of non-native

English teachers who work as instructors in Foreign Language Preparatory Schools were examined by her. Participants were 123 preparatory school teachers. In order to collect data Teacher Foreign Language Anxiety Scale (TFLAS) was given to each teacher. According to the results 10 of them who have higher level of anxiety were interviewed as well. The results showed that there were some reasons of speaking anxiety and these were found as teaching experience, lack of self-confidence, comparing themselves to others. Owing to the fact that, in-class speaking anxiety of prospective English teachers may hinder them from using L2 in foreign language classroom. They may prefer to use mother tongue in classes. L1 may be either seen as an hindrance to learning since it does not create a challenging environment, or it may be seen as a great facilitator in terms of teaching L2 (Yıldız and Yeşilyurt, 2017). Therefore it is important to learn the perceptions of prospective English teachers' L1 use in teaching English. Yıldız and Yeşilyurt (2017) conducted a study about it. The study was conducted with the participation of 374 prospective English teachers through a questionnaire. The results indicated that whereas the majority of the participants used L1 as a facilitating factor in foreign language learning, some of the participants were opposed to it since they considered it as a debilitating factor to language learning.

Being competent in a foreign language is essential to be an efficient language user. Especially for a language teacher having necessary communication skills is fundamental since they transmit their knowledge to their students (Arslan, 2013). Therefore it is important to learn about prospective English teachers' competence in spoken communication. In order to find it, Arslan (2013) conducted a study investigating usage of intonation, pronunciation, sentence stress of 64 prospective English teachers. A questionnaire consisting of four parts were applied to all participants. It also included self-evaluation parts. Results indicated that prospective English teachers had poor or average performance before having interactive courses such as discussion, drama, games and presentations. All of these courses helped them to improve their competence and after having these courses they reported high levels of self-competence. It is proved by Arslan (2013) self-competence is also extremely important for foreign language teachers.

Moreover, Young (1986) studied speaking anxiety and perceived oral performance of prospective English, German and Spanish teachers. In order to collect data, Self Appraisal of Speaking Proficiency test and the dictation test were used. It was inferred from the results that high anxiety level decreases oral proficiency of prospective foreign language teachers.



CHAPTER III

METHODOLOGY

3. 1. Introduction

This part presents methodology of the research by presenting research design, research questions, setting, participants and data collection instruments.

3. 2. Research Design

The research method was a descriptive, correlational quantitative research. “Quantitative methods are used to quantify data and generalise results from a sample of population and interest” (Macdonald, Headlam, 2009: 8). Descriptive research includes a compilation of techniques used to designate, depict or describe normally occurring circumstance without empirical influence (Seliger, Shohamy, 1990). The current study aimed to describe in-class speaking anxiety of prospective English teachers and their oral communication strategy use. Correlational research is done to discover associations among two or more variables and to analyse their indication for cause and impact (Fraenkel, Wallen, 2000). In this research relationship among in-class speaking anxiety, gender, grade, oral communication strategy use, and perceived oral proficiency were searched. The research questions of this study are:

1. What is the prospective English teachers' in- class speaking anxiety level?
2. Is there any relationship between their in-class speaking anxiety and grade?
3. Is there any relationship between their in-class speaking anxiety and gender?

4. What kind of oral communication strategies do prospective English teachers use?
5. Is there any relationship between in-class speaking anxiety and their oral communication strategy use?
6. Is there any relationship between perceived oral proficiency level of prospective English teachers and their in-class speaking anxiety?
7. Is there any relationship between perceived oral proficiency level of prospective English teachers and their oral communication strategy use?

3. 3. Setting

Prospective English teachers majoring in English Language Teaching (ELT) Department at Dokuz Eylül University took part in the study. The data was collected in the spring semester of 2017-2018 academic year. In order to be a student in ELT department, students need to have completed secondary education and have a required adequate score in the national university entrance exam.

During 4 years of education in ELT Department, students take different kinds of courses including speaking courses such as Oral Communication Skills I-II. In addition to these courses, prospective English teachers also take Listening and Pronunciation, Linguistics, Contextualized Grammar I-II, Advanced Reading and Writing Skills I-II, Lexical Competence, Principles of Atatürk and History of Turkish Revolution I-II, Approaches and Methods in ELT I-II, Special Teaching Methods I-II, Language Acquisition, Literature and Language Teaching, Teaching English to Young learners I-II, Classroom Management, Introduction to Educational Sciences, Turkish Language Written and Oral Expression I-II, History of Turkish Education, Material Design and Evaluation in Foreign Language Teaching, English Language Testing and Evaluation, English- Turkish / Turkish- English Translation, Second Foreign Language, Comparative Education, School Experience and Teaching Practice Courses. At the end of 4 years of education, students who hold GPA higher than 2.00, are able to get “Bachelor’s Degree Diploma of English Language Teaching”.

3. 4. Population and Sampling

Population consisted of 698 prospective English teachers in English Language Teaching department. There were 213 male (30%) and 485 females (70%) prospective English teachers in the department. The study was conducted with the participation of 98 prospective English teachers in ELT department. Classes were randomly selected. Random cluster sampling was used. Random cluster sampling is known as “the choice of groups, or clusters of subjects instead of individuals” (Fraenkel, Wallen, 2000: 109).

The participants who took part in this study were native speakers of Turkish who studied English as a compulsory course in schools before getting education in ELT Department. The ages of the participants ranged between 18 and 22. 98 prospective English teachers from 4 different grades took part in this study.

Table 1
Frequency Table of the Participants for Gender

Gender	Frequency	Percent (%)	Cumulative Percent (%)
Male	33	33. 7	33. 7
Female	65	66. 3	100. 0
Total	98	100. 0	

Note: Frequency is the number of the participants in terms of gender and % is the percentage of the participants in groups.

Table 1 indicates the distribution of the participants in terms of gender. Among 98 participants, 65 (66.3%) were females and 33 (33.7%) of them were males.

Table 2
Frequency Table of the Participants for the Grade in School

	Frequency	Percent (%)	Cumulative Percent (%)
Grade 1 (freshmen)	23	23.5	23.5
Grade 2 (sophomores)	25	25.5	49.0
Grade 3 (juniors)	27	27.6	76.5
Grade 4 (seniors)	23	23.5	100.0
Total	98	100.0	

Note: Frequency is the number of the participants in terms of grades and % is the percentage of the participants in grades.

Table 2 displays the frequency of the participants with respect to grade in school. In this current study, of 98 participants 23 (23.5%) were freshmen, 25 (25.5%) were sophomores, 27 (27.6%) were juniors and 23 (23.5%) were seniors.

3. 5. Data Collection Instruments

Quantitative data was collected for this study. Two instruments were used to collect the data. These instruments were; Foreign Language Class Anxiety Scale (FLCAS), (Appendix 3) and Oral Communication Strategy Inventory (OCSI), (Appendix 4).

3. 5. 1. Foreign Language Class Anxiety Scale (FLCAS)

The FLCAS questionnaire was developed by Horwitz, Horwitz, and Cope (1986) to help researchers to find out the extent and amount of foreign language anxiety felt in a foreign language classroom. This questionnaire measures the general level of language anxiety of students of a foreign language.

It has 33 items, designed with a five-point Likert scale, ranging from strongly disagree to strongly agree with scores ranging from 1 to 5 as; Strongly Disagree = 1 points, Disagree = 2 points, Neither Agree nor Disagree = 3 points, Agree = 4

points, Strongly Agree = 5 points. The scale scores were between 33 and 165. The scaled scores were distributed into three different levels of anxiety namely, low level (33-77), moderate level (78-121), and high level (122-165) (see Appendix 3).

Table 3
Foreign Language Class Anxiety Scale Reliability Statistics Value

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.942	.942	33

The FLCAS was found to be a reliable instrument to measure anxiety level of the participant prospective English teachers, because the scale's internal consistency was measured by Cronbach's alpha coefficient and it was found 0.93, and test-retest reliability of the questionnaire over 8 weeks was $r = 0.83$, ($p < 0.001$) (Horwitz et al., 1986: 129). The reliability of this scale for the current study is $r = 0.942$. The FLCAS is considered to be a reliable instrument in measuring the general anxiety level of the subjects. In this study the mean score for the FLCAS was 2.74 and the standard deviation was 0.41.

Three subscales were included in this scale, namely communication apprehension, test anxiety and fear of negative evaluation. First subscale is communication apprehension which is a type of uneasiness felt by when communicating with people and it contains items about speaking anxiety (items 9, 27, 24, 14, 18, 4, 15, 18). Second subscale is test anxiety which consists of items about performance anxiety in testing situations derive from fear of failure (items 3, 8, 33). Third subscale is fear of negative evaluation which refers to feeling anxious on the grounds of other classmates' evaluation and harsh comments (items 7, 5, 13, 31).

In addition, the scales included a demographic information section such as gender, grade and perceived oral proficiency of the participants. Participants were asked to complete questionnaire FLCAS to determine general foreign language

classroom anxiety. However, this 33-point scale has some negatively phrased items, in order to be analysed reliably, all of negatively phrased items (2, 5, 8, 11, 14, 18, 22, 28, 32) were reversely scored.

3. 5. 2. Oral Communication Strategy Inventory (OCSI)

Oral Communication Strategy Inventory (OCSI) was developed by Nakatani (2006) and it aims to find out oral communication strategies that learners use to cope with speaking and listening problems. It has two sections, one is ‘Strategies for Coping with Speaking Problems’ with 32 items, the other one is ‘Strategies for Coping with Listening Problems’ with 26 items. It is designed with a 5-point scale, ranging from never or almost never true of me; to always or almost always true of me ranging from 1 to 5. First part of the scale, which includes 32 oral communication strategies to cope with speaking problems was used. The scores were between 32 and 160. The scaled scores were divided into two levels of oral communication strategy use namely, low strategy use (32-98) and high strategy use (99-160), (see Appendix 4).

Cronbach’s alpha was used for the reliability of 32 items addressing strategies for coping with speaking problems. Alpha for these 32 items was found .86 and that shows internal consistency and reliability. The mean of 32 items was 3.22, and the standard deviation was 0.97 in the original study (Nakatani, 2006:154). The reliability of this scale for this study is 0.84. However, in the current study the mean was 3,64 and the standard deviation was 0,38.

Table 4
Strategies for Coping With Speaking Problems Reliability Analysis Table
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.844	32

Factor analysis of the questionnaire was done by SPSS version 23.0. According to results of Barlett's Sphericity significance value less than 0.05, items 10, 13, 21, 17, 31, 1, 16, 2, 23, 4, 24 were left out of the scope in order to be analysed reliably.

Eight subscales are included in the original study. First one is the use of social affective strategies (items 9, 8, 7, 14, 13, 24, 12). Second one is fluency-oriented strategies (items 27, 28, 29, 26). Third subscale is negotiation of meaning while speaking (items 15, 16, 19, 20). Fourth subscale is accuracy-oriented strategies (items 18, 21, 22, 23). Fifth subscale is message reduction and alteration strategies (items 30, 31). Sixth subscale is nonverbal strategies while speaking (items 3, 4, 11, 15). Seventh subscale is message abandonment strategies (items 1, 2, 6, 10). Eighth subscale is attempt to think in English strategies (item 17). However, in current study, according to factor analysis, some items (1, 2, 4, 10, 13, 16, 17, 21, 23, 24, 31) were excluded.

Demographic information of the participants was asked such as gender, grade and perceived oral proficiency. Prospective English teachers' genders were asked so as to identify the relationship between gender and foreign language speaking anxiety as well as oral communication strategy use of prospective English teachers. Prospective English teachers' grades were asked so as to identify the relationship between grade and foreign language speaking anxiety as well as oral communication strategy use of prospective English teachers. Perceived oral proficiency of the participants was asked to assess their own oral, in-class speaking performances from 1 to 5 such as 1. Not satisfactory, 2. Satisfactory, 3. Moderate, 4. Competent, 5. Very Competent.

3. 6. Data Collection Procedures

The necessary official permission paper was received from Ethical Committee of Dokuz Eylül University (Appendix 1) in the spring semester of 2017-2018 academic years. In order to obtain the data, the instruments were applied to the

participants in the semester. All of the participants had been given information about the aim and procedure of the research and all of them had signed 'Consent Form' which showed they all participated in the study voluntarily. Then, participants were given FLCAS and OCSI questionnaires. Participants were able to finish answering questions in 15 minutes.

3. 7. Data Analysis

In this study the data was analyzed by Statistic Package for Social Sciences (SPSS) version 23. 0 to obtain descriptive statistics such as frequencies, percentages, standart deviation, mean and correlations.

1. The first research question in the study attempted to describe prospective English teachers' in-class speaking anxiety.

In order to find out the level of foreign language speaking anxiety of the participants, the mean scores for all participants' total anxiety scores were calculated.

2. The second research question in the study attempted to analyze the relationship between in-class speaking anxiety and grade.

In order to answer the question, Spearman rank order correlation coefficient was used to test the relationship between the in-class speaking anxiety and grade.

3. The third research question aimed to explain the relationship between in-class speaking anxiety and gender.

In order to answer the question, t-test was used.

4. The fourth research question attempted to describe what kind of oral communication strategies that prospective English teachers use.

In order to answer the question, percentiles of student's oral communication strategy use were calculated.

5. The fifth research question aimed to find whether there is a relationship between in-class speaking anxiety and oral communication strategy use of the participants.

In order to answer the question, Pearson product moment correlation was used to test the relationship between in-class speaking anxiety and grade.

6. The sixth research question aimed to find out whether there is a relationship between perceived oral proficiency level of students and their in-class speaking anxiety of the participants.

In order to find the association between all students' perceived oral proficiency score and anxiety score Pearson product moment Correlation was used.

7. The seventh research question attempted to find out whether there is a relationship between perceived oral proficiency level of students and oral communication strategy use.

In order to find the association between perceived oral proficiency level of students and oral communication strategy use, Pearson Product Correlation was used.



CHAPTER IV

RESULTS

4. 1. Introduction

This chapter presents the results of the study by statistical analysis of the data collected through Foreign Language Class Anxiety Scale (FLCAS) and Oral Communication Strategy Inventory (OCSI). The chapter first introduces the research questions and then provides answers to these questions, with charts displaying the data collected from questionnaires.

4. 2. Research question 1: What is the prospective English teachers' in-class speaking anxiety level?

To measure the level of speaking anxiety, Foreign Language Class Anxiety Scale (FLCAS) having 33 items was used. Owing to the fact that, the questionnaire is a 5-graded Likert scale, the total score ranged from 33 to 165. Total scores for each student's foreign language anxiety were calculated. Participants having scores from 33 to 77 were considered to have low anxiety, having scores from 78 to 121 was considered to have moderate and having scores from 122 to 165 was considered to have high anxiety.

To find out foreign language speaking anxiety level of the participants, the mean scores for all participants' total anxiety scores were calculated.

The anxiety levels of the students are presented in the Table 5 according to the FLCAS.

Table 5
Anxiety Level (FLCA) of Prospective English teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Low Anxiety	13	13.3	13.3	13.3
Moderate Anxiety	84	85.7	85.7	99.0
High Anxiety	1	1.0	1.0	100.0
Total	98	100.0	100.0	

The results given in Table 5 show that majority of the prospective English teachers (85.7%) at DEU-Buca Faculty of Education in ELT Department experience a moderate level of foreign language class anxiety ($M=2,7490$, $SD=0,41456$). However, few of them (13.3%) experience low level of anxiety and only 1% of them feel high level of anxiety.

Table 6
Communication Apprehension Level (FLCA) of Prospective English teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Low level	33	33,7	33,7	33,7
Moderate level	57	58,2	58,2	91,8
High Level	8	8,2	8,2	100,0
Total	98	100,0	100,0	

Similarly, according to Factor Analysis, Communication Apprehension level of participants are presented in Table 6 according to FLCAS. Among 98 prospective English teachers, majority of them (58,2%) feel moderate level, some of them feel low level (33,7%) and few of them feel high level of in-class speaking anxiety (8,2%).

4. 3. Research question 2: Is there any relationship between prospective English teachers' in-class speaking anxiety and their grades?

This question aims to discover the association between in-class speaking anxiety and grade. In order to answer the question, Spearman rank order correlation coefficient was used to test the relationship between the in-class speaking anxiety and grade.

Table 7
Correlations between FLCAS and Grade

		FLCAS_		Grade
		mean		
Spearman's rho	FLCAS_mean	Correlation	1. 000	-. 088
		Coefficient		
		Sig. (2-tailed)		. 390
		N	98	98
	Grade	Correlation	-. 088	1. 000
		Coefficient		
		Sig. (2-tailed)	. 390	
		N	98	98

Participants' FLCAS average scores and grades are analysed with Spearman's rho $p=0.05$ correlation coefficients. Correlation between in-class speaking anxiety and grade was found $-.08$. This result implied that there was not a statistically significant relationship between in-class speaking anxiety and grades of prospective English teachers. The results showed that in terms of FLCAS mean scores and

grades, Spearman's rho correlation coefficient was found $p=0.390>0.05$ which evidenced that there was no statistically significant relationship. In terms of total FLCAS scores and grades, Spearman's rho correlation was found $p=0.347>0.05$.

4. 4. Research question 3: Is there any relationship between prospective English teachers' in-class speaking anxiety and their gender?

The third research question investigates whether in-class speaking anxiety changes depending on gender.

Table 8
t-Test Results of FLCA and gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
FLCAS_mean	MALE	33	2.6581	.47057	.08191
	FEMALE	65	2.7952	.37861	.04696

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
FLCAS_mean	Equal variances assumed	3.244	.075	-1.558	96	.123	-.13705	.08797	-.31166	.03756
	Equal variances not assumed			-1.451	53.596	.152	-.13705	.09442	-.32638	.05229

In order to find whether in-class speaking anxiety changes depending on gender, t-test was used on the level of $p=0.05$. The results of t-test indicated that

$p = 0.123 > 0.05$. Mean for male is 2.66 and mean for female is 2.80. This result revealed that there were not a statistically significant difference. Neither female nor male participants showed higher level of anxiety than each other.

4. 5. Research question 4: What kind of oral communication strategies do the prospective English teachers use?

To measure the use of Oral Communication Strategy, “Strategies for Coping with Speaking Problems” part of Oral Communication Strategy Inventory (OCSI) which has 32 items was used.

Table 9
Prospective English teachers’ Use of Oral Communication Strategies

Factors	Students’ Use Percentage %
Negotiation of meaning strategy (factor 3)	23,91
Social affective strategies (factor 1)	19,75
Nonverbal strategies (factor 6)	19,67
Accuracy oriented strategies (factor 4)	18,02
Fluency oriented strategies (factor 2)	11,09
Message abandonment strategies while speaking (factor 7)	4,72
Message reduction and alteration strategies (factor 5)	4,29

There are many strategies that students use. Negotiation of meaning while speaking strategy (24%) is the strategy that prospective English teachers use the most. This strategy is followed by social affective strategies (20%), nonverbal strategies (20%), accuracy oriented strategies (18%). However, the least used strategies are message abandonment strategies while speaking (5%) as well as message reduction and alteration strategies (4%).

4. 6. Research question 5: Is there any relationship between prospective English teachers' in-class speaking anxiety and their use of oral communication strategies?

The fifth research question seeks whether there was a relationship between in-class speaking anxiety and oral communication strategy use. So as to answer this question, Pearson product moment correlation was used.

Table 10
Correlations between FLCAS and OCS

		FLCAS_mean	OCSI_mean
FLCAS_mean	Pearson		
	Correlation	1	-. 396**
	Sig. (2-tailed)		. 000
	N	98	96
OCSI_mean	Pearson		
	Correlation	-. 396**	1
	Sig. (2-tailed)	. 000	
	N	96	96

** . Correlation is significant at the 0. 01 level (2-tailed).

Participants average FLCAS mean scores and OCS mean scores were analysed with Pearson correlation test on the level of $p=0.05$. According to the results of $p=0.00<0.05$ and the value of $r=-0.396$ Pearson correlation level, a significant moderate level negative relationship was found between in-class speaking anxiety and oral communication strategy use.

4. 7. Research question 6: Is there any relationship between perceived oral proficiency level of prospective English teachers and their in-class speaking anxiety?

The sixth research question aims to find out whether there was a relationship between perceived oral proficiency level of prospective English teachers' and their in-class speaking anxiety. The association between all participants' perceived oral proficiency score and anxiety score was found by using Pearson product moment Correlation.

Table 11
Correlations between FLCA and Perceived Oral Proficiency

		Perceived Oral FLCAS_mean Proficiency	
Perceived Oral Proficiency	Pearson Correlation	1	-. 470**
	Sig. (2-tailed)		. 000
	N	98	98
FLCAS_mean	Pearson Correlation	-. 470**	1
	Sig. (2-tailed)	. 000	
	N	98	98

** . Correlation is significant at the 0. 01 level (2-tailed).

* . Correlation is significant at the 0. 05 level (2-tailed).

In terms of participants' mean FLCA score and perceived oral proficiency scores The Pearson Correlation test was found $r = -0.470$ which evidenced a moderate level of negative correlation between two variables. The result of the study indicated that there is a negative association between in class speaking anxiety and perceived oral proficiency level of the prospective English teachers. The higher level of anxiety students have, the lower level of perceived oral proficiency they have.

4. 8. Research question 7: Is there any relationship between perceived oral proficiency level of prospective English teachers and their use of oral communication strategies?

The last research question in the study investigates whether there is a relationship between perceived oral proficiency and oral communication strategy use. In order to find association between these, Pearson Product Correlation was used.

Table 12
Correlations between Perceived Oral Proficiency and Oral OCS use

		Perceived Oral Proficiency	OCSI_mean
Perceived Oral Proficiency	Pearson	1	.390**
	Correlation		
	Sig. (2-tailed)		
	N	98	96
OCSI_mean	Pearson	.390**	1
	Correlation		
	Sig. (2-tailed)		
	N	96	96

** . Correlation is significant at the 0. 01 level (2-tailed).

* . Correlation is significant at the 0. 05 level (2-tailed).

Participants' OCSI mean scores and perceived oral proficiency variable were analysed by Pearson Correlation Test in terms of significance value at $p=0.05$. The results indicated that since $p=0.00 < 0.05$ and Pearson correlation test was $r=0.390$, there is a moderate level positive relationship between oral communication strategy use and perceived oral proficiency of the participants. According to the results, it is implied that prospective English teachers who have higher level of perceived oral proficiency, use more oral communication strategies.

CHAPTER V

CONCLUSION, DISCUSSION & IMPLICATIONS

5. 1. Introduction

The aim of this chapter is to summarize the study and discuss findings in the light of the literature, as well as providing some suggestions to pre-service and in-service English teachers about their in-class speaking anxiety and their oral communication strategy use.

5. 2. Summary of the study

The current study was set up to describe the current level of prospective English teachers' in-class speaking anxiety and their use of oral communication strategies as well as to discover the relations among language anxiety, oral communication strategies, gender, grade and perceived language proficiency.

The study was applied to 98 prospective English teachers majoring in ELT Department at Dokuz Eylül University in the spring semester of 2017-2018 academic year. The participants were selected through random cluster sampling from 4 different grades. The gender distribution of the target population was learned from student administration office. Population consists of 698 students in English Language Teaching department, 213 males (30%) and 485 females (70%). Sampling consists of 65 female (66.3%) and 33 males (33.7%) participants.

Quantitative research design was implemented in this study. Required permissions were taken from the Ethics Committee of Dokuz Eylül University Institute of Educational Sciences in the spring semester of 2017-2018 academic year. Then the questionnaires were applied to prospective English teachers in the same semester. In order to collect the required data, two questionnaires were applied to participants. Foreign Language Class Anxiety Scale (FLCAS) consisting of 33 items with a 5-point Likert scale and first part of Oral Communication Strategy Inventory (OCSI) "Strategies for Coping with Speaking Problems" consisting of 32 items with a 5 point Likert scale. In addition to these scales, demographic information was asked to the participants such as gender, grade and perceived oral proficiency. It took almost 15 minutes to complete questionnaires.

Quantitative data obtained from FLCAS and OCSI questionnaire was analyzed by using Statistical Package of Social Sciences (SPSS) Version 23.0. Before using these scales, the reliability of each instrument was assessed with Cronbach alpha coefficient. As a result, both of the instruments were found reliable. Reliability scores are .94 for FLCAS and .84 for OCSI.

Prospective English teachers' in-class speaking anxiety level was researched in current study and it was found that among 98 prospective English teachers, majority of them (58,2%) feel moderate level of in-class speaking anxiety, some of them feel low level of in-class speaking anxiety (33,7%) and few of them feel high level of in-class speaking anxiety (8,2%). The current study examined the relationship among in-class speaking anxiety, grade and gender of the participants. The results indicated that participants had a moderate level of anxiety and their anxiety level does not change depending on grade and gender.

Most of the participants reported high levels of oral communication strategy use to cope with speaking problems. In terms of in- class speaking anxiety and OCS use, a low negative relationship was found. Moreover, the relationship between perceived oral proficiency and in-class speaking anxiety, a moderate correlation was found. Similarly, the relationship between perceived oral proficiency of prospective

English teachers and their use of oral communication strategy use was also examined. The results revealed a moderate correlation between perceived oral proficiency and oral communication strategy use of the participants.

5. 3. Discussion

In this section, the findings of current study are discussed and interpreted in the light of previous studies in the literature. Results of the current study have indicated that majority of prospective English teachers feel moderate level in-class speaking anxiety. In terms of prospective English teachers anxiety level Şener's (2018) and Çakıcı's (2015) study have similar findings with the current study also implying that prospective English teachers have moderate level of anxiety and anxiety causing factors were found to be fear of making mistakes and negative evaluation as well as competitive classroom contexts. Tüm's (2015) and Abrar et al.'s (2016) studies have different findings since they emphasized majority of pre-service English teachers feel significant levels of speaking anxiety.

In terms of the relationship between anxiety and grade, the results of the current study shows there is not a relationship between grade and foreign language anxiety of the participants. The current study have revealed that there was not a statistically significant association found between in-class speaking anxiety and grades of prospective English teachers. Mohamad et al. (2018)'s study also has similar findings evidencing that there is not a statistically significant relationship between grade and in-class speaking anxiety. However, results of Çakıcı's (2015) study conflicts with our study since that study have revealed senior grade prospective English teachers feel less anxious. Moreover, Hismanoğlu's (2013) study have similar findings evidencing that senior grade students have been found to be least anxious.

In respect of association between in-class speaking anxiety and gender, the results of the current study indicated that there is not a significant difference in the results of male and female students. However, majority of the studies conducted

earlier (Öztürk and Gürbüz, 2013, Hismanoğlu, 2013; Luo, 2014; Tercan and Dikilitaş, 2015, Çağatay, 2015; Al Saqqaf, 2015; Çakıcı, 2015; Mohamad et al., 2018) supports that female students feel more anxious than male students. On the other hand, Yan and Horwitz's (2008) Abrar et al.'s (2016) and Çubukçu's (2008) studies' findings are similar to the current study. Abrar et al. (2016) has found that male students are more anxious in speaking English than female students. Also Çubukçu's (2008) study

has indicated that self-efficacy and anxiety level of the students do not change depending on gender. Namely, current study's results are similar with Yan and Horwitz's (2008), Çubukçu's (2008) and Abrar et al.'s (2016) study.

The results of the current study regarding prospective English teachers' oral communication strategy use has shown that most of the pre-service English teachers (87.8%) use oral communication strategies at high level. Only 9.2% of them use at low level. Most of the students preferred to use negotiation of meaning strategy while speaking. Students preferred to use respectively, social affective strategies, nonverbal strategies, accuracy oriented strategies, fluency oriented strategies, message abandonment strategies, while speaking. However, prospective English teachers preferred to use message reduction and alteration strategies, and attempt to think in English strategies the least.

Similar studies are conducted about oral communication strategy use. According to Ounis's (2016) study, while negotiation of meaning and message reduction strategies are highly used, message abandonment strategies are the least used strategies. Moreover, in terms of proficiency of the learners, high proficient learners use meaning-negotiation strategies, social affective, fluency-oriented strategies but low proficient learners use message abandonment strategies. Furthermore, in Huang's study (2010) Japanese sophomore level university students use message reduction and alteration strategies the most, and they use message abandonment strategies the least. However, the results are different from each other. While Turkish prospective English teachers prefer to use negotiation of meaning

strategies, Japanese students prefer to use message reduction and alteration the most which are the strategies Turkish students prefer the least.

In addition to that, in the current study a moderate level negative relationship has been found between in-class speaking anxiety and oral communication strategy use. Participants with low level of in-class speaking anxiety use high level of oral communication strategies. In terms of relationship between perceived oral proficiency level and in-class speaking anxiety of the students, this study provides findings that high anxious students have low level of perceived language proficiency. Similarly, Kitano (2001) has found similar findings, when Japanese students feel less competent and have higher level of anxiety, their self-perceived oral proficiency decreases and their anxiety level increases. In addition to that, according to Huang's (2010) study, when learners are more involved in communication, they use strategies more effectively. Using oral communication strategies helps them to have better self-perceived oral competence and as a result they are eager to communicate.

Moreover, in terms of relationship between perceived oral proficiency level of prospective English teachers and oral communication strategy use, the findings of this study have similar results with Huang's (2010) study. In this study, students who have higher level of perceived oral proficiency use more oral communication strategies. Also, according to Huang's (2010) study, learners who use more oral communication strategies had higher level of self-perceived oral proficiency. This study also supports these findings by evidencing a positive relationship between perceived oral proficiency and oral communication strategy use. Namely, prospective English teachers who have higher level of perceived oral proficiency use more oral communication strategies.

5. 4. Conclusions of the Study

It is essential to be able to speak in a foreign language and to be competent with it. Individual differences play a fundamental part in language learning and anxiety is one of these differences. Classroom situations are anxiety provoking

contexts. Learners generally get anxious in foreign language classes. Foreign language courses are generally felt as the most anxiety provoking courses (Horwitz et al., 1986). In addition to that, speaking skill is seen the most apprehension causing of all skills (Horwitz et al., 1986; MacIntyre, 1995; Saidi, 2015). Using strategies in language learning helps learners to overcome difficulties. Hence, using oral communication strategies enhance speaking skills and alleviate in-class speaking anxiety. The purpose of this study was to describe in-class speaking anxiety and prospective English teachers' oral communication strategy use. Furthermore, it discovered the relations among language anxiety, oral communication strategies, gender, grade and perceived language proficiency.

Following remarks are concluded from the study. Anxiety is generally considered to be a problem in language learning. Speaking skill is generally seen the most anxiety provoking courses (Horwitz et al., 1986; Saidi, 2015). Majority of prospective English teachers feel moderate level of anxiety. This level of anxiety does not acutely affect their speaking in language classes.

Gender and does not play a role on in-class speaking anxiety. Female and male prospective English teachers feel similar levels of in-class speaking anxiety. Similarly, anxiety level does not depend on grades of prospective English teachers. All levels feel similar level of anxiety.

Moreover, using communication strategies help them to overcome difficulties. Most of the pre-service English teachers use oral communication strategies during communication. They use negotiation of meaning, social affective, non-verbal, accuracy oriented, fluency oriented, message abandonment, message reduction and alteration strategies respectively. The most preferred strategy among prospective English teachers is negotiation of meaning strategy.

It is concluded that perceived oral proficiency level is affected by anxiety. Prospective English teachers who have higher level of anxiety have lower level of perceived oral proficiency. Similarly, oral proficiency level is affected by the usage

of oral communication strategies. It is inferred from the study that prospective English teachers who have higher level of perceived oral proficiency, use more oral communication strategies. Using strategies helps them to have higher perceived oral proficiency and lower level of anxiety.

This study is important because it is the only study which investigated both the current level of in-class speaking anxiety and oral communication strategy use of prospective English teachers. It evidenced the importance of oral communication strategy use and its facilitating effect on anxiety.

5. 5. Pedagogical Implications of the Study

The study investigated the current level of prospective English teachers' in-class speaking anxiety and their use of oral communication strategies and discovered the relations among language anxiety, oral communication strategies, gender, grade and perceived language proficiency. In the light of the findings, several pedagogical implications can be suggested. In addition, the conclusions of the study can guide prospective English teachers to be aware of their anxiety and overcome it as well as inform them about oral communication strategy use. All of these findings are beneficial both for pre-service and in-service English teachers to improve their teaching.

Anxiety may have profound effect in foreign language classroom. It may obstruct students and pre-service teachers to speak English in classrooms. Not only, prospective English teachers both also in-service English teachers may feel anxiety as a hindrance and have difficulty in applying communicative activities in foreign language classrooms.

Following remarks can be implied from the study. There are some pedagogical implications of this study. First of all, the current study helps English teachers to be aware of anxiety and the obstacles that causes. In accordance with results of the study, most of the prospective English teachers feel a moderate level of

in-class speaking anxiety, besides anxiety does not have a relationship between grade and gender. Prospective English teachers should be given pre-service training to overcome their anxiety. Feeling moderate level of in-class speaking anxiety may be alleviated by finding as much opportunities as possible such as joining speaking clubs and giving oral presentations in the class. Furthermore, not only taking pre-service training but also taking in-service training may help English teachers to overcome anxiety and feel confident during speaking English in foreign language classrooms.

As implied from the study, using oral communication strategies helps prospective English teachers overcome in-class speaking anxiety. Prospective English teachers should use more oral communication strategies to overcome difficulties of speaking skill, this would help them to reduce their in-class speaking anxiety. They should be taught these strategies by getting special training. Each lesson should be allocated to teach different communication strategies and practising them. These strategies are best learnt and taught by exposing authentic conversation and communicative activities. Hence, prospective English teachers should be given as much as opportunity to communicate with each other. They should be encouraged to use oral communication strategies effectively. It is inferred from the study that students who have higher level of perceived oral proficiency use more oral communication strategies. Using more oral communication strategies may help them to alleviate their in-class speaking anxiety.

It is also implied from the study that prospective English teachers who have higher level of perceived oral proficiency have lower level of in-class speaking anxiety and higher use of oral communication strategies. Prospective English teachers should find some ways to improve their perceived oral proficiency, joining speaking clubs and finding as much as opportunities to speak in English may help them to improve it. In addition to that, ELT department may take up some courses on OCS use and this may help to raise prospective English teachers with higher level of perceived oral proficiency. English teachers with high level of perceived oral proficiency may allocate more time for communicative activities in language classes.

In long term, this will help teachers to develop their students' oral communication skills. Not only, prospective English teachers but also in-service English teachers should use oral communication strategies and encourage their students to use them by teaching these strategies.

Besides, in-service English teachers should encourage their students to enhance their perceived oral proficiency. Students should be introduced to these oral communication strategies and they should be trained how to use them. These strategies should be allocated time to practice in class during communication and their effectiveness may be tested. Besides, having high level of perceived oral proficiency will help them to lower their in-class speaking anxiety and it will help them to use more oral communication strategies.

5. 6. Suggestions for Further Research

This study is limited by only one skill which is speaking. In-class speaking anxiety is examined in this study. Hence, further research may discover the association of foreign language class anxiety, gender and grade with the other language skills such as reading, listening and writing.

This study's participants were 98 students majoring in ELT Department at a state university in İzmir. Future studies may be administered to larger number of students from different universities. Also, the difference among them may be investigated.

In this study, only "Strategies for Coping with Speaking Problems" part of OCSI was used. Another study may focus on other part of OCSI namely, "Strategies for Coping with Listening Problems". Moreover, the study may be replicated on a longitudinal basis, that is, with classroom observation and interviews by taking together with coping with listening strategies.

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APPENDICES

Appendix 1



T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ
ETİK KURULU KARARI



TOPLANTI TARİHİ : 26/10/2017
TOPLANTI SAYISI : 11

KARAR-7-:

Doç.Dr.Yeşim BEKTAŞ ÇETİNKAYA'nın, danışmanı olduğu Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı 2016950091 numaralı öğrencisi Oya AKSU'nun tezi kapsamında gerçekleştireceği uygulamalara yönelik 25/09/2017 tarihli dilekçesi ve ekleri görüşüldü.

Yapılan görüşmeler sonucunda,

Doç.Dr.Yeşim BEKTAŞ ÇETİNKAYA'nın danışmanlığında, Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı 2016950091 numaralı öğrencisi Oya AKSU'nun "Prospective English Teachers' In-Class-Speaking Anxiety and Their Use of Oral Communication Strategies" konulu tez çalışması kapsamında yapmak istediği uygulamaların etik açıdan uygunluğuna oy birliği ile karar verildi.

 Doç.Dr.Bahar BARAN (BAŞKAN)	
 Doç.Dr.Berna CANTÜRK GÜNHAN (ÜYE)	 Doç.Dr.Banu ÇULHA ÖZBAŞ (ÜYE)
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Appendix 2

Gönüllü Katılım Formu

Bu çalışmanın amacı, İngilizce öğretmen adayların sınıf içindeki İngilizce konuşma kaygıları ve sözlü iletişim izlemleri hakkında bilgi toplamaktır. Foreign Language Class Anxiety Scale (FLCAS) 33 maddeden oluşmaktadır ve İngilizce öğretmen adaylarının sınıf içinde yabancı dil kaygı seviyesini ölçmektedir. Oral Communication Strategy Inventory (OCSI), 32 maddeden oluşmaktadır ve İngilizce öğretmen adaylarının konuşma esnasında kullandıkları sözlü iletişim izlemlerini ölçmektedir. Çalışmaya katılım tamimiyle gönüllülük temelinde olmalıdır. Anketlerde, sizden kimlik belirleyici hiçbir bilgi istenmemekle birlikte cevaplarınız tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Ankete dürüstçe katılımınız beklenmektedir. A Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için İngiliz Dili Eğitimi Bölümü öğretim üyelerinden Doç. Dr. Yeşim Bektaş Çetinkaya E-posta: yesim.bcetinkaya@gmail.com ya da Oya Aksu E-posta: oya.aksu94@gmail.com ile iletişime geçebilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Katılımcı

İsim Soyad

Tarih

İmza

----/----/----

Appendix 3

FOREIGN LANGUAGE CLASS ANXIETY SCALE (FLCAS)

Gender:

Grade:

Perceived Oral Proficiency (1-5):

SD= Strongly disagree

D = Disagree

N = Neither agree nor disagree

A = Agree

SA= Strongly agree

		SD	D	N	A	SA
		1 Strongly disagree	2	3	4	5 Strongly agree
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I <i>don't</i> worry about making mistakes in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					

		SD	D	N	A	SA
		1 Strongly disagree	2	3	4	5 Strongly agree
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my language class.					
14	I would <i>not</i> be nervous speaking the foreign language with native speakers.					
15	I get upset when I don't understand what the teacher is correcting.					
16	Even if I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when I speak in foreign language class.					
19	I am afraid that my language teacher is ready to correct every mistake I make.					
20	I can feel my heart pounding when I'm going to be called on in language class.					
21	The more I study for a language test, the more confused I get.					
22	I <i>don't</i> feel pressure to prepare very well for language class.					
23	I always feel that the other students speak the foreign language better than I do.					
24	I feel very self-conscious about speaking the foreign language in front of other students.					
25	Language class moves so quickly I worry about getting left behind.					

		SD	D	N	A	SA
		1 Strongly disagree	2	3	4	5 Strongly agree
26	I feel more tense and nervous in my language class than in my other classes.					
26	I feel more tense and nervous in my language class than in my other classes.					
27	I get nervous and confused when I am speaking in my language class.					
28	When I'm on my way to language class, I feel very sure and relaxed.					
29	I get nervous when I don't understand every word the language teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31	I am afraid that the other students will laugh at me when I speak the foreign language.					
32	I would probably feel comfortable around native speakers of the foreign language.					
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Appendix 4

ORAL COMMUNICATION STRATEGY INVENTORY (OCSI)

1. Never or almost never true of me.
2. Generally not true of me.
3. Somewhat true of me.
4. Generally true of me.
5. Always or almost always true of me.

	<i>Strategies for Coping With Speaking Problems</i>	1 Never	2	3	4	5 Always
1	I think first of what I want to say in my native language and then construct the English sentence.					
2	I think first of a sentence I already know in English and then try to change it to fit the situation.					
3	I use words which are familiar to me.					
4	I reduce the message and use simple expressions.					
5	I replace the original message with another message because of feeling incapable of executing my original intent.					
6	I abandon the execution of a verbal plan and just say some words when I don't know what to say.					
7	I pay attention to grammar and Word order during conversation.					
8	I try to emphasize the subject and verb of the sentence.					
9	I change my way of saying things according to the context.					
10	I take my time to express what I want to say.					
11	I pay attention to my pronunciation.					
12	I try to speak clearly and loudly to make myself heard.					
13	I pay attention to my rhythm and intonation.					
14	I pay attention to the conversation flow.					
15	I try to make eye-contact when I am talking.					
16	I use gestures and facial expressions if I can't communicate how to Express myself.					

	<i>Strategies for Coping With Speaking Problems</i>	1 Never	2	3	4	5 Always
17	I correct myself when I notice that I have made a mistake.					
18	I notice myself using an expression which fits a rule that I have learned.					
19	While speaking, I pay attention to the listener's reaction to my speech.					
20	I give examples if the listener doesn't understand what I am saying.					
21	I repeat what I want to say until the listener understands.					
22	I make comprehension checks to ensure the listener understands what I want to say.					
23	I try to use fillers when I cannot think of what to say.					
24	I leave a message unfinished because of some language difficulty.					
25	I try to give a good impression to the listener.					
26	I don't mind taking risks even though I might make mistakes.					
27	I try to enjoy the conversation.					
28	I try to relax when I feel anxious.					
29	I actively encourage myself to express what I want to say.					
30	I try to talk like a native speaker.					
31	I ask other people to help when I can't communicate well.					
32	I give up when I can't make myself understood.					



DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU



Tarih:01/10/2018

Tez Başlığı:

Prospective English Teachers' In-class Speaking Anxiety and Their Use of Oral Communication Strategies

Yukarıda başlığı belirtilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 94 sayfalık kısmına ilişkin 01/10/2018 tarihinde **tez danışmanım tarafından** Dokuz Eylül Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı'nın sağladığı İntihal Tespit Programından (Turnitin-Tez İntihal Analiz Programı) aşağıda belirtilen **filtreleme tiplerinden biri** (uygun olanı işaretleyiniz) uygulanarak alınmış olan orijinallik raporuna göre, tezin **benzerlik oranı % 11** dir.

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 Anabilim Dalı : Yabancı Diller Eğitimi
 Programı : İngilizce Öğretmenliği Tezli Yüksek Lisans
 Statüsü : Yüksek Lisans ☒ Doktora ☐

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01.10.2018

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(Unvan, Adı Soyadı, İmza, Tarih)
 Doç. Dr. Yeşim BEKTAŞ ÇETİNKAYA

01.10.2018

Açıklamalar

1: Bu formu teslim etmeden önce sizden istenen bilgileri uygun kutucuğu (□) işaretleyerek doldurunuz.

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