

VELİYE BATU

THE RELATIONSHIP AMONG FOREIGN LANGUAGE SPEAKING ANXIETY,
ENGLISH-SPEAKING SKILLS SELF-EFFICACY BELIEFS, AND ENGLISH-
SPEAKING PERFORMANCE OF TURKISH ELT STUDENTS

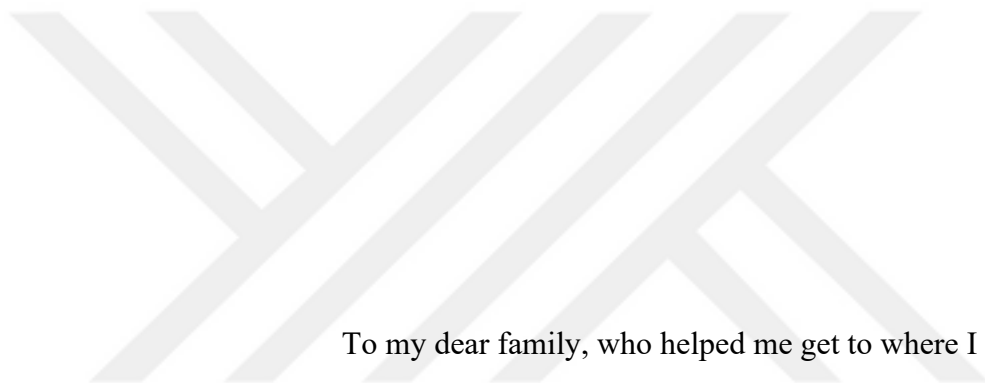
VELİYE BATU

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To my dear family, who helped me get to where I am today...

The Relationship Among Foreign Language Speaking Anxiety, English-Speaking
Skills Self-Efficacy Beliefs, And English-Speaking Performance of Turkish ELT
Students

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

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Veliye Batu

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June 2024

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Curriculum &
Instruction.

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ABSTRACT

The Relationship Among Foreign Language Speaking Anxiety, English-Speaking Skills Self-Efficacy Beliefs, and English-Speaking Performance of Turkish ELT

Students

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MA in Curriculum and Instruction

Advisor: Asst. Prof. Dr. Anita Alexander

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In today's world, foreign language speaking skills hold a significant place in every aspect of life including foreign language education. Speaking skills are closely related to affective and cognitive factors in foreign language learning. In this respect, this current study investigated the relationship between foreign language speaking anxiety, speaking self-efficacy beliefs, and English-speaking performance of Turkish ELT students. The study was conducted with 71 first-year Turkish ELT students at a public university. For this mixed-methods research study, a questionnaire was given to all participants, and a semi-structured interview was held with seven voluntary participants to gain deeper insights into how anxiety and self-efficacy impact English-speaking performance. Correlational analyses were employed for survey data, and the results found significant relationships among foreign language speaking anxiety, speaking self-efficacy beliefs, and English-speaking performance. For the qualitative aspect, a thematic analysis was implemented for the interviews to examine the perspective of the students in more detail. The first-year ELT students reported that foreign language anxiety had an adverse effect on their English-speaking performance while high self-efficacy beliefs had a facilitative impact on performance. Based on the findings of the present study, implications for practice were drawn, and suggestions for further research were highlighted.

Keywords: foreign language anxiety, foreign language speaking anxiety, speaking self-efficacy beliefs, English-speaking performance

ÖZET

Türk İngilizce Öğretmenliği Öğrencilerinin Yabancı Dil Konuşma Kaygısı,
İngilizce Konuşma Becerileri Özyeterlilik İnançları ve İngilizce Konuşma
Performansı Arasındaki İlişki

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Günümüz dünyasında yabancı dil eğitimi de dahil olmak üzere yaşamın her alanında, yabancı dil konuşma becerileri önemli bir yer tutmaktadır. Konuşma becerileri yabancı dil öğreniminde duyuşsal ve bilişsel faktörlerle yakından ilişkilidir. Bu bağlamda, bu çalışma Türk ELT öğrencilerinin yabancı dil konuşma kaygısı, konuşma özyeterlilik inançları ve İngilizce konuşma performansı arasındaki ilişkiyi araştırmıştır. Çalışma, bir devlet üniversitesinin İngiliz Öğretmenliği bölümündeki 71 birinci sınıf Türk öğrencisi ile yürütülmüştür. Bu karma yöntemli araştırma çalışması için tüm katılımcılara bir anket verilmiş ve kaygı ve özyeterliliğin, İngilizce konuşma performansını nasıl etkilediğine dair daha kapsamlı bir görüş elde etmek için yedi gönüllü katılımcıyla yarı yapılandırılmış bir görüşme yapılmıştır. Anket verileri için korelasyonel analizler kullanılmış ve sonuçlar, yabancı dil konuşma kaygısı, konuşma özyeterlilik inançları ve İngilizce konuşma performansı arasında anlamlı ilişkiler bulmuştur. Öğrencilerin bakış açılarını daha detaylı incelemek amacıyla yarı yapılandırılmış görüşmeler yapılmış ve tematik veri analizi uygulanmıştır. Birinci sınıf İngilizce Öğretmenliği öğrencileri, yabancı dil kaygısının İngilizce konuşma performansları üzerinde olumsuz bir etkisi olduğunu, yüksek özyeterlilik inançlarının ise performansları üzerinde destekleyici bir etkisi olduğunu bildirmişlerdir. Mevcut çalışmanın bulgularına dayanarak çıkarımlar yapılmış ve gelecekteki araştırmalar için öneriler vurgulanmıştır.

Anahtar Kelimeler: yabancı dil kaygısı, yabancı dil konuşma kaygısı, konuşma özyeterlilik inançları, İngilizce konuşma performansı

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CHAPTER 1: INTRODUCTION

Introduction

Humans are born as drafted beings who are actualized their whole lives through experiences, knowledge, and the interactions with their surroundings. Learning is an indispensable part of our lives and learning from each other through our interactions is an integral part of this process. Central to this process is communication, a vital element in our lives as it serves as a channel for mutual understanding, sharing ideas, and flow of information. People have needed communication throughout history, and one of the most feasible ways of interaction is the use of language as a medium of interaction with others.

Language learning is a multifaceted process as it requires the obtainment of several sub-skills. As a pillar of language learning, speaking is one of the favored ways of communication, as self-expression usually begins with the voice (Finegan, 2015), and it is one of the most complicated language skills to be acquired. As a primary component of a foreign language, speaking is also regarded as one of the most problematic and challenging skills among all four language skills (Al Hosni, 2014; Aydoğan et al., 2013; Mauraanen, 2006; Murphy, 1991).

Taking this complexity into account, language learning, and the ability to speak it should not only be restricted to a single source or factor; other potential factors such as affective, cognitive, and psychological factors should be taken into consideration. Anxiety is considered as a significant affective variable contributing to or mostly impeding both the speaking skill, and second/foreign language learning process (Horwitz, 2001; MacIntyre & Gregersen, 2012).

Another possible factor that affects language is self-efficacy in a foreign language context. This context refers to an individual's faith in their competence to successfully complete a task in the target language, utilizing their prior experiences (Wang et al., 2014). In accordance with the significance of these sophisticated interactions, the present study aims to explore the relationships among foreign language speaking anxiety, speaking self-efficacy beliefs, and the speaking performance of Turkish English Language Teaching (ELT) students. The introductory chapter of this thesis is followed by the background, problem, purpose, research questions, significance, and definition of key terms.

Background

English language is one of the most widely used and hence one of the most dominating languages in many fields such as education, economy, politics, health, science, and tourism all around the world. As a lingua franca, the English language has genuinely reached global dimensions across continents, fields, and different social groups, and consequently, it is used and shaped by both native and non-native speakers (Seidlhofer, 2013). In today's world, the significance of learning English is steadily increasing when the role of this language is taken into consideration. Foreign language learning is inherently multifaceted, relying on the development and integration of various skills. Therefore, mastering a language necessitates the effective learning and application of these distinct skills.

Mastering speaking skills is both complex and challenging for many language learners. Tanveer (2007) included transcripts of the participants to touch upon this situation explicitly:

I always feel nervous when speaking English. I feel bad in my mind because I wonder why I can't speak English very well. My English appear is not good

enough; I can't express very well. Sometimes I feel stupid, some people look at me, a strange man, cannot speak good" (Tanveer, 2007, p. 1).

As demonstrated here, English-language speakers' perceptions, feelings, and thoughts about speaking English and the potential reasons they attributed to their failure in speaking English has a broad scope that cannot be easily confined. Speaking is a multifaceted language skill; therefore, potential variables affecting speaking skills also play a crucial role in the development and detection of the factors that inhibit or foster this specific skill.

Anxiety is one of the factors affecting language learning (Krashen, 1981). It is regarded as an emotional factor in language learning, and its role and interaction with language skills are non-negligible. Anxiety has various types such as state and trait anxiety (Cattell & Scheier, 1961), emotional state and a personality trait (Spielberger, 1972), and facilitating and debilitating (Alpert & Haber, 1960). These types of anxiety were associated with different fields such as psychology, health, and/or social sciences. Since foreign language learning is a highly intricate field in and of itself, a specific anxiety type related to foreign language was needed, and the term Foreign Language Anxiety (FLA) was coined by Horwitz et al. (1986). Horwitz et al. (1986) treated FLA as a distinct phenomenon as situation-specific anxiety and defined FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (p. 128). The interaction between FLA and speaking skills as a productive language skill is noteworthy as speaking a foreign language is one of the most anxiety-provoking factors for language learners (MacIntyre & Gardner, 1994; Tanveer, 2007; Wilson, 2006).

Several research studies have been carried out to examine the relationship between FLA and English-speaking skills/performance (Aydın, 1999; Dalkılıç, 2001; Hewitt & Stephenson, 2012; Liu, 2007; Saltan, 2003; Subaşı, 2010; Woodrow, 2006) in both Turkish and global EFL/ELT contexts. In most of these studies, an inverse correlation was found between FLA and speaking skills. The majority of those studies aimed to find out the sources of anxiety in different settings, the interaction between FLA and other emotional factors in language learning, and possible solutions and suggestions to decrease the detrimental effect of anxiety on foreign language learning. In other words, FLA has mostly been addressed as an outcome stemming from various variables such as foreign language contexts, personality traits, and implementation of the speaking skill-related tasks and activities in language classes in both Turkish and global EFL contexts.

Self-efficacy, as a cognitive factor, also has a prominent place in the context of foreign language learning as “compared to learning another skill or gaining other knowledge, namely, that language and self are so closely bound, if not identical, that an attack on one is an attack on the other” (Cohen & Norst, 1989, p. 65). Self-efficacy is a broad term defined in Social Cognitive Theory proposed by Bandura (1986), and the term is associated with human behavior and its interaction with personal and environmental factors in general. Bandura (1997) defines self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3).

Although self-efficacy has not been researched and addressed in a foreign language learning context as extensively as FLA, especially regarding English-speaking skills, there have been studies examining the relationship between self-efficacy and speaking skills/performance (Alawiyah, 2018; Dwyer & Fus, 2002; Liu,

2013; Templin, 2001). Most of the research studies examining the relationship between self-efficacy and foreign language skills focused on reading (Shehzad et al., 2019; Yoğurtçu, 2013), writing (Erkan & Saban, 2011; Pajares & Johnson, 1994), and listening skills of foreign language learners (Graham, 2011; Todaka, 2017); however, the relationship between self-efficacy and speaking skills and the potential impact of self-efficacy on L2 learners' English-speaking skills/performance were not addressed adequately, especially in the Turkish EFL context.

Several factors are interconnected in language learning, and there is a significant and strict bond between emotions and cognition (Fredrickson, 2001). The interaction between FLA and self-efficacy was also investigated in some research studies (Çubukçu, 2008; Gürsoy & Karaca, 2018; Tahsildar & Kabiri, 2019; Torres & Turner, 2016) in a foreign language learning context, and most of the studies conducted examining the relationship between FLA and self-efficacy levels of foreign language learners discovered an inverse correlation between them.

As previously mentioned, FLA and self-efficacy, their relationships with each other, and their impacts on English-speaking skills/performance were studied in EFL context; however, just a few studies (Anyadubalu, 2010; Hermagustiana, 2021; Kord & Rokni, 2016) were conducted to deeply understand the relationship among FLA, self-efficacy, and speaking performance of English language learners, so there is a lack of studies examining this triadic interaction among these affective, cognitive, and performance-based language skills. To this end, how FLA and self-efficacy of Turkish EFL learners interact with each other and English-speaking skills, and to what extent FLA and self-efficacy influence the English-speaking performance of Turkish ELT students were elucidated in the present study.

Problem

English is widely accepted as the primary language (*lingua franca*) for communication in academia, business, and other fields. Unfortunately, most of the L2 learners believe that they cannot speak the language well enough and cannot fully benefit from these advantages. As MacIntyre (2007) also puts it, “even after studying language for many years, some L2 learners do not turn into L2 speakers” (p. 564). The situation is not different in Türkiye. There is an ongoing problem in Türkiye regarding poor English language skills, especially with regard to speaking skills because of some factors such as lack of opportunities to master English-speaking skills, insufficient language knowledge, lack of English-speaking practice outside the classroom, or teaching methods used in language classes (Coşkun, 2016; Dağtan & Cabaroğlu, 2021; Tokoz-Goktepe, 2014). This barrier also prevents people from actively participating in international platforms and successful global communication. Coşkun (2016) described this situation as well by naming his study as “Causes of the “I Can Understand English but I Can't Speak” Syndrome in Turkey”.

In addition to social life, there are some studies examining the failure of English-speaking skills to reach the desired level in the academic framework. The inability of Turkish students learning English as a foreign language to express themselves fluently and simply (Dağtan & Cabaroğlu, 2021; Kara et al., 2017; Tokoz-Goktepe, 2014), the anxiety they experience while trying to speak (Öztürk & Gürbüz, 2014; Tercan & Dikilitaş, 2015; Yalçın & İnceçay, 2014), and their inability to feel competent (Güç, 2019) are studied extensively in foreign language literature.

Although affective and cognitive factors such as anxiety and self-efficacy that influence the learning process are discussed separately in the literature in the context

of English education and learning in Türkiye, it appears that the interaction of these factors with each other and with English speaking skills is not adequately addressed in higher education institutions. Even though speaking skills are becoming increasingly important, how speaking anxiety and speaking self-efficacy interact with each other, and how these factors influence the English-speaking performance of Turkish ELT students have never been studied all together in the ELT context of Türkiye.

As another gap in the literature, there is a plethora of research studying foreign language anxiety, its sources (Aydın, 1999; Coşkun, 2016; Öztürk & Gürbüz, 2014; Saltan, 2003; Subaşı, 2010; Tercan & Dikilitaş, 2015), possible solutions to decrease its negative effects on foreign language education (Ak, 2021; Atas, 2015), and its relationship with motivation, gender, attitude or any other element (Çağatay, 2015; Debreli & Demirkan, 2015; Karagöl & Başbay, 2018; Öztürk, 2012), but in most the studies conducted related to anxiety, anxiety is presented as an outcome. In other words, anxiety has emerged because of both internal and external factors such as personality traits, emotional factors, foreign language tasks, activities, and setting in most studies.

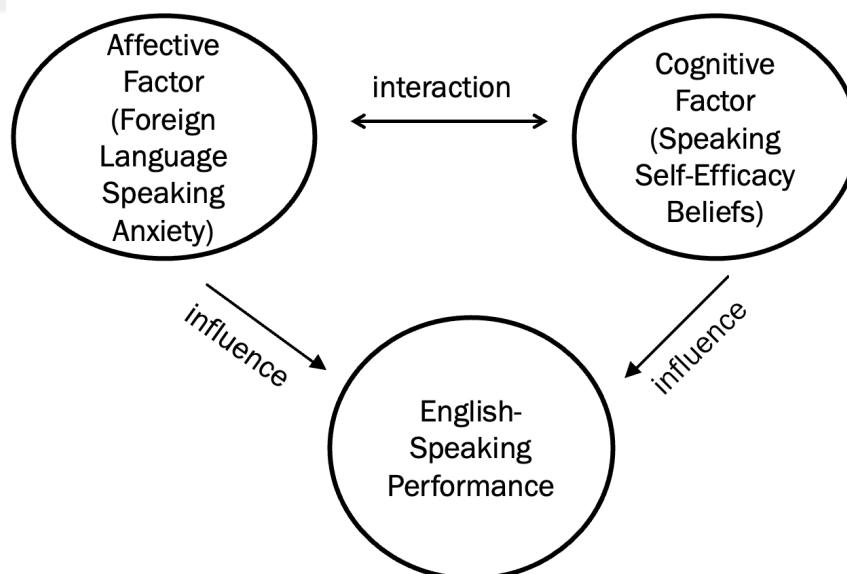
Likewise, despite the significance of the notion of self-efficacy in language learning, there are just a few research studies examining its interaction with other affective factors or its potential effect on the domain of speaking skills (Güç, 2019; Roshandel et al., 2018; Zhang et al., 2020) In the present study, speaking anxiety and speaking self-efficacy are regarded as potential agents, and the speaking performance of L2 learners is patient, which is in the passive situation. Consequently, the present study probed this complicated interaction with the intent of addressing this gap in foreign language learning research and support for L2 learners.

Purpose

Within the framework of English Language Teaching in Türkiye, there may be a remarkable and complex interaction among Foreign Language Speaking Anxiety (FLSA), perception and faith in their own language speaking abilities (self-efficacy), and English-speaking performance of the EFL learners as there is a strict and significant bond between emotions and cognition (Fredrickson, 2001). The primary purpose of this research study is to explore the relationship between foreign language speaking anxiety and speaking self-efficacy beliefs and their potential influence on the speaking performance of first-year ELT students, and to gain more insight into potential impacts of affective and cognitive factors on English-speaking performance of the learners. Figure 1 illustrates the structure of the study.

Figure 1

The Structure of the Present Study



As also seen in Figure 1, a triadic structure among foreign language speaking anxiety, speaking self-efficacy beliefs, and English-speaking performance of Turkish ELT students were examined throughout the present study.

Research Questions

1. What is the correlation between foreign language speaking anxiety and speaking self-efficacy beliefs of Turkish ELT students?
2. How do foreign language speaking anxiety and English-speaking skills self-efficacy beliefs impact the English-speaking performance of Turkish ELT students?

Significance

There is previous research investigating English-speaking problems, the possible sources of this problem, and solutions, and this study may also contribute to the literature by examining the speaking skills of foreign language learners with the integration of two factors, anxiety and self-efficacy beliefs, the first of which is affective and the latter cognitive. Overall, this study may provide detailed information about the relationship among foreign language speaking anxiety and speaking self-efficacy beliefs, and their potential impacts on English-speaking skills of L2 learners. This study also mentions the need for some factors to be considered in the language learning and teaching process. Creating a less stressful language classroom environment to reduce speaking anxiety, integrating fruitful activities to boost students' self-efficacy beliefs, and analyzing the impact of these two factors on students' speaking skills and ameliorating the instructional conditions accordingly can be potential steps to be taken.

Since this multifaceted relationship is examined in an academic setting and this study reiterates the situation of English-speaking skills as an ongoing problematic concern in the Turkish EFL context, professional development units of educational institutions such as curriculum designers can benefit from this study and find ways to develop teaching strategies, and hence improve the process of teaching

language skills more effectively. The results of this study may also be beneficial in raising awareness for instructors to adjust their way of teaching to minimize the negative effect of anxiety, and search for alternative ways to help L2 learners to maximize their speaking self-efficacy beliefs. As a consequence of the improvements in language instruction, this study may also be beneficial for students seeking self-improvement in the foreign language learning process.

Definition of Key Terms

Affective factors: Emotional experiences that capture and reflect how a person becomes aware, interprets, and emotionally relates to the environment (Mahn & John-Steiner, 2013).

Anxiety: “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al., 1986, p. 125).

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

Foreign Language Speaking Anxiety (FLSA): Refers to the state of anxiety, fear, and uneasiness experienced when speaking a second or foreign language (Horwitz et al., 1986).

Foreign Language Classroom Anxiety Scale (FLCAS): A scale developed by Elaine Horwitz and other researchers to measure foreign language anxiety in foreign language classes (Horwitz et al., 1986).

Self-Efficacy: “Beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews the concepts of foreign language speaking anxiety, speaking self-efficacy beliefs, and their relationship with the English-speaking performance of Turkish EFL learners. As an umbrella term in the current research study, speaking as a productive skill, and its various features in foreign language learning are presented at the beginning of the chapter. Afterwards, factors affecting speaking performance are presented. As one of the affective factors, definitions and types of anxiety in the context of foreign language learning, foreign language speaking anxiety, and related studies are examined in this chapter.

Subsequently, as a cognitive factor, the concept of self-efficacy, its role and importance in foreign language learning, its relation to foreign language speaking performance, and related studies are also reviewed. The researcher then provides examples of research studies conducted examining the overall relationship among foreign language speaking anxiety, English speaking self-efficacy beliefs of the learners, and their relationship to English-speaking performance.

Speaking as a Productive Skill

A language has two distinct forms of skills, receptive and productive. Brown (2000) explains this division by stating “The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading” (p. 232). Interaction is indispensable between receptive and productive skills as they are inseparable characteristics of a language. As receptive skills, the significance of listening and reading skills, and their relation to the productive skills, writing and speaking, cannot be underestimated. According

to the studies showing the cyclical relationship between the receptive and productive skills (Bozorgian, 2012; Demirel, 2021), all four of these skills are interrelated and necessary for the development of each skill both separately and collectively.

Although all four language skills are necessary components of the learning process, speaking has mostly been a focal point for many scholars and research studies due to the inseparable aspect of communication in our lives.

As a language skill, speaking has a prominent place, and a persuasive role in language learning as learners frequently assess their language learning progress and the quality of their English course specifically by measuring their improvement in their ability to speak the language fluently (Richard, 2009). This perception is not unordinary because people convey their thoughts and feelings by performing an oral production using speaking skill as a medium of communication. Speaking skill is also considered as a valuable sign of productivity and creativity as people articulate novel utterances that have never been produced before (Fromkin et al., 2010).

Besides being a language skill, it reflects the variety of learners' characteristics and minds.

Being a skill based on oral production developing instantaneously, speaking should not be considered just as a unidirectional concept as spoken interaction is quite a complex process. Due to the complexity of the spoken interaction, as mentioned by Luoma (2004), there are different features of speaking such as being planned or unplanned, having an internal structure of idea units adorned with phrases, fillers, and hesitation markers, having more generic and specific utterances than written form, containing organic slips and errors, varying between casual and formal, and involving reciprocity. Regarding the complexity and necessity of this language skill, the mastery of speaking skills in a foreign language is one of the

ultimate targets to be reached by learners, yet reaching this target and excelling at speaking is highly demanding for many foreign language learners. Some prerequisites, linguistic competence as one of them, are necessary for the learners to perform in a foreign language at a desired level. Chomsky (1965) makes the distinction between competence and performance by stating:

To study actual linguistic performance, we must consider the interaction of a variety of factors, of which the underlying competence of the speaker-hearer is only one. In this respect, study of language is no different from empirical investigation of other complex phenomena. We thus make a fundamental distinction between *competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations). Only under the idealization set forth in the preceding paragraph is performance a direct reflection of competence. In actual fact, it obviously could not directly reflect competence. (p. 4)

Having enough linguistic competence is not the same notion as linguistic performance (Fromkin et al., 2010), and does not guarantee that a learner can perform and speak at the same level with existing competence. To analyze the performance of the learners in-depth, other potential factors affecting speaking besides the linguistic competence should be taken into consideration, and their impacts on speaking, and their sophisticated relationship with each other need to be investigated.

Factors Affecting Speaking Performance

To understand the underlying factors affecting speaking performance, a broader perspective is needed. Various factors such as cognitive, linguistic, affective, psychological, and environmental may have a considerable impact on the speaking

skill and performance of the learners. Nation and Newton (2009) claim that performance conditions including time pressure, support, standard of performance, and planning affect speaking performance. According to the findings of a detailed research study conducted by Maricel (2023), speaking performance is closely related to metacognitive strategies, and some of the factors affecting speaking performance are mastery of grammar rules, expanding vocabulary (Janebi & Derakhshan, 2021; Uchihara & Clenton, 2020), exposure to social media, speaking activities both in and out of the classroom (Dong, 2022; Shen & Chiu, 2019), topical knowledge (Bachman & Palmer, 1996; Tuan & Mai, 2015), immediate feedback during speaking activities (Tuan & Mai, 2015) and developing listening skills (Doff, 1998; Tuan & Mai, 2015).

Besides these determinants affecting speaking skill and performance of the learners, emotional, or affective factors, also have a significant and close relationship with speaking performance. Being equipped with theoretical knowledge, knowing grammatical structures, and having a wide vocabulary knowledge may not be adequate for foreign language learners to fully convey their thoughts and feelings. Delving into the invisible factors such as anxiety and self-efficacy that have a potential impact on speaking performance can be beneficial to address the speaking problems in a detailed way.

Anxiety

Affective factors play a critical role in foreign language learning; however, anxiety has been one of the most notable factors, and occupies a considerable space in the literature on language learning. Scovel (1978) considers anxiety “not as a simple, unitary construct, but as a cluster of affective states, influenced by factors which are intrinsic and extrinsic to the foreign language learner” (p. 134). As a complicated phenomenon, anxiety has various definitions, types, and a noteworthy

relationship with foreign language learning, and foreign language speaking skills specifically. Its definitions, types, existence as an affective filter, relationship with foreign language speaking skill, and related studies in literature are discussed thoroughly in this section.

Anxiety is one of the affective factors in foreign language learning. *Affective* means relating to, arising from, or influencing feelings or emotions, emotional (Merriam-Webster, n.d.). Affective factors are emotional factors that influence language learning and occupy a remarkable position in foreign language learning. Affective factors should not be assumed as less important than the cognitive side as they are like two sides of a coin, complementing each other (Arnold & Brown, 1999; Stern, 1983), and considered as one of the most significant influences on language learning achievement (Oxford, 1990).

Associated as a negative feeling in the context of foreign language learning, the emergence or rise of anxiety may be considered as a debilitating factor. Arnold and Brown (1999) note its importance and impact on the learning process by stating: “Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process” (p. 198). As a consequence of this adverse emotion, it is not surprising to see its effect on learners’ L2 performance either. Dörnyei (2005) also asserts that L2 performance of learners is strongly affected by anxiety. Elaborating on the relationship between the anxiety and the performance of L2 learners may be illuminating and lay the groundwork for the improvement of foreign language learning, especially with regard to speaking skills.

Krashen’s Affective Filter Hypothesis

The Second Language Acquisition (SLA) theory by Stephen Krashen (1982) has been one of the most groundbreaking and widely recognized theories in the

history of modern language instruction and linguistics. Krashen developed his second language acquisition theory based on five hypotheses; Acquisition Learning Hypothesis, Monitor Hypothesis, Input Hypothesis, Natural Order Hypothesis, and lastly and significantly, Affective Filter Hypothesis. The Affective Filter Hypothesis explains the relationship between affective factors and the process of learning a second language. Krashen considers affective filters as “causative variables” in second language acquisition (p. 9) and explains:

The filter hypothesis explains why it is possible for an acquirer to obtain a great deal of comprehensible input, and yet stop short (and sometimes well short (and sometimes well short) of the native speaker level (or "fossilize"; Selinker, 1972).

When this occurs, it is due to the affective filter. (Krashen, 1982, p. 32)

Anxiety is seen as an affective filter in different areas of language learning as a factor that disrupts the learning process. The anxiety level of the learners may have a very powerful influence on the affective filter (Krashen, 1981). When the anxiety level of a learner is high, the filter is heightened; consequently, it acts like a barrier, creates a mental block, and impedes language acquisition. On the contrary, low anxiety contributes to second language acquisition, whether evaluated as personal or in classroom (Krashen, 1982).

Anxiety mostly has a negative relationship with all four language skills. The findings of several research studies indicate that anxiety has a negative and deteriorating relationship with writing achievement/performance (Deb, 2018; Fakeye & Ohia, 2016), listening performance (Shu-Yan & Cha, 2019; Zhang, 2013), reading comprehension performance (Tsai & Li, 2012; Wu, 2011), and speaking performance of ESL/EFL learners. The relationship between anxiety and speaking performance will be elaborated on in the following sections.

Definitions and Types of Anxiety

As a broad term, anxiety has been addressed in a variety of different disciplines, so it has numerous definitions and types. In its most general sense, the American Psychological Association (2018) defines anxiety as an emotion characterized by apprehension and somatic symptoms of tension in which an individual anticipates impending danger, catastrophe, or misfortune. As a neurologist, Freud defines anxiety as “a specific unpleasurable quality, efferent or discharge phenomena, and the perception of these (as cited in Spielberger, 1972, p. 23) and Spielberger (1972) himself conceives anxiety as “a specific emotional state which consists of unpleasant, consciously-perceived feelings of nervousness, tension, and apprehension, with associated activation or arousal of the autonomic nervous system” (p. 45).

Cattell and Scheier (1961) are seen as pioneers who labeled anxiety as state anxiety and trait anxiety, and in accordance with this labeling, Spielberger (1966; 1972; 1989) also recognizes anxiety as an emotional state and a personality trait. As another classification, Alpert and Haber (1960) categorize anxiety as facilitating and debilitating. In alliance with the definition of Alpert and Haber, Scovel (1978) describes facilitating and debilitating anxiety as:

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. (p. 139)

Besides having a miscellaneous nature as being state, trait, debilitating, or facilitating, anxiety also has many types in different fields such as foreign language anxiety, test anxiety, math anxiety, performance anxiety, and teaching anxiety. A

structure which is so complex even within itself requires classification according to the field it is mentioned in as the context matters. Foreign language anxiety, its theoretical background, and the way it was addressed by different scholars are examined in-depth below.

Foreign Language Anxiety

Foreign Language Anxiety (FLA) is a specific type of anxiety; therefore, it is challenging to define it by general anxiety measures. MacIntyre and Gardner (1994) define FLA as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (p. 284). It is important to understand how FLA is defined and treated in foreign language learning to have a chance to examine its impact on the language learning process, especially regarding speaking skills.

As one of the pioneers who treat foreign language anxiety as a separate phenomenon, Horwitz et al. (1986) categorize FLA as a “situation-specific” anxiety, which means being anxious only in specific contexts, and conceive it as: “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (p. 128). This definition clearly indicates that anxiety related to the foreign language learning context is not only different than other types of anxiety, but also general communication anxiety; that is why FLA is a unique phenomenon in language learning.

Horwitz et al. (1986) proposed a model of the general FLA construct as three performance-related types: communication apprehension, test anxiety, and fear of negative evaluation. These three components have detrimental effects on foreign language learning. Communication apprehension is a feeling of timidity about oral

communication with a person or a group of people, or in public. People who suffer from communication apprehension may have greater difficulties while speaking in a language class where the performance of the learners is constantly observed, and the medium of communication is the foreign language itself. Test anxiety is a performance-related anxiety resulting from the dread of failure. Learners who are prone to test anxiety have difficulty in foreign language classes as testing and performance-related tasks are common. As the last component of the model, fear of negative evaluation is considered as the feeling of apprehension stemming from other people's critical evaluation.

It should not be restricted to only academic situations, as it may be observed in various social contexts as well. Negative evaluation and feedback from peers in a language class can especially provoke the anxiety of the learners. To measure this anxiety, Horwitz et al. (1986) developed an instrument named Foreign Language Classroom Anxiety Scale (FLCAS) that consists of 33 items testing communication apprehension, test anxiety, and fear of negative evaluation in a foreign language classroom. Although the items are designed to test these three constructs specifically, if a learner scores high on this anxiety scale, it means the learner fears speaking in the foreign language. FLCAS has become one of the most used instruments in literature to test the anxiety of foreign language learners due to its high reliability.

The potential effects of foreign language anxiety on learners should not be underestimated. Phillips (1991) indicated that even though foreign language anxiety affects the overall language achievement of a learner to some extent, it may have a stronger impact on the learner's attitudes and perceptions towards present and further decisions related to language learning. Treating foreign language anxiety as a potential facilitating or debilitating factor and investigating its relationship with

language skills in depth may facilitate the path of strengthening the foreign language learning process.

Foreign Language Speaking Anxiety

Foreign language anxiety has a noteworthy relationship with each language skill, and with speaking skills in particular. Speaking as a productive skill is mostly associated with knowing a foreign language and a type of assurance for many learners. When a language learner is able to speak the target language, he assumes that he has acquired that language; therefore, any factor having the potential to impede the speaking performance may be perceived as a serious threat by the language learners. Brown (2000) attempts to explain the reason for the worry of the learners:

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ego that informs people that “you are what you speak”, learners are reluctant to be judged by hearers. (p. 269)

MacIntyre (1995) also mentioned how the level of anxiety influences the performance of the learners. While low level of anxiety, described as facilitating, supports performance; high level of anxiety, debilitating, inhibits the process, and consequently, causes poor performance.

Due to this affective factor's significant effect on the learners, the relationship between speaking and foreign language anxiety has always been a subject of scrutiny. Many scholars and research studies have tried to explore the extent of the effect of foreign language speaking anxiety on speaking performance, possible reasons for foreign language speaking anxiety, and the ways to alleviate the anxiety level of the learners to foster speaking skill. Although different outcomes and

perspectives exist as a result of these studies, the common ground they have is that speaking is considered as one of the most, maybe the highest anxiety and threat-provoking language skill by foreign language learners (MacIntyre & Gardner, 1994; Tanveer, 2007; Wilson, 2006; Young, 1990). Horwitz et al. (1986) also express this issue by mentioning the situation of students at the Learning Skills Center (LSC): “Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at LSC” (p. 126). Therefore, observing language students and their actual oral performances in the classroom may be beneficial to detect the challenges students experience and find appropriate solutions to foster their speaking performance.

Foreign Language Speaking Anxiety (FLSA) can be considered as a specific type of anxiety experienced by L2 learners associated with worry or feeling nervous while performing in a target language. Trying to find a definite source for this specific type of anxiety or associating this fear with a specific feature of the learner would be inadequate to comprehend FLSA in depth. Correlating the anxiety level with only theoretical language knowledge of the learners may be a misleading interpretation, because as mentioned previously, competence does not assure the actual linguistic performance (Chomsky, 1965; Fromkin 2010). FLSA may influence language learners regardless of their linguistic competence and language levels. Tanveer (2007) state that even highly advanced EFL learners experience the feeling of anxiety when they are supposed to speak in English whether in a classroom or a social setting. All this information may signal that FLSA is perhaps a more significant and influential concept in language learning than it seems, because it is such a multifaceted notion that it cannot be affiliated directly with learners’ knowledge or language level.

Speaking is already an anxiety-provoking experience for many foreign language learners, so the assessment of speaking skill may provoke even more anxiety for the learners. Language testing can also be a cause of anxiety for the learners (Young, 1991). It is not surprising as students generally have their language course scores based on the oral/written practices, presentations, exams, and assessments mostly applied in the classroom. Horwitz et al. (1986) asserted the influence of oral assessments on L2 learners by stating “Oral tests have the potential of provoking both test- and oral communication anxiety simultaneously in susceptible students” (p. 128).

In accordance with the findings of Horwitz et al. (1986), the study conducted by Liu and Jackson (2008) indicated that learners who were afraid of being evaluated negatively felt more apprehensive while speaking and being exposed to oral tests. Their findings also indicated that although students were eager to engage in conversation, due to possible factors such as anxiety, they avoided speaking English in class as it was risky for them to use the target language. These findings also show that foreign language anxiety can be a strong obstacle for the improvement of speaking skill. As a productive skill, speaking requires practice, and if L2 learners do not expose themselves to speaking English enough, this lack of exposure and practice mostly cause lower grades and failure in oral assessments.

Besides oral tests based on one-to-one teacher and student interaction, there are several ways to assess the speaking skill of L2 learners, and one of them is oral presentations given by students in the language classes. Koch and Terrell (1991) conducted a study with students who were taking Spanish classes at the University of California. Participants completed a questionnaire regarding their perception of anxiety in class, and the data showed that oral presentations in 92% of the learners,

and skits were the top anxiety-provoking activities. Another similar study conducted by Aydın (2001) indicated that giving a presentation in front of peers was regarded as a highly anxiety-provoking task by all learners irrespective of their level of anxiety. Learners remarked that even though they made preparations before giving the presentation, they felt distinctly visible to the audience and froze up during their performance. Moreover, being evaluated based on this performance created a disturbance for the learners, and they wanted to be evaluated for their final grades except for the presentation.

Considering these findings, the manifestation of the anxiety and its potential impacts on language speaking skills can be more observable on the condition of an oral presentation or a speaking task in which the learner is observed and evaluated by others. Investigating the interaction between FLSA and speaking performance, and how FLSA presents while learners are assessed may provide a valuable opportunity to both educators and learners to minimize the debilitating impact of FLSA, and explore alternative ways to disable the factors which have deteriorating impacts on speaking performance of the L2 learners.

FLSA and Speaking Performance/Achievement

Despite a plethora of research studies conducted heretofore, the relationship between FLSA and speaking performance and achievement have not reached a consensus as completely positive or negative. Although most of the studies report a negative relationship between FLSA and speaking performance of L2 learners, the findings of some research indicate that there is a negligible or positive relationship between them.

Many researchers in this field resorted to the use of test scores, oral performance scores, or speaking course grades of the L2 learners to examine the

relationship between FLSA and speaking performance/achievement. In line with this approach, Dalkılıç (2001) conducted a mixed-methods study with 126 freshman students at an ELT department of a state university, and to collect data, she used the FLCAS by Horwitz et al. (1986) and a semi-structured interview questioning the effects of anxiety on students' performance. Students' FLCAS scores and overall speaking course grades were compared as well. According to the results of both quantitative and qualitative data, there was an inverse relationship between the anxiety scores and speaking course grades of the learners. The higher their anxiety level was, the lower their overall speaking course grades were. In addition to this, despite several factors causing anxiety, most students cited failure in the oral exams as the most significant effect on their anxiety levels.

Following a similar path to Dalkılıç, Sutarsyah (2017) performed a study with 27 first-year university students to explore whether speaking anxiety has a prominent impact on students' speaking performance. Sutarsyah used two sets of questionnaires and a foreign language speaking anxiety scale (FLSAS) to measure the speaking anxiety level of the students and speaking performance tests aligned with the course syllabus to measure the overall speaking performance of the learners. Based on the data, there was a notable difference in speaking performance between low-anxious and high-anxious students. In other words, lower levels of anxiety resulted in better speaking performance whereas high anxiety yielded poorer performance and posed challenges for the learners.

Hewitt and Stephenson (2012) replicated the study conducted by Phillips (1991) investigating the impact of language anxiety on students' oral test performance and attitudes. Researchers aimed to explore if their study would be in line with the results of Phillips' study, which they were, and glorified Phillips as she

made a great contribution to the literature by examining FLA and speaking anxiety and illuminated many researchers in this regard. The participants were 40 Spanish university students taking English as an elective course. The researchers used the Spanish version of FLCAS, and an oral exam as the instruments. In addition, they interviewed highly anxious students when the oral exam was over. Hewitt and Stephenson checked the correlation between FLCAS and oral exam scores, and they found a statistically significant, $r = -.49$, $p < .001$ and negative correlation between these scores. The findings indicated that students who scored higher on FLCAS performed poorly on their oral assessment compared to other students.

Zhang and Dong (2019) conducted a study to examine the relationship between English language speaking anxiety and oral performance of 55 English-major students from both grade 3 and grade 4 of a university in Shenyang, China. The learners were studying English for around 10 years. The participants completed a translated version of FLCAS, and a section that required background information like age, gender, and the number of years of English language education. As the measurement of oral performance of the students, TEM4 (Test for English Majors-Band 4) oral test scores were used. It is a nation-wide, criterion-related norm-referenced test in China to assess the speaking skill of English major students.

TEM4 has four bands of scoring as excellent, fairly good, pass, and fail. According to the results of FLCAS scores, the participants were classified based on their anxiety scores, and 40 out of 55 participants were reported as having a moderate level of anxiety. When the correlation between FLCAS and oral performance test scores was measured, none of the participants who belonged to the high-level anxiety group performed in the excellent band of the TEM4-oral performance test, while both low and moderate level anxiety groups had some

students who performed in the excellent band. The results of the study put forward a negative relationship between English-speaking anxiety and oral performances of the students.

By adopting a similar approach using speaking scores of the students, Oflaz (2019) probed the relationship between anxiety, shyness, language learning strategies, academic achievements, and speaking scores of 110 German language students at a university preparatory program. The researcher conducted a qualitative correlational design and implemented three instruments: FLCAS, Strategy Inventory of Language Learning (SLIL), and Shyness Scale. In addition to the Pearson Correlation analysis, the researcher also used multiple regression analysis to see whether speaking scores and achievements were predicted by independent variables, with anxiety as one of them. The findings of the study indicated a significant difference ($p < .001$) between the speaking scores of high-anxious and low-anxious students. Speaking scores of low-anxious participants were dramatically higher than highly anxious participants. The correlation between anxiety and speaking scores of the participants were significant and negative $r(109) = -.29, p < 0.01$. Anxiety level was found to be a significant but low-level predictor of speaking performance results.

While still aiming to explore the relationship between FLSA and speaking performance of L2 learners, some research studies examined this relationship by taking the oral performance, specifically oral presentations, into consideration. Woodrow (2006) carried out a study to examine the relationship between FLSA and speaking performance of 275 English for Academic Purposes (EAP) students studying in Australia. Woodrow developed a Second Language Speaking Anxiety Scale (SLSAS) as the instrument for the study, and conducted interviews with the

participants to analyze the sources of anxiety. Data revealed a significant, $p = .01$ negative relationship between FLSA and oral performance of the students.

Furthermore, giving oral presentations in class was rated as the highest stressor by students while participating in group discussions was the lowest one.

Liu (2007) conducted a case study with 27 students whose majors were not English in a Chinese University in Beijing to inspect the anxiety in oral English classrooms. The researcher implemented both quantitative and qualitative instruments such as a modified version of the FLCAS, a background questionnaire, and reflective journals. The students completed the given questionnaires and were asked to keep journals for eleven weeks regarding their feelings while speaking English and ways to become more participative during classes and decrease their anxiety. The findings indicated that many students experienced anxiety while speaking English in class, and according to the data provided by the journals, the majority of the students felt the most anxious while giving a presentation and answering questions in class.

By focusing on in-class oral presentations, Djahimo et al. (2018) performed a study with 25 university students at an English department in Indonesia to see whether there is an impact of FLSA on the speaking performance of L2 learners. The researcher employed 16 meetings, observations, interviews, and questionnaires to collect data for this mixed-methods study throughout one semester. The participants answered questions in the interviews regarding their overall speaking performance, the challenges they experience while giving a presentation, and the effect of anxiety on their speaking performance. In addition to the questionnaires and interviews, class observations were made to observe the students' speaking performance and reluctance while giving in-class oral presentations.

Affective factors stood out as the most influential factors affecting speaking performance, and anxiety was indicated as the most influential aspect. The participants evaluated their general speaking performances and reported that they could not perform well because of pausing constantly, making many language errors, losing control and going blank, sweating and panicking, forgetting vocabulary items in L2 and switching to L1 unintentionally. They also stated that they showed some physical reactions such as fidgeting, stammering, and trembling during their oral performances.

Similarly, Sabuncuoğlu and Kurtoğlu (2021) focused on the in-class oral performance implementations while examining the relationship between FLA and speaking performance of learners. Although most of the studies examining this relationship have been conducted at higher education levels, the researchers carried out a study with 100 students from 5th-8th grade at a public school in İstanbul, and the researchers tried to investigate the impact of foreign language classroom anxiety on students' oral performance. As the research tool of this quantitative study, they used FLCAS as the questionnaire to measure the anxiety level of the participants. The researchers interpreted the results based on the questionnaire scores of the students and found that listening and speaking anxiety of the students were very high. Nearly half of the pupils (49%) reported that they feel self-conscious about speaking in front of people in class, and 44% of students stated that they felt quite anxious when they speak and participate in oral activities in language class. Sabuncuoğlu and Kurtoğlu concluded that the students refrained from speaking and being a part of communicative activities, and FLA had a negative effect on participants' oral performance.

Other than concentrating on the test scores, speaking course grades, or oral presentation scores, some studies elaborated on the elements of English language such as language usage, accuracy, fluency, grammar rules in specific, and speech production to explore the relationship between FLSA and speaking performance. Oya et al. (2004) investigated how anxiety and personality affect English-oral performance of 73 Japanese native speakers studying English at different language schools in New Zealand. The participants were given a personality inventory, state and trait anxiety inventory by Spielberger (1983), and a story-retelling task. The participants completed the inventories translated into Japanese, and for the story-retelling task, six picture cards were given randomly and the participants were asked to put them in the correct order and create a story. The story-retelling task was evaluated in terms of accuracy, oral fluency, and complicity. The mean score on state anxiety was 3.23 out of 5. The correlation between state anxiety and oral performance scores were negative, suggesting that participants who were more anxious tended to construct clauses less accurately.

Oya et al. (2004) asserted that anxiety affected all three stages of learning which are input, processing, and output. During the output or speaking stage, anxiety hindered participants from staying organized, and this poor organization made it harder to remember the specifics and sentence construction needed to convey the story accurately, so anxiety had an overall negative effect on accuracy and fluency of oral performance.

By using a similar picture description task to Oya et al., (2004), Djigunovic (2006) performed a study with Croatian undergraduate EFL learners to examine the effect of language anxiety on the English-language performance of the learners. The participants were given a task requiring two pictures' descriptions, one in Croatian

and one in English. While participants described these pictures, the number of temporal and hesitation signals of their planning process during their oral performances were investigated. Learners reported that being watched while observers took notes on their oral performance was significantly anxiety-provoking. The results of qualitative findings revealed that in comparison with low-anxious L2 learners, highly anxious participants were more prone to construct longer sentences in L2 compared to L1, had difficulty in producing continuous speech both in L1 and L2, needed longer mid-clause pauses, more repetitions, and made more errors during L2 oral performance.

By focusing on the grammatical and communication aspects of speaking skills, Tm and Kunt (2013) executed a study to probe the effects of anxiety while speaking English with 131 native Turkish speakers who were enrolled in junior and senior years of foreign language teacher education programs at two universities in Northern Cyprus. The prospective teachers of English completed Horwitz's Teacher Foreign Language Anxiety Scale for the quantitative data collection, and semi-structured interviews were conducted with 28 of the participants for the qualitative data analysis. The results of the scale indicated that a noteworthy degree of Foreign Language Anxiety (FLA) was experienced by the participants. According to the findings provided by the interviews, the student teachers reported that FLA had adverse effects on their English use in terms of application of grammar rules and the execution of speaking performance. The participants worried about not having enough linguistic knowledge to answer the questions and forgetting to recall the necessary rules during an oral production. Another concern mentioned by the participants was not being able to convey their speech in a fluent and proper manner, rather than conveying the message.

In contrast to the studies indicating the negative relationship between FLSA and speaking performance/achievement of L2 learners, the research conducted by Kleinmann (1977) is one of the rare, and frequently cited studies that demonstrated the positive effect of anxiety on the speaking performance of foreign language learners. Kleinmann revealed both facilitative and debilitating impacts of FLA on English-speaking performance of native Arabic and Spanish speakers. One of the statements of a participant was: “Nervousness while using English helps me do better. And nervousness while using English in class prevents me from doing well” (p. 98). Kleinmann reported that the students who normally avoid using some grammar structures such as passive forms in Arabic, and infinitive complement and direct object pronoun structures in Spanish did not avoid using these structures in English. In other words, facilitating anxiety was positively correlated with the grammar structures.

Noting the negligible relationship between FLSA and speaking performance of the learners, Kuai et al. (2021) investigated the relationship between anxiety rating and speech performance of 24 university students in China, and found that speech anxiety cannot be the exact reason of low speaking performance. Researchers recorded the brain activities of the participants via functional near-infrared spectroscopy while they anticipated and delivered the speech. Students also completed the Personal Report of Confidence as a Speaker (PRCS) questionnaire to rate their speaking anxiety level. Participants delivered 2 to 3-minute speeches in front of real and virtual audiences, in two separate sessions, and four reviewers evaluated these performances. The data obtained by neuroimaging technique, questionnaire, and performance of the participants showed that the correlation between PRCS scores and speaking performance was not significant, and speaking

anxiety was observed during the anticipation phase, but not related to the delivery phase. In other words, Kuai et al. concluded that high anxiety rating is not indicative of poor speech performance, so there is a negligible relationship between them.

Self-Efficacy

Language learning is affected by many factors such as affective, cognitive, social, and psychological. Similarly to foreign language speaking anxiety, self-efficacy is another concept that may have a potential impact on English-speaking skills. The concept of self-efficacy within its theoretical background, its importance in foreign language learning, the relationships between self-efficacy and speaking performance, self-efficacy and FLA/FLSA, and self-efficacy, FLSA, and speaking performance are elaborated on in this section of the literature review.

Bandura's Social Cognitive Theory and the Concept of Self-Efficacy

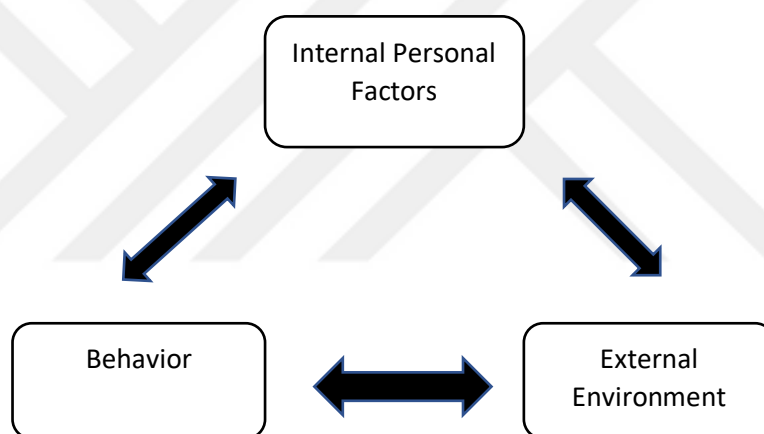
The role of the impact of cognitive processes on human behavior and learning has drawn attention for decades. The Social Cognitive Theory proposed by Albert Bandura (1986) can be regarded as one of the most efficacious ways to understand why and how individuals adopt and perform definite behaviors (Piechurska-Kuciel, 2013). Bandura (1997) considers individuals as contributors to the things they experience, rather than sole determiners, and describes learning as a cognitive process that occurs in a social context where people are in a natural interaction with each other. In line with the core claim of Social Cognitive Theory (SCT), Bandura claims that human behavior is influenced by many internal factors such as cognitive and affective, and external factors such as the environment such as social stimuli, and the interaction with others. Bandura (1997) explains this reciprocal interaction by stating:

In social cognitive theory, human agency operates within an interdependent causal structure involving triadic reciprocal causation (Bandura, 1986). In this transactional view of self and society, internal personal factors in the form of cognitive, affective, and biological events; behavior; and environmental events all operate as interacting determinants that influence one another bidirectionally (p. 6).

Bandura (1997) illustrated this triadic reciprocal causation model as shown in Figure 2:

Figure 2

Triadic Reciprocal Causation Model



Note. Adapted from *Self-Efficacy: The Exercise of Control* (p. 6), by A. Bandura, 1997, W. H. Freeman and Company.

In accordance with the SCT, individuals engage in various actions and evaluate their outcomes. As a consequence of this evaluation process, the perceptions of the individuals' abilities to partake in future tasks and the effort they plan to exert to succeed in the task takes shape. This outcome, arising from an intricate process of self-persuasion and self-evaluation, directs the individuals to adopt some beliefs

about their own capabilities, as one of the foundational tenets of SCT: the idea of self-efficacy.

The concept of self-efficacy is considered just as a branch of SCT, and it is regarded as a significant internal personal factor in the triadic reciprocal causation structure. Bandura defined self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3). Another self-efficacy definition made by Bandura (1986) was “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (p. 391). Self-efficacy was also described as the beliefs and the confidence about one's ability to meet the challenges to achieve a given task or behavior successfully (Huang & Shanmao, 1996).

Based on these definitions and SCT, self-efficacy beliefs are not the actual representation of the capabilities of the learners, but the belief the learners possess regarding their potential for succeeding in an assigned task. According to Schunk and Pajares (2010), individuals with high levels of self-efficacy are inclined to demonstrate increased intrinsic motivation, set challenging goals, and uphold steady dedication to their pursuits (as cited in Ma, 2022). When learners have a higher level of self-efficacy beliefs, they persuade themselves that they have an ability to achieve a task or performance, and in accordance with this self-persuasion, the learners put their effort into the accomplishment of the task.

Sources of Self-Efficacy Beliefs

Bandura identified four principal sources of self-efficacy to examine the background of how individuals build their self-efficacy thoroughly as it forms a big portion of self-knowledge and self-concept. The first and the most impactful source of self-efficacy is enactive mastery experiences because they are a realistic

representation of an individual's endeavors made towards success and thus, produce a more potent impact on individuals' self-efficacy beliefs in comparison with other sources of self-efficacy (Bandura, 1997). Schunk (1989) remarked that learners who attribute past successes to their skills view themselves as capable of achieving success in future endeavors; consequently, they expect and often achieve results they consider valuable, like high grades and praise from educators, after accomplishing their goals. In other words, when individuals succeed in a particular task, this achievement consolidates their self-efficacy beliefs to excel at challenging tasks they will encounter in the future.

On the other hand, setbacks on a designated task inhibit the sense of self-efficacy beliefs and may have a deterrent effect on working diligently on the completion of the assignment, especially if those beliefs are not firmly established yet (Bandura, 1997; Schunk, 1991). To illustrate, if a learner has a high level of self-efficacy beliefs, he exhibits the skill to quickly overcome a setback as the learner focuses on discovering the ways to handle the failure instead of feeling inefficacious or worried about it. In an opposite scenario, if a learner has a low level of self-efficacy, then he is inclined to judge his abilities and competence as the failure turns into a threatening issue.

The second source of self-efficacy beliefs is vicarious experiences. The rationale behind vicarious experiences is that an individual can also make changes in their self-efficacy beliefs in an indirect way by considering their associates as models, rather than learning the behavior based on self-exposure. Individuals compare their own capabilities by observing the other people who share the approximate similarities with themselves in terms of the effort spent and setting, and surpassing these models may have an amplifying impact on the level of self-efficacy

beliefs (Bandura, 1997). In contrast to the boosting effect, observers may also experience a deteriorating impact of the observation in case of a failure in a task of the observed subject. Maddux and Lewis (1995) also emphasized the importance of vicarious experiences on boosting self-efficacy beliefs of the individuals by giving an example:

For example, modeling films and video-tapes have been used successfully to encourage socially withdrawn children to interact with other children. In such films, the socially withdrawn child observes another child similar to himself encounter and then master problems similar to his own. The child model initially expresses some fear about approaching another group of children, but then takes a chance and starts talking to the children and joins in their play. The children viewing the film see the model child, someone much like themselves, experience success and come to believe that they too can do the same thing (p. 56).

The significance of vicarious experiences emerges even more when individuals do not feel a sufficient level of self-efficacy to perform a task or have a limited number of prior experiences (Bandura, 1997). To conclude, observing both success and failures of peers, colleagues, or other associates, comparing oneself to these models, evaluating one's own capabilities, and mimicking these self-efficacy beliefs accordingly may be regarded as a way of adjusting self-efficacy beliefs of the individuals.

Another source of self-efficacy beliefs is verbal persuasion. Maddux and Lewis (1995) assert that communication has a notable impact on psychological interventions regardless of what they are. Expressing faith in an individual's potential success strengthens this individual's self-efficacy beliefs as this constructive appraisal works as a driving force (Bandura, 1997; Wangwongwiroj &

Yasri, 2021). Although encouraging an individual with positive appraisal is not sufficient in the endurance of long-term self-efficacy beliefs, it may motivate and spark the individuals in terms of the realization of their own capabilities.

In contrast to its boosting effects, verbal persuasion is not effective on boosting self-efficacy beliefs and results in failures when the encouragement is beyond the reality of the actual capability of the targeted individual (Bandura, 1997), and is not considered as a strong source as mastery experiences as it hinges on the reliability of the person who persuades the individual (Zimmerman, 2000). So, encouraging, motivating, and appreciating the individuals may help them to boost their self-efficacy beliefs, provided that realistic boundaries are set, and extraordinary impacts on individuals' beliefs are not expected.

The last source of self-efficacy beliefs is physiological and affective states. Feeling emotionally stable and less stimulated helps individuals to perform better and maintain their self-efficacy beliefs. Bandura (1997) drew attention to the role of somatic factors on the well-being and feeling efficacious by stating that “high arousal can debilitate performance; people are more inclined to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated” (p. 106). Feeling self-efficacious is more probable when individuals feel more relaxed, calm, and less anxious and distressed (Maddux & Lewis, 1995). Considering internal personal factors as a pillar of triadic reciprocal causation, besides the impact of cognitive side on self-efficacy beliefs, individuals can boost their sense of self-efficacy by staying calm, suppressing the anxiety, and controlling the negative effects of somatic symptoms.

In addition to the four sources of self-efficacy beliefs defined by Bandura (1997), Maddux (2013) suggested a new source of self-efficacy beliefs as imaginal

experiences or visualization, and grounded this source of self-efficacy beliefs based on Social Cognitive Theory. According to Maddux (2013), SCT assumes that people possess an enormous ability to symbolize concepts cognitively. Therefore, people can also portray their targets as accomplishable, visualize the potential consequences of these behaviors, and evaluate their self-efficacy or inefficacy in hypothetical future situations. Besides suggesting this new source of self-efficacy, Maddux also mentioned the drawback of it as imagining an unreal situation and evaluating the performance as successful or unsuccessful may not be as influential as the other sources of self-efficacy beliefs such as experiencing a real achievement or a failure.

Self-Efficacy in Foreign Language Learning

Self-efficacy has been acknowledged as a prominent factor in learning, academic achievement, and performance in various disciplines. There are many research studies investigating the significance and supportive impact of self-efficacy on the achievements, and academic and physical performances of students in different fields such as psychology, music, math, medicine, and sports (Hewitt, 2015; Jackson, 2002; Sivrikaya, 2018). As there is an abundance of research studies conducted in various disciplines, self-efficacy beliefs, their potential impacts on foreign language learning, and their relationship with foreign language learning need to be addressed more in foreign language literature as well.

In the specific context of foreign language learning, a number of studies were conducted to examine the relationship between self-efficacy beliefs and language skills; reading (Habibian & Roslan, 2014; Shehzad et al., 2019; Yoğurtçu, 2013), listening (Graham, 2011; Rahimi & Abedi, 2014; Todaka, 2017), and writing (Erkan & Saban, 2011; Pajares & Johnson, 1994; Teng & Wang, 2023) in the majority.

Studies related to self-efficacy beliefs and speaking performance/achievement are discussed in the following section.

Self-Efficacy and Speaking Performance/Achievement

Although many research studies were conducted to explore the relationship between self-efficacy and foreign language skills, the relationship between self-efficacy and speaking skills, performance and achievement, and to what extent self-efficacy beliefs have an impact on speaking skills related outcomes of L2 learners were not addressed sufficiently. The research studies which were conducted to examine the interaction between self-efficacy and speaking skills mostly reported a positive relationship between them (Alawiyah, 2018; Dwyer & Fus, 2002; Zhang, 2020).

To explore the relationship between self-efficacy beliefs and speaking performance and/or achievement of L2 learners, speaking tests, oral performance scores, and speaking course grades are frequently used as measures, and supported with additional self-efficacy beliefs instruments such as questionnaires. Asakereh and Dehghannezhad (2015) conducted a correlational study to investigate speaking skills self-efficacy beliefs, satisfaction with speaking classes, and speaking skills achievement of 100 Iranian EFL undergraduate students. They created a questionnaire by adapting different questionnaires to test the speaking self-efficacy beliefs of the students and used the final scores of a proficiency test as the speaking achievement of the participants. The findings revealed that there was a positive relationship between speaking self-efficacy beliefs and speaking achievement of the learners, and speaking skills self-efficacy beliefs was a strong predictor ($r = .56$, $N = 100$, $p < .001$) of speaking achievement of learners.

Applying the same method, Dwyer and Fus (2002) carried out a study to examine the relationship between self-efficacy, communication apprehension, and speaking grades of 304 undergraduate students enrolled in a public speaking course. As instruments of the study, a self-efficacy scale was given to the participants, and their speaking course grades were used as a measure of speaking achievement. The results of the study pointed out a significant ($r = .32, p < .01$) positive correlation between self-efficacy and speaking grades of the participants. In addition to this, self-efficacy was found as a strong predictor of final course grades. Dwyer and Fus remarked that higher self-efficacy beliefs resulted in higher public speaking course grades.

Like Dwyer and Fus, Zhang et al. (2020) also examined the relationship between self-efficacy and public speaking performance of 82 EFL students who enrolled in an English public speaking course at a university in China. The proficiency level of the participants was determined according to the College English test. A public speaking self-efficacy scale and an interview were administered to the participants, and their public speaking course grades were used for correlational purposes. According to the findings of this mixed-methods study, self-efficacy was not found as a strong predictor of speaking course grades unlike previous studies ($p > .05$). However, according to the participants' statements in the interviews, self-efficacy had a positive impact on their speaking performance in terms of effort and time spent, and more speaking preparation, and consequently, getting better prepared for the speaking helped the participants perform better.

Alawiyah (2018) performed a correlational research study to investigate the relationship between speaking self-efficacy and speaking achievement, and whether speaking self-efficacy beliefs had an impact on speaking achievement with 96

undergraduate students who had already taken speaking courses offered by their departments. A self-efficacy questionnaire and a speaking test were given to the participants. The results of the study showed that there was a statistically significant ($p < .001$) positive correlation between speaking self-efficacy and speaking achievement, and the results of regression analysis also showed that speaking self-efficacy beliefs influenced the speaking achievement of the participants by 12.2%.

An intervention of a course, an application, or a material to observe the potential change on a construct, self-efficacy beliefs in this case, affecting performance of L2 learners was also consulted by a few researchers. To delve into the impact of a self-efficacy course on speaking achievement of the learners, Templin et al. (2001) carried out a study with 293 Japanese freshmen studying English. The main purpose of the study was to investigate whether a self-efficacy course could lead to an increase in self-efficacy beliefs of the learners, and consequently higher English-speaking achievement. After piloting a self-efficacy syllabus, Templin et al. proposed a self-efficacy course for freshman Japanese English speakers to raise their self-efficacy beliefs. At the beginning of the term, participants were given a self-efficacy questionnaire and an English-speaking test as pre-tests. Throughout the semester, the participants took the self-efficacy course, and at the end of the term, the participants were given the same self-efficacy questionnaire and speaking test as post-tests. The findings showed a significant difference at $p < .05$ between pre- and post-tests for self-efficacy beliefs and speaking achievement of the participants. Templin et al. mentioned the importance of teaching to raise self-efficacy beliefs and hence the speaking skill of the learners.

By integrating an application as an intervention, Liu (2013) performed a study to observe the impact of a self-access center, English Bar, where the students

could practice speaking English, on the progress of self-efficacy beliefs and perspective regarding speaking skills of Chinese college students. The rationale behind using English Bar was to allow the learners practice English speaking skills more, in addition to their classes. The participants of the study were divided into two groups as experimental and control. The participants in the first group were the ones who visited English Bar frequently whereas the participants in the control group were the ones who seldom or never visited the application.

English speaking test scores were obtained from the participants, and a self-efficacy perception questionnaire was given to them. An interview was also conducted with the participants who regularly visited the English Bar. The participants were in an interaction with native instructors at the English Bar. The results showed that spending more time and practicing speaking English boosted the self-efficacy beliefs of the participants and after a while, the students who had been inclined to be quiet and timid regarding speaking English transformed to talkative and active speakers of English.

FLSA and Self-Efficacy in FLL

As aforementioned and supported with studies in literature in the previous sections, foreign language speaking anxiety has mostly an adverse and debilitating effect on the process of foreign language learning. On the other hand, self-efficacy beliefs mostly have a promotive impact on foreign language learning and language skills in general. The relationship of these two factors, one affective and one cognitive, have been researched in different domains of language learning, such as reading, listening, and writing skills of L2 learners. The research studies conducted to explore the relationship between speaking anxiety and self-efficacy beliefs are provided in this section.

Research studies mostly reached a conclusion showing an inverse relationship between anxiety and self-efficacy. To illustrate, when the foreign language anxiety level of the participants was high, their self-efficacy levels tended to be low. To probe into the relationship between FLA and self-efficacy beliefs of L2 learners, Xiang et al. (2023) performed a mixed-methods study with 150 Chinese college students. An interview was also conducted with 8 participants to have a deeper understanding of their perspectives. The main purpose of the research study was to examine to what extent anxiety was correlated to self-efficacy, and if so, how these two constructs influenced the English-language skills of the participants. Two questionnaires, one to measure FLA and the other one to measure self-efficacy, were given to the participants. The result indicated a statistically significant negative correlation between anxiety and self-efficacy beliefs of the participants ($r = -.83, p < 0.01$). The higher level of anxiety the participants had, the lower self-efficacy level they had.

Another research study supporting the inverse relationship between anxiety and self-efficacy conducted by Torres and Turner (2016) focused on the four language skills (speaking, listening, reading, and writing). The researchers worked with 206 college students who were studying Spanish as foreign language at 12 public universities in the USA. The participants were given an anxiety scale and a self-efficacy scale, and their correlations with each skill were examined. The study's findings revealed that participants who had a higher level of anxiety related to these four language skills had lower levels of self-efficacy beliefs in these language skills.

Similar to Torres and Turner's study, Jee (2019) carried out a study to analyze the relationship between FLA and foreign language self-efficacy of Korean learners based on four language skills. The results of the study showed a notable

negative relationship between FLA and foreign language self-efficacy of the participants. Jee also mentioned the dominance of oral skills (especially speaking skills) on written skills in terms of FLA the participants had. The results indicated that FLA had the highest correlation with speaking anxiety ($r = .86$) and self-efficacy in speaking skill ($r = -.69$).

In line with the previous studies, the research study conducted by Gürsoy and Karaca (2018) revealed an inverse correlation between FLSA and speaking self-efficacy. The researchers also investigated whether speaking anxiety affected speaking self-efficacy. The participants were 150 students from 5th and 8th grades. For this mixed-methods research study, a FLSA questionnaire, a speaking self-efficacy questionnaire, and interviews were used as instruments. The results of the study revealed a strong negative correlation ($r = -.65, p < .001$) between FLSA and speaking self-efficacy of the participants.

Bensalem (2018) also contributed to most research studies in literature revealing the negative correlation between anxiety and self-efficacy beliefs of foreign language learners. The researcher aimed to examine the interaction between FLA and self-efficacy, and proficiency levels of 261 Arabic university EFL learners. The participants of the study were given an anxiety and a self-efficacy scale. A moderate negative correlation ($r = -.25, p < .001$) was observed between FLA and self-efficacy scores. The findings of the study revealed that self-efficacy was a predictor of foreign language anxiety, and the participants who felt more proficient in English and had a higher level of self-efficacy were less prone to experience anxiety-related issues.

Contrary to the previously mentioned studies, Çubukçu (2008) also examined the relationship between FLA and self-efficacy, and found a negligible interaction

between these two constructs. The participants of the research were 100 students enrolled in an English teacher training program at a university in Türkiye. As instruments, Çubukçu used FLCAS by Horwitz et al. (1986) and a foreign language self-efficacy scale. The Pearson Correlation Coefficient between FLA and self-efficacy was .297, and she reported this result as a non-significant relationship. Low self-efficacy was associated with a higher level of anxiety, but it was not evaluated as a critical outcome by the researcher.

Another research study examining the relationship between FLSA and academic self-efficacy conducted by Tahsildar and Kabiri (2019) found a significant positive correlation between these two constructs. The participants were 202 Afghan English Language and Literature students. The instruments of the research study were a self-efficacy questionnaire, and Foreign Language Speaking Anxiety Scale (FLSAS) adopted from Horwitz et al.'s (1986) FLCAS. The questionnaires showed that the participants had a high level of self-efficacy and speaking anxiety. Pearson correlation coefficient between speaking anxiety and self-efficacy was $r = .50, p < .001$, which indicates a significant positive relationship. In other words, the participants with a high self-efficacy level were prone to have a higher speaking anxiety level as well.

As another contradictory research study, Tuncer and Doğan (2016) examined the relationship among FLA, academic self-efficacy beliefs, and metacognitive awareness of 271 undergraduate EFL students. The researchers used FLCAS by Horwitz et al. (1986) as the anxiety scale and an academic self-efficacy questionnaire as instruments. The standardized regression coefficients revealed that academic self-efficacy had a positive impact on foreign language speaking anxiety ($\beta = .30; p < .05$). The researchers stated that their study was not in line with most of the studies

that found a negative correlation between FLSA and self-efficacy beliefs of the L2 learners.

FLSA, Self-Efficacy, and Speaking Performance/Achievement

Similar to the main aim of the current research study, just a few research studies scrutinized the complicated relationship among FLSA, self-efficacy, and speaking performance/achievement of L2 learners, and mostly reached parallel outcomes. Kord and Rokni (2016) executed a research study to investigate if there was a relationship between FLA and speaking ability of EFL learners, and self-efficacy and speaking ability of 60 Iranian EFL learners. The participants were given a foreign language anxiety scale, language self-efficacy scale, a speaking test, and a placement test. The placement test was applied to the participants to ensure that they were all intermediate level English learners.

As an anxiety scale, the researchers used FLCAS by Horwitz (1986). A language self-efficacy scale in Likert-type format was used to assess the participants' language self-efficacy levels, and a speaking test based on TOEFL-IBT scoring rubric was conducted to assess the English-speaking level of the participants. According to the results, the correlation coefficient between FLA and speaking skills of the participants was $r = -.33, p < .01$, which was evaluated as significantly negative, but a weak correlation by Kord and Rokni. However, the researchers found a significant positive correlation ($r = .78, p < .01$) between language self-efficacy and speaking skills of the participants. The researchers finalized their study by mentioning the inverse correlation between FLA and speaking skills, whereas there was a positive and significant correlation between language self-efficacy and speaking skills of the participants.

In line with the findings and methodology of Kord and Rokni (2016), Hermagustiana et al. (2021) carried out a study to examine the bilateral interactions among FLA, self-efficacy, and speaking performance of 70 English language department students. As the instruments of the research study, two questionnaires testing FLA and self-efficacy, and a speaking test were utilized. The speaking test was scored based on a rubric evaluating the fluency, accuracy, and vocabulary levels of the participants. The results revealed a significant positive correlation between self-efficacy and speaking performance ($r = .60, p < .001$), and a significant negative relation between FLA and speaking performance ($r = .46, p < .001$). The Pearson correlation coefficient between FLA and self-efficacy was $r = .51, p < .001$.

In other words, there was an inverse correlation between FLA and speaking performance, and FLA and self-efficacy, whereas there was a positive relationship between self-efficacy and speaking performance of the participants. The lower FLA was associated with higher self-efficacy and speaking performance, and the higher FLA was associated with lower self-efficacy and speaking performance. The higher self-efficacy was also affiliated with a higher speaking performance. Hermagustiana et al. (2021) finalized their study by stating that a prosperous speaking performance could be acquired when L2 learners had higher self-efficacy beliefs and lower FLA levels.

Another research study was performed by Anyadubalu (2010) to investigate the relationship between perception of self-efficacy, anxiety, and English language performance of 318 middle school Thai English language program students. As the instruments of the study, an English language classroom anxiety scale and a general self-efficacy scale were given to the participants. As the measure of the English language performance, the grading system of the school was taken into

consideration. According to the grading system of the English language program, the students were placed into the different class divisions such as third or second-class upper division. When the students' language tests and exams were above 69%, they were classed as third-class upper division.

The statistical analyses were conducted to explore to see the correlations among FLA, self-efficacy, English language performance. The standardized regression coefficients revealed that FLA ($\beta = -.328$, $t = -5.859$, $p < .01$) and general self-efficacy ($\beta = -.178$, $t = -3.187$, $p < .01$) constructs were significant predictors of English language performance. A significant moderate negative ($r = -.28$, $p < .01$) correlation was found between FLA and English language performance and FLA and self-efficacy levels ($r = -.28$, $p < .01$) of the participants. In contrast to the previous studies mentioned, there was a non-significant ($r = -.08$, $p = .132$) negligible relationship between self-efficacy and English language performance of the participants. Anyadubalu noted that despite this negligible relationship, the participants who had higher FLA levels were more prone to have lower self-efficacy levels, and it had an indirect impact on English language performance of the participants.

Conclusion

Speaking skills in a foreign language are regarded as an indispensable component of the target language. There are many parameters affecting the performance/achievement of speaking skills such as affective, cognitive, personal, or external factors. As being affective and cognitive factors affiliated with the enhancement or deterioration, foreign language speaking anxiety and self-efficacy beliefs of L2 learners were associated with this multifaceted language skill in this research study.

This chapter touched upon foreign language speaking skills as an umbrella term and a pillar of the triangulated structure design of the current research study, factors affecting speaking performance, anxiety as an affective element, its theoretical background based on Krashen's hypothesis, definitions and types of anxiety, foreign language anxiety, foreign language speaking anxiety, and the research studies performed in literature probing the interaction between FLSA and speaking performance/achievement were presented respectively. Subsequently, the construct of self-efficacy, its theoretical foundation based on Bandura's Social Cognitive Theory, sources of self-efficacy beliefs, the importance of self-efficacy in foreign language learning, studies conducted on the relationship between self-efficacy and speaking performance/achievement, self-efficacy and FLA/FLSA, and lastly FLSA, self-efficacy, and speaking performance/achievement were comprehensively reported.

CHAPTER 3: METHODOLOGY

Introduction

This research study was designed to explore the relationship among foreign language speaking anxiety, English-speaking self-efficacy beliefs, and English-speaking performance of Turkish first-year ELT students. To gain more insight into this multifaceted relationship, an explanatory sequential mixed-methods research study comprised of both quantitative and qualitative techniques was implemented. The current chapter explains the research design, context, participants, instrumentation tools, methods of data collection and analyses in detail. The research questions for this study are as follows:

1. What is the correlation between foreign language speaking anxiety and speaking self-efficacy beliefs of Turkish ELT students?
2. How do foreign language speaking anxiety and English-speaking skills self-efficacy beliefs impact the English-speaking performance of Turkish ELT students?

Research Design

A mixed-methods research design was implemented for the current study to probe the relationship among foreign language speaking anxiety, English-speaking self-efficacy beliefs, and English-speaking performance of Turkish ELT students. In addition to this, whether foreign language speaking anxiety and English-speaking skills self-efficacy beliefs of the learners had an influence on their English-speaking performance was investigated. The problem and the research questions of the current study led the researcher to conduct a mixed-methods approach, specifically an explanatory sequential mixed-methods design, to data collection and analysis. A

mixed-methods research design entails a systematic approach to collect, analyze, and intermingle quantitative and qualitative methodologies within a singular study or a sequence of studies, aiming to comprehend a research problem in-depth (Cresswell & Plano Clark, 2011).

An explanatory sequential mixed-methods design combines quantitative and qualitative data respectively. First, quantitative data is collected, then qualitative data is collected to elaborate on the findings of the quantitative data. Quantitative research design includes collecting numeric data from a group of people by using instruments, observing, and analyzing measurable and observable data (Cresswell, 2012). To examine the bilateral relationship among foreign language speaking anxiety, speaking self-efficacy beliefs, and English-speaking performance of the participants, a correlational research design was implemented with a questionnaire for the quantitative aspect of the present study.

To have a deeper understanding of the L2 learners' perspectives about the fundamental concepts of this study, a qualitative approach was also adopted. Marshall and Rossman (2014) describe qualitative research as an approach that is based on real-world situations, emphasizes context, is not pre-animated, is developed through research, and is fundamentally based on interpretation. As an interview technique, semi-structured interviews were carried out as a qualitative measuring instrument with the aim of delving into the perspectives of Turkish ELT students on how their foreign language speaking anxiety and speaking self-efficacy beliefs influence their English-speaking performance.

Context

The setting of the present study is the department of English Language Teaching at a state university in Türkiye. The first-year of the program was chosen

as the focus of the current research study. This context is strongly compatible with the main aim of the present research study as the researcher investigated how foreign language speaking anxiety and speaking self-efficacy beliefs were related, and how this relationship may affect the English-speaking performance of the L2 learners. The language of instruction is English, and the teaching period is four years, excluding the Compulsory English Preparatory Class. The first-year of the ELT department offers various courses to the students such as Introduction to Education, Sociology of Education, Oral Communication Skills, and Reading and Writing Skills.

The Oral Communication Skills course, as a compulsory course within the curriculum, was offered to the first year ELT students by the department. and helped the researcher with both the questionnaire and the interview procedures because the participants of the study were exposed to the lesson content related to speaking skill throughout the whole term. Therefore, the participants were familiar with the items in the questionnaire and in the interview as these instruments question speaking skill in several ways such as its relation to both affective and cognitive factors and self-evaluation.

Participants

Prior to the application of the instruments, ethics approval from Bilkent University Ethics Committee (see Appendix A) and necessary permissions were obtained from the relevant university where the present study was conducted (see Appendix B). The participants of the current study were 71 first-year ELT students, who are prospective ELT teacher candidates, at a state university in Türkiye. All participants were Turkish native speakers studying English as a foreign language for approximately 9 to 10 years. The educational background of all participants was

public schools. Among 71 participants, 45 of the participants were male, and the remaining 26 were female. While most of the participants attended the English Preparatory Program, it was the first year at higher education for approximately 20% of the students. The participants' age range was mostly between 18 and 22; only one student was 25 years old. The demographic characteristics of the participants including age and background information are presented in Table 1.

Table 1

Demographic Characteristics of Participants

Variables	Categories	<i>n</i>	%
Gender	Male	26	36.6
	Female	45	63.3
Age	18	11	15.5
	19	25	35.2
	20	24	33.8
	21	7	9.8
	22	3	4.2
	25	1	1.4
Background	Public School	71	100
	Private School	-	-

While determining the group of participants for this research study, a purposeful sampling technique was used as a non-random sampling type. Purposeful sampling allows the researcher to form a comprehensive understanding of their work and gather valuable data that aligns with their research objectives by choosing the most suitable and relevant sample (Merriam, 2009). The first-year students of the ELT department were chosen as the participants of the current research study because the final grades of the participants were going to be the scores of an oral presentation. In other words, these scores were the results of students' English-speaking performance, and enabled the researcher to have an observed and measurable data sample regarding the oral performance of the participants. For the semi-structured interviews, seven participants were chosen according to their results

of questionnaire, oral presentation scores, and suggestions of the professor, and they were grouped in high, moderate, and low bands. These seven participants were labeled as P1-P7 throughout the present study.

Another reason for the researcher selecting this group of participants was the Oral Communication Skills course the students took throughout the first semester of the 2023-2024 academic year. To gain a deeper understanding regarding the relationship both between FLSA and speaking performance, and between self-efficacy beliefs and speaking performance of L2 learners, these participants were the most appropriate candidates to serve to the aim of this study.

Instrumentation

As this was a mixed-methods research study, both quantitative and qualitative data collection tools were implemented in accordance with the purpose of the study. The main instrument used for quantitative data collection was a survey consisting of two different questionnaires (see Appendix C) For the qualitative aspect of the study, follow-up semi-structured interviews (see Appendix D) were employed for a subset of the participants ($n = 7$). Additionally, oral presentation scores of the participants were used for the quantitative part of the study while investigating the potential impact of anxiety and self-efficacy beliefs on participants' speaking performance.

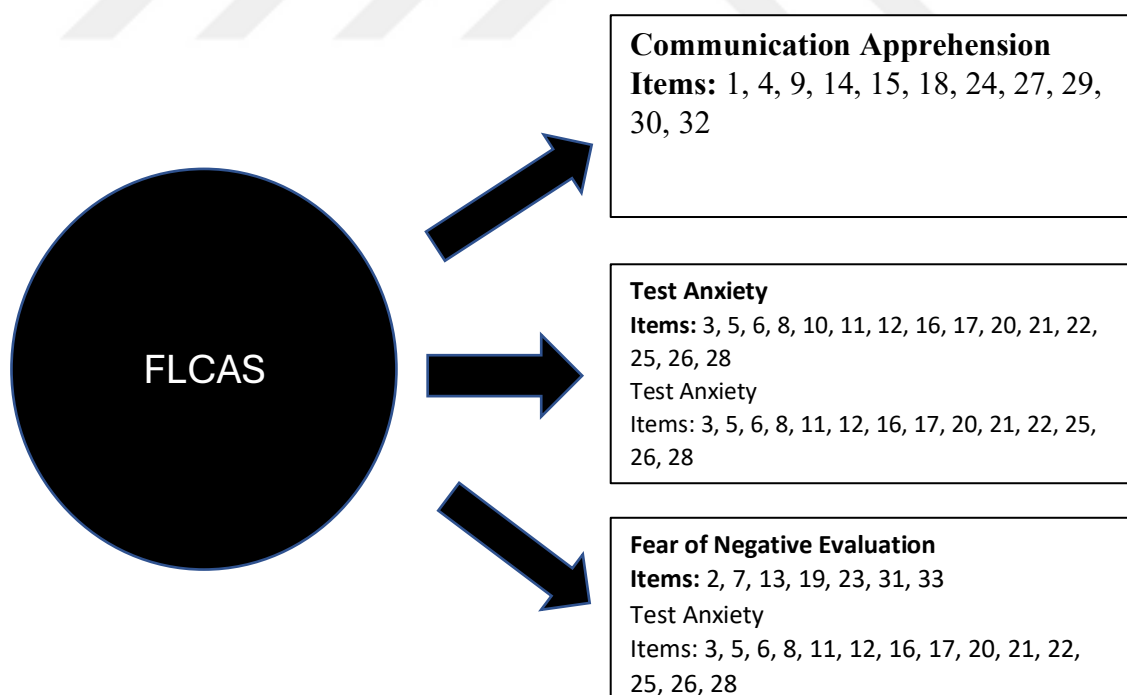
The Questionnaire: FLCAS and Speaking Skills Self-Efficacy Beliefs

The researcher combined two separate questionnaires comprising of FLCAS and speaking self-efficacy testing items into one questionnaire. The questionnaire consists of 44 items in total; 18 of the items are designed to test foreign language speaking anxiety and the remaining 26 items are related to speaking skill self-efficacy beliefs.

To measure students' foreign language anxiety, the researcher used a revised version of the *Foreign Language Classroom Anxiety Scale* (FLCAS), which was created by Horwitz et al. (1986) and considered as one of the most used and reliable questionnaires in the literature, which measures the students' foreign language anxiety occurring in the context of foreign language classrooms. FLCAS is a 5-point Likert-type scale and has 33 items. FLCAS showed a high internal reliability succeeding an alpha coefficient of .93, and test-retest reliability was found $r = .83$ ($p < .001$) with a sample of 78 participants after an eight-week period. Although there are several versions of FLCAS model by Aida (1994) and Na (2007), Figure 3 shows the original model and the distribution of the items proposed by Horwitz et al. (1986):

Figure 3

Horwitz et al. (1986) FLCAS Model



Note. Adapted from “Foreign Language Classroom Anxiety Scale: A Comparison of Three Models” by R. Paee and J. Misieng, 2012, University Malaysia Sarawak, p. 45.

Despite high internal consistency, reliability, and extensive use of FLCAS, the current study concentrates on foreign language speaking anxiety; therefore, the researcher needed the items directly testing speaking skills of the participants. To meet the need of the present study, the researcher used a revised version of FLCAS designed by Saltan (2003). Saltan adapted FLCAS because only 18 of 33 items were directly related to speaking anxiety. Öztürk and Gürbüz (2014) also used the same 18 items for their study, and the internal consistency of the questionnaire was found as .91, which indicates a high reliability.

For the second part of the questionnaire, the researcher used a scale developed by Asakereh and Dehghannezhad (2015). They examined the relationship between speaking self-efficacy beliefs, satisfaction with speaking classes, and speaking achievement of the learners. The researchers designed the speaking skills self-efficacy beliefs questionnaire by adapting from the questionnaires of Rahimi and Abedini (2009), Gahungu (2007), Wang et al. (2013), and Saeidi and Ebrahimi Farshchi (2012). The adapted questionnaire consists of 28 items. The questionnaire has a 5-point Likert-type scale ranging from one (strongly disagree) to five (strongly agree). The questionnaire was validated by the researchers. The questionnaire showed an acceptable validity with Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy being 0.71. The internal consistency measured by Cronbach's alpha was .84.

To summarize, the researcher combined two separate questionnaires to test foreign language speaking anxiety and speaking self-efficacy beliefs of the participants. The questionnaire used in the current study (see Appendix C) comprises 44 items; the first 18 items measure speaking anxiety and the following 26 items test speaking self-efficacy beliefs of the learners.

Follow-up Interviews

In addition to the questionnaire, the researcher created a semi-structured interview (see Appendix D) with five questions to collect qualitative data for the present study. The researcher developed these items by reviewing the literature and with the validation by experts in the field. The main purpose of conducting an interview was to strengthen the data analysis as correlational studies just tell the direction of the relationship but cannot explain cause-effect. A semi-structured interview was applied to grasp the details and the perspective of the participants more comprehensively. The rationale behind asking these questions will be explained respectively.

The purpose of the first interview question was to hear the participants' self-evaluation on their speaking performance because the researcher aimed to have additional information related to participants' speaking performance besides their oral presentation scores, which show just a numerical value. Integrating both the voice of the students and scores they earned from oral presentation assessment allowed the researcher to gain more information about the participants' opinions. It was also intended to help the participants as they felt more aware of their own performance and answered the follow-up questions more easily and in detail. After this warm-up question, two anxiety-related questions were prepared by the researcher.

The first anxiety-related question was designed to explore the situations, and internal and external factors that trigger the anxiety of the participants. The second anxiety-related question was prepared to have answers for the second research question of the present study, which investigates the influence of FLSA on the speaking performance of the participants. After the anxiety questions, speaking self-

efficacy beliefs questions were added. The first speaking self-efficacy question was designed to find out the optimal context and situations in which the participants have a higher level of self-efficacy. The next and the last questions of the interview were also prepared to probe the impact of self-efficacy beliefs on the participants' speaking performance. To summarize, all of these interview questions were designed thoroughly to investigate the participants' perception of speaking anxiety and speaking self-efficacy beliefs, self-evaluation of their own speaking performance, and thoughts on the possible impact of speaking anxiety and self-efficacy beliefs on their oral performance.

Before implementing the interviews with the participants of this study, the researcher piloted the interview with three of her students who were presenting high, middle, and low levels of anxiety in both English and in Turkish to ensure that the interview questions were unambiguous and comprehensible. Based on the feedback and suggestions of the pilot study, the researcher revised the interview questions accordingly.

Oral Presentation Assessment

The participants of the present study took the *Oral Communication Skills I* course during the first semester of the 2023-2024 academic year. The course syllabus was designed by the professor of the course in collaboration with other academics in the department. The course syllabus offers many speaking-skills-related content such as barriers to communication and how to overcome them, accuracy and fluency, how to breathe while speaking, pronunciation and accent, intonation, pitch, rhythm, tempo, loudness, read aloud, dubbing, individual and group assignments, and effective presentation skills. At the end of the term, students were expected to give an oral presentation in class.

According to the course evaluation, the oral presentation scores, which were given based on a rubric (see Appendix E) prepared by faculty members, would be the final grades of the students. The rubric was implemented by the professor of the course. These final grades were also used as an instrument for the current study both to investigate the relationship between speaking anxiety, speaking self-efficacy beliefs, and speaking performance, and explore the potential impact of speaking anxiety and self-efficacy beliefs on speaking performance of the participants.

A type of measurement is necessary to see the possible effects of a psychological construct if the educators want to appraise how their instruction and psychological constructs are related (Daly, 1991). In line with Daly, Horwitz (1986) associates the situation in which students' speaking performance are tested with the manifestation of foreign language anxiety, so the rationale behind using the presentation scores was to examine the possible effects of foreign language anxiety and speaking self-efficacy beliefs on a more concrete and visible outcome, which were the oral presentation scores of the students.

Methods of Data Collection

In this study, an online questionnaire consisting of 44 items and a semi-structured interview were used as instruments to collect data. The researcher obtained the oral presentation scores of the participants by getting permission from the ELT department of the university. The researcher then created an online questionnaire on Google Forms using the validated instruments, and the questionnaire link was shared with the professor of the course, and then the professor distributed the link to the students. The online questionnaire was distributed to the participants before they learned their oral presentation scores/final grades for the purpose of obtaining a more realistic perspective of the participants regarding their

foreign language speaking anxiety and speaking self-efficacy beliefs levels. The participants completed the online questionnaire comprising of anxiety and self-efficacy items in class under the supervision of their professor. At the beginning of the questionnaire, there was a consent form, and an informational text explaining to the students about the questionnaire and that all their information would be used in the research within the framework of confidentiality.

All answers in the questionnaires were analyzed in detail by the researcher and the professor of the participants to select the most appropriate interviewees. Based on the results of the questionnaire, oral presentation scores, and suggestions of the professor, seven students; two high, three moderate, and two low level were chosen with their consent to conduct the interviews. High, moderate, and low bands were formed according to the results of anxiety, self-efficacy, and oral presentation scores. To illustrate, a student was identified in the high band if his/her anxiety score was low, self-efficacy score was high, and oral presentation score was high as well. A student was identified in the low band if his/her anxiety score was high, self-efficacy score was low, and oral presentation score was low as well. And a student was placed into the moderate band if all these mentioned scores were at a moderate level. The semi-structured interviews (see Appendix D) were conducted online as the researcher of the present study and the participants live in different cities.

Zoom application was used for the online interviews, and the participants were informed that their voices and responses would be recorded and transcribed by the researcher for the qualitative data collection of the research study. The interviews were conducted after the participants learned their oral presentation scores so that they could evaluate their own speaking performances. The interview was conducted in Turkish to minimize the risk of any misunderstanding. Each participant was asked

five questions during the interview, and each interview lasted approximately 10-12 minutes. The researcher encouraged the participants to speak freely and frankly to benefit from their insights and obtain more detailed data.

Methods of Data Analysis

After the data collection period, the researcher used a combination of analyses to analyze and interpret the obtained data appropriately. As a mixed-methods research study, the data of the current study has both quantitative and qualitative aspects. Further details of the data analyses are presented below.

Quantitative Data Analysis

There were three variables of the current study: two were independent variables which were anxiety and self-efficacy, and a dependent variable which was speaking (oral presentation) scores of the participants. For independent variables, the total scores of the participant questionnaires comprised of anxiety and self-efficacy measuring items were calculated, and the speaking scores of the students had already been scored out of 100 by their professor, so all data that was used for the analyses were numerical. First, all data of the survey were transferred to the IBM Statistical Package for the Social Sciences (SPSS version 29).

A descriptive analysis was carried out to present the overall summary of the survey results. For the first research question of the study, a correlational analysis was needed to analyze the relationship between FLSA and speaking self-efficacy beliefs of the participants. Correlational designs enable the researcher to measure the degree of association between two or more separate variables or whether a variable can predict another variable (Creswell, 2012). To conduct the appropriate statistical tests, the distribution of the data was checked for both FLSA and self-efficacy beliefs parts of the questionnaire.

As the questionnaire of FLSA and self-efficacy beliefs were Likert-type scales, and thereby the data was ordinal, a nonparametric test was necessary to examine the relationship between anxiety and self-efficacy beliefs (Turan et al., 2015). Clason and Dormody (1994) also considered Spearman's rho correlation analysis as an appropriate way of analyzing the correlation between different variables as it matches with the nature of ordinal data. In addition to this, One-Sample Kolmogorov-Smirnov test results indicated that each survey item was significant ($p < .05$), which means the items of the survey had a significant difference from a normal distribution. One-Sample Kolmogorov-Smirnov results were assumed as another source of justification using a nonparametric correlational design to examine the relationship between FLSA and self-efficacy beliefs of the participants. To address this need, the researcher conducted Spearman's rho correlation analysis to investigate the correlation between FLSA and self-efficacy beliefs.

In addition to the Spearman's Rho test, a multiple linear regression analysis was conducted to see whether independent variables, which were FLSA and self-efficacy beliefs of the participants, influenced the dependent variable which was oral presentation scores/speaking performance of the participants. According to Tabachnik and Fidell (2013), multiple linear regression analysis is a statistical technique of computing the relationship between a dependent variable, and several independent variables and the main aim of using this analysis is to check whether the independent variables predict the dependent variable. Although multiple regression analysis is grounded on correlation between variables, it allows the researcher to discover a more complicated interaction among the group of variables (Pallant, 2011). As one of the main aims of the current study was to investigate whether FLSA and speaking self-efficacy beliefs of the participants influenced their English-

speaking performance, multiple linear regression analysis was an appropriate statistical analysis. All assumptions to conduct multiple linear regression analysis were checked, and they all met the necessary conditions. All of these assumptions are explained below.

As one of these assumptions, sample size was checked. Tabachnik and Fidell (2013) created a formula for the appropriate sample size as $N \geq 50 + 8m$. N refers to the number of the participants, and m refers to the number of independent variables used in a study. In the current research study, there were 71 participants, and two independent variables as speaking anxiety and speaking self-efficacy beliefs, and the number of the participants so this assumption was met. All the remaining assumptions were also checked and evaluated based on Tabachnik and Fidell (2013). As another assumption, linearity between dependent and independent variables was checked. A scatterplot was created, and it showed the linearity between each independent variable and the dependent variable. Then the assumption of no multicollinearity was checked. According to this assumption, the Pearson correlation coefficients between independent variables should be below 0.8, and this value was .66 in the current study, so the absence of multicollinearity assumption was also met.

Then, the assumption of outliers was checked. In the table of residual statistics, minimum and maximum values of standard residuals were checked, and they both were between -3.29 and +3.29. As another step to check the outliers, Cook's distance was also checked. The maximum value of Cook's distance should not be above 1, and in this study this value was .137, so there was not an outlier. As another assumption, whether the values of residuals were normally distributed was controlled. To check this, P-P plot of regression standardized residual was used and this visual showed that residuals were quite closer to the diagonal line, so this

assumption was also met. As an additional assumption, homoscedasticity was checked by looking at the Durbin-Watson value. Durbin-Watson value should be closer to 2, and in this study, this value was 2.187, so this assumption was also met. As the last assumption of multiple linear regression analysis, whether the values of residuals were independent was checked. The residuals spread randomly and covered the graph, so the last assumption to apply multiple linear regression was also met.

As all the assumptions to conduct multiple linear regression analysis were met, the researcher conducted the analysis, and the results of multiple linear regression analysis revealed the answers to the second research question. The researcher found the extent FLSA and self-efficacy beliefs predicted speaking performance of the participants, and which independent variable influenced speaking performance of the participants.

Qualitative Data Analysis

For the analysis of the second research question, Word Dictate was first used for the transcription of the recordings. As the interviews were conducted in Turkish, transcribed sentences were translated into English and confirmed by ELT experts, one of whom was a bilingual speaker. The researcher listened to and re-watched all the recordings of the interviews several times during transcription to note all the words carefully and removed the repetitive and redundant parts of the sentences for the analysis. Thematic analysis was used to analyze the findings of the interview data that answers the second research question; whether foreign language speaking anxiety and speaking self-efficacy beliefs influence the participants' English-speaking performance. Thematic analysis goes beyond simply tallying specific words or phrases and instead focuses on emphasizing and elucidating both implied and

explicit concepts presented in the data (Guest et al., 2011). The researcher mostly held a deductive approach as the themes waiting to be explored were clear.

As the main aim of the current research study was to investigate the potential impact of affective factors such as anxiety, and cognitive factors such as self-efficacy on English-speaking performance of the participants and their relationship, the main themes were pre-determined and directly associated with anxiety, self-efficacy beliefs, and speaking performance. The researcher also had a bottom-up, data-led approach to explore possible themes and sub-themes to add to the existing themes. The researcher read the data several times to comprehend all the details. Then, the researcher transferred all transcribed sentences of seven participants into the MAXQDA (version 24.2) for coding purposes and created codes. While creating codes, new sub-themes emerged, and the data were placed into the proper themes and sub-themes. The frequencies of expressions were analyzed thoroughly, and some codes were added or eliminated accordingly.

To provide a more reliable coding process, an ELT professional coded approximately 43% of the data as the second coder and Kappa statistic between the researcher (first rater) and the second rater was 89.39%. This strength of agreement was evaluated as almost perfect by Landis and Koch (1977). Table 2 shows the details of the rating statistics.

Table 2

Interrater Reliability

Participants	Agreements	Disagreements	%	Kappa (RK)
Participant 3	21	1	95.45	.95
Participant 6	21	1	95.45	.95
Participant 7	17	5	77.27	.77
Total	59	7	89.39	.00

In conclusion, the researcher chose an appropriate group of participants aligning with the main aim of the present research study. As the instruments, a revised version of FLCAS by Horwitz et al. (1986) and a speaking self-efficacy beliefs questionnaire developed by Asakereh and Dehghannezhad (2015) were used as the questionnaire, and a semi-structured interview was conducted with seven participants. Along with them, oral presentation scores of the participants were also used as the indicator of the speaking performance of the participants. For the analysis of the quantitative data, correlational and multiple linear regression analyses were run, and a thematic analysis was used by the researcher to have a deeper understanding of the perspectives of the participants regarding the possible impacts of anxiety and self-efficacy beliefs on the speaking performance. The main results and findings of the present study are presented in the following chapter.

CHAPTER 4: RESULTS

Introduction

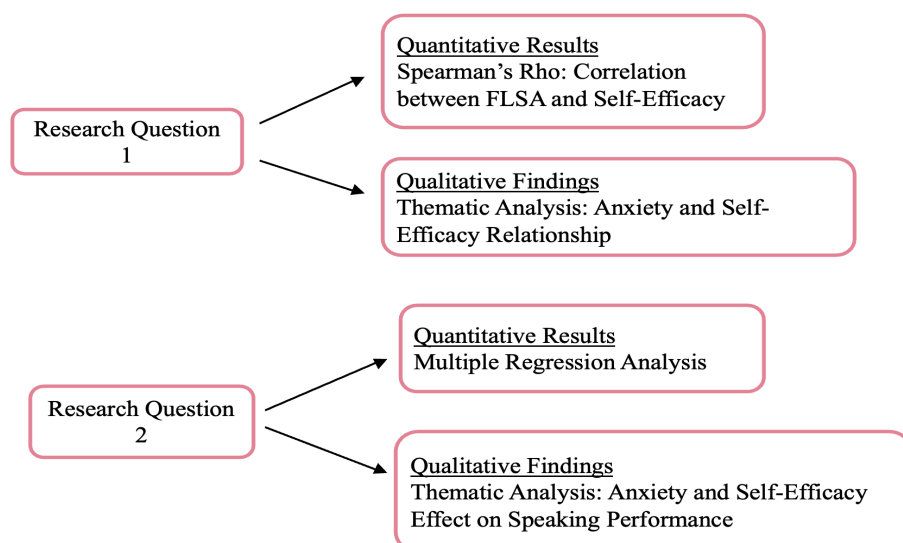
The current research study explored the relationship between foreign language speaking anxiety and speaking self-efficacy beliefs, and their potential influence on the speaking performance of first-year ELT students. For both research questions, both quantitative, the Spearman's rho correlation and multiple linear regression analysis, and qualitative analysis, a thematic analysis, were implemented. The answers to the following research questions were presented in this chapter:

1. What is the correlation between foreign language speaking anxiety and speaking self-efficacy beliefs of Turkish ELT students?
2. How do foreign language speaking anxiety and English-speaking skills self-efficacy beliefs impact the English-speaking performance of Turkish ELT students?

The summary of how the research questions were answered is presented in Figure 4.

Figure 4

Summary of the Results



As also seen in Figure 4, the answers of both research questions were collected by quantitative and qualitative data analyses. First, quantitative results of both research questions, then qualitative findings are presented respectively in the following sections.

Quantitative Results

To answer the first research question, the data was obtained from the participants' responses on speaking anxiety and speaking self-efficacy beliefs survey. The Spearman's rho correlational analysis was conducted to investigate the relationship between speaking anxiety and speaking self-efficacy beliefs of the participants. To answer the second research question, a multiple regression analysis was run to see whether speaking anxiety and speaking self-efficacy beliefs of the participants influence the participants' English-speaking performance.

Research Question 1: What is the Correlation between Foreign Language Speaking Anxiety and Speaking Self-Efficacy Beliefs of Turkish ELT Students?

To answer the first research question, the researcher conducted Spearman's rho correlational analysis to determine the relationship between FLSA and speaking self-efficacy beliefs of 71 participants. There was a moderate, negative correlation between the scores of FLSA and self-efficacy beliefs of the participants, which was statistically significant ($r = -.58, p < .001$). Higher FLSA scores were associated with lower self-efficacy beliefs scores, and lower FLSA scores were correlated with higher self-efficacy beliefs scores. In other words, participants who got lower scores from anxiety-related items got higher scores from self-efficacy-related items and vice versa.

Research Question 2: How Do Foreign Language Speaking Anxiety and English-Speaking Self-Efficacy Beliefs Impact the English-Speaking Performance of Turkish ELT Students?

To answer the second research question, the researcher examined the possible influence of FLSA and speaking self-efficacy beliefs on speaking performance of the participants, and conducted a multiple linear regression analysis. FLSA and speaking self-efficacy beliefs were the independent variables, and oral presentation scores of the participants were the dependent variable of the analysis. According to Pearson correlation coefficient results, there was a moderate, negative correlation between FLSA and oral presentation scores, which was statistically significant ($r = -.460, p < .001$). In other words, when FLSA scores were high, oral presentation scores were low due to the inverse relationship between them.

There was a moderate, positive correlation between speaking self-efficacy beliefs and oral presentation scores ($r = .49, p < .001$), which means that when speaking self-efficacy scores were high, oral presentation scores were also high as there was a linear relationship between them. According to the results of model summary and ANOVA tables, the model was significant, $F(2, 69) = 12.71, p = .001$, explaining 25.1% (adjusted $R^2 = .25$) of the variance in the dependent variable. In other words, the union of independent variables, FLSA and speaking self-efficacy beliefs, influenced/predicted the oral presentation scores of the participants by 25%.

According to the ANOVA table, at least one of the independent variables (FLSA or speaking self-efficacy beliefs) had a significant influence on oral scores. ($p < .001$). As illustrated in Table 3, FLSA did not have a significant influence on oral presentation scores ($p = .87$), whereas speaking self-efficacy beliefs had a significant influence on oral presentation scores ($p = .02$).

Table 3

Multiple Regression Analysis among FLSA, Speaking Self-Efficacy Beliefs, and Oral Presentation Scores

Independent Variables	Unstandardized B	β	t	p
FLSA	- 0.131	-.241	-1.738	.087
Speaking Self-Efficacy	0.213	.329	2.375	.020*

* $p < .05$

While FLSA did not have a statistically significant ($p > .05$) influence on oral performance scores of the participants, speaking self-efficacy beliefs had a statistically significant influence on oral presentation scores of the participants ($p = .02$).

Qualitative Findings

In addition to the quantitative analysis, the current study also presents a detailed, thematic analysis of interviews conducted with a subset of the survey participants. A semi-structured interview was conducted with the participants to probe the impacts of FLSA and English-speaking self-efficacy beliefs on the English-speaking performance of the participants. The researcher conducted a thematic analysis on the interview data by applying both deductive and inductive approaches. Clarke and Braun (2017) described thematic analysis as “a method for identifying, analyzing, and interpreting patterns of meaning (‘themes’) within qualitative data.” (p. 297).

The rationale behind applying a deductive approach was the clarity of the constructs the researcher aimed to explore. In other words, as the main purpose of the present study was to examine the relationship among FLSA, self-efficacy, and English-speaking skills of the participants, the main themes and sub-themes were expected to revolve around these elements. This study had a triangulated structure

combining an affective factor, which was anxiety, and a cognitive factor, which was self-efficacy, with the speaking performance. The researcher also implemented an inductive approach with a bottom-up data-led strategy to discover the potential sub-themes that may arise during the data analysis in addition to the existing main themes. The themes and sub-themes, and their frequencies are illustrated in Table 4.

Table 4

Themes and Sub-Themes of the Thematic Analysis

Themes and Sub-Themes		<i>f</i>		
Anxiety	Low Anxiety	External Factors	13	
		Internal Factors	4	
	High Anxiety	External Factors	26	
		Internal Factors	16	
	Self-Efficacy	Low Self-Efficacy	External Factors	1
			Internal Factors	10
High Self-Efficacy		External Factors	4	
		Internal Factors	24	
Anxiety and Self-Efficacy Relationship		9		
Speaking Performance				
Anxiety Effect on Performance		25		
Self-Efficacy Effect on Performance		25		
Self-Evaluation				
Positive Evaluation		3		
Negative Evaluation		15		
Preparedness		6		
Prior Experiences and Lack of Experience		13		
Language Usage		9		
Total		203		

Both anxiety and self-efficacy constructs have subsets as low and high indicators, and these low and high sub-themes had subcategories as external and internal factors. Low sub-themes for both anxiety and self-efficacy corresponded to the factors decreasing the level of anxiety and self-efficacy beliefs, while high sub-themes for both anxiety and self-efficacy beliefs were the factors increasing the levels of anxiety and self-efficacy beliefs. The researcher categorized them as the responses of the participants formed new themes and sub-themes, and for the clarity of the qualitative findings, forming these sub-categories was necessary.

Under both low and high classes, the researcher also formed external and internal factors. External factors referred to the other people, things, or the environment that were out of the control of the participants. To illustrate, feeling anxious while giving a presentation because of the peers or the existence of the teacher in the classroom was regarded as an external factor. On the other hand, internal factors were the factors stemming from the participants' own beliefs, ideas, and inner worlds. For example, feeling relaxed or believing in oneself was considered as an internal factor. Based on the frequencies, the number of external factors outweighed the internal factors in the low anxiety sub-theme, and the domination of external factors over internal factors can also be seen in the high anxiety sub-theme. In contrast to the anxiety theme and its subsets, the frequency of external factors indicating low self-efficacy was just one-tenth of internal factors.

The situation was the same for the dominance of internal factors over external factors in the sub-theme of high self-efficacy. Depending on the frequencies of these sub-themes, anxiety was mostly associated with external factors, whereas self-efficacy was mostly related to internal factors. The close relationship between self-efficacy and internal factors were in line with how Bandura (1997) perceives self-efficacy concept. So, an adversity between anxiety and self-efficacy can be observed in terms of the association of both external and internal factors. The effect of anxiety and self-efficacy beliefs on speaking performance had equal frequencies.

Although the relationship between anxiety and self-efficacy constructs were not questioned directly, the participants touched upon their relationship while giving answers to the questions aiming to investigate the speaking anxiety and speaking self-efficacy. Self-evaluation was a sub-theme that arose during the thematic analysis and was located as a sub-theme of speaking performance. In the self-evaluation part, the participants shared their opinions, beliefs, criticism, and the factors affecting their speaking performance regarding the oral presentation which determined the final course grades of the participants. The participants in the interviews mostly made negative comments on their oral performances. The participants also associated preparedness, prior experiences, and language usage with the self-evaluation of their oral performances. Each theme, sub-theme, and the experiences shared by the participants in the interview were reported respectively in the following sections.

Anxiety

Under the theme of anxiety, low and high anxiety-related expressions including external and internal factors were structured based on the responses of the participants. These anxiety-related expressions of the participants directed the researcher to form sub-themes by the participants' explanations regarding in which

situations, when, and with whom they feel less or more anxious while speaking English. Both internal and external factors sharing similar features in relation to low and high anxiety were categorized and gathered under sub-headings. There were 59 anxiety-related items in total; while 17 of them belonged to low anxiety sub-theme, remaining 42 items belonged to the high anxiety sub-theme.

Low Anxiety – External Factors

Based on the interview scripts, talking to non-native speakers of English, being in smaller groups (especially with friends), being in a crowd, speaking in a virtual context, and an imaginary role of teaching were reported as external factors that decreased the level of speaking anxiety of the participants. These factors were not under the control of the participants but had a lessening impact on the participants' level of speaking anxiety. Talking to non-native speakers was mentioned by some participants as an external factor alleviating the anxiety. P2 said, *“When I was in Ukraine, I remember that I was much more comfortable talking to non-native speakers of English.”* Being in smaller groups, especially with friends, was another external factor causing low anxiety reported by the participants. Regarding this, P4 said, *“I feel more relaxed and less anxious when I am not in crowds, for example with my friends.”* In line with this, P5 also stated, *“I feel more comfortable speaking within my friend group. While I’m presenting, I feel less anxious when I make eye contact with my friends if they are sitting in the front rows.”* P6 also reported:

I feel most comfortable and anxiety-free when I am talking to my friends. If I am in the presence of a teacher, I feel much less anxious when the teacher tries to calm me down and encourage me to succeed.

In contrast to being in smaller groups, being in crowd was also reported by a participant as an anxiety decreasing external factor. P7 stated:

This might be a bit strange, but I think I feel less anxious and more comfortable in a more crowded environment with people I don't know. I feel as if they don't know my mother tongue and the language I'm speaking at that moment is my mother tongue, so my speech becomes more relaxed and natural.

P6 considered face-to-face interaction while speaking English as a challenging and stressful situation, and indicated the convenience and relaxing effect of speaking in a virtual setting: *"I feel more relaxed and less anxious when speaking English through a phone app, because even if I can't speak, I have the freedom to disconnect the call at any time."*

P7 mentioned how he felt when he imagined himself as a teacher. The participant stated that imagining himself in the teacher role and considering his classmates as his students would make him feel less anxious and added:

Taking on the role of a teacher and having my classmates as students would be something that would lower my anxiety level. Feeling as though I was lecturing them would make me feel more comfortable.

As can be inferred from the participants' responses, some external factors were influential in terms of lessening their level of anxiety while speaking in English.

Low Anxiety – Internal Factors

Remembering what to say while speaking with the help of content-related notes and feeling comfortable by not paying too much attention, and thinking about the activity which was normally worrying were reported as internal factors decreasing the level of speaking anxiety level of the participants. Recalling the knowledge was reported by some participants as one of the internal factors reducing

anxiety level. P2 mentioned the importance of remembering the flow of a speaking activity by saying:

We had a practice activity about visa applications in class. Even though I had applied for a visa in real life by speaking Turkish to the authorities, remembering the application steps made me feel at ease even though I was speaking English.

P5 emphasized how small notes during an oral presentation would facilitate her work and make her feel less anxious during the speaking activity:

For example, when I am presenting, if I have my own notes, like on the board where I can see them, my anxiety level decreases, and I speak more comfortably because these notes remind me of what I need to say on the subject.

Feeling comfortable because of not being so conscious and thinking about an anxiety-triggering situation was emphasized as an anxiety-decreasing situation by P3:

When we do the speaking activity in the morning classes, I feel less anxious and more relaxed because I don't have time to think too much because I am not yet fully conscious, and I feel less anxious when I don't think too much.

Some internal factors which were based on the personal effort and precautions taken by the participants also alleviated their level of anxiety, and they claimed that these internal factors helped them overcome the difficulties they had while speaking in English to some extent. Under the theme of anxiety, internal factors causing low anxiety held the least portion according to the participants' responses.

High Anxiety – External Factors

Speaking in front of the public, the listeners' language proficiency level, qualifications, titles, and the number, being in a formal setting, negative attitudes of the listeners, the English language testing system, and the lack of opportunities

provided regarding the improvement of the speaking skills were reported as external factors increasing the level of speaking anxiety of the participants. Speaking in front of the public was reported by participants as an external anxiety-provoking situation.

P1 stated how he felt anxious in front of a crowded group of people:

We have a class of 80 students. I panic in front of them because it's so crowded and so many people are watching me. However, I feel more comfortable only when I avoid eye contact with them. My anxiety would be lower, for example if I were giving one-on-one lessons (or private tutoring), rather than to a large group of people.

P5 stated the same situation as anxiety-provoking and said, *"I was very anxious presenting in front of 80 people because it was my first time. It is different when I speak to myself in English and different when I speak in front of the class.* P7 also suffered from presenting in front of his classmates and reported, *"While I was making a presentation, the crowd in front of me seemed more crowded than I expected, and I panicked.* P4 made a clear explanation about this anxiety-triggering situation by stating, *"Speaking in a more crowded environment, in front of everyone, triggers my anxiety more.*

Language proficiency levels, qualifications, titles, and the number of listeners, and participating in a formal setting were reported by the participants as external causes of increase in their anxiety levels. P2 made an inclusive comment about the features of other people listening to him by stating:

I don't even hesitate to do an accent when I speak to people who have a limited knowledge or a basic level of English, but when I speak to people with a high level of English, this comfort goes away, it is replaced by a negative feeling, I panic. The language proficiency level, qualifications, titles and academic

background of the people in my environment greatly affect my anxiety. The higher the level, the higher my anxiety. The number of people in the environment is another factor that increases my anxiety.

Trying to speak in English with a more proficient English-speaker was another external reason of high anxiety according to the participants. P5 said, “*When the person or people opposite me speak better English than me, it stresses me out even more.*” P7 also mentioned the same situation and reported:

Another problem was the presence of people with a higher level of English than my English-speaking level. Apart from my classmates, another factor that increases my anxiety is speaking English in front of academics whom I see as academically superior to me and to whose level I would like to improve myself to, this situation triggers my anxiety even more.

Being present in an academic setting and trying to speak in English in this context was reported by P6 as an anxiety-provoking factor, and the participant remarked, “*Performing in an academic environment triggers my anxiety even more, because the academic environment requires seriousness, and this seriousness causes me to panic.*”

The fear of being criticized and negative attitudes of the listeners were reported as another external anxiety-provoking factor by participants. P3 expressed her worry and stress about this situation:

If I make a mistake, will they laugh at me, make fun of me? How will they look at me if I make a mistake? These questions have always been in the back of my mind, and I am trying to overcome them.

P4 made a comment in line with P3 and stated, “*Whenever I speak in English, I have a fear, an anxiety that the other person will criticize me.*” P5 was another participant

mentioning the importance of other people's influence on her performance by stating:

While speaking in front of many people whom I'm not familiar with and can speak better than me, I feel the fear that they will criticize me. The gestures of the people listening to me, and their criticizing looks towards me, worry me.

English language testing system and the lack of English-speaking opportunities were emphasized by P6, and she explained how the language education system in Türkiye affected her English-speaking skills by reporting:

Since I have not been given adequate opportunity to improve my speaking skills in English until today, and since the exams are on paper and not aimed at improving practical skills, I have not been able to improve myself in terms of speaking. The fact that I have not been given enough opportunity to practice speaking may be the reason why I am feeling so anxious right now.

Besides the internal factors, the participants remarked that some external factors affected their level of anxiety in a negative way by triggering and increasing the anxiety they already had. External factors causing higher anxiety for participants were the dominating sub-theme among all sub-themes related to anxiety.

High Anxiety – Internal Factors

The participants reported having a sense of anxiety, excitement, and worry as personal traits and fear of making mistakes as internal factors that provoke their level of speaking anxiety. Rather than a situational one, anxiety was stated as a personal trait here. P1 said, *“Even though I have not been diagnosed, I think I have an anxiety problem.”*, and in line with P1's statement, P3 also expressed her anxiety as a piece of her personality:

Even if I can put aside my anxiety about people, I really think this is about my own inner world, because I am generally a very excitable and anxiety-prone person. I can focus on something specific and get stuck there, and this increases my anxiety level.

Fear of making mistake was emphasized by P4 as an anxiety-provoking factor, and he reported, *“Usually, when I am going to speak or make a presentation during class, my anxiety increases, I get excited because my fear of making a mistake is always with me.”* Other than external factors, anxiety was also reported as a personality trait, and associated with inner feelings and worry the participants had in any situation requiring them to speak in English.

Self-Efficacy

Under the theme of self-efficacy, low and high self-efficacy related expressions including external and internal factors were structured based on the answers of the participants. These self-efficacy related expressions of the participants directed the researcher to form sub-themes by the participants' explanations regarding in which situations, when, with whom they feel less or more efficacious while speaking English. Both internal and external factors sharing similar features in relation to low and high self-efficacy were categorized and gathered under sub-headings. There were 39 self-efficacy-related items in total; while 11 of them belonged to the low self-efficacy sub-theme, remaining 28 items belonged to the high self-efficacy sub-theme.

Low Self-Efficacy– External Factors

High speaking proficiency level of the listeners was reported as a lowering impact on self-efficacy beliefs of the participants. P6 associated feeling less efficacious while speaking in English with the presence of a person who had a higher

level of speaking skills, and said, *“If I have a friend who speaks English better than me, I feel incredibly inadequate when I speak in their presence.”* This response was an indicator of how comparing oneself with another person in terms of English proficiency made the participant feel less efficacious.

Low Self-Efficacy– Internal Factors

Feeling inadequate for English-speaking skills was expressed by the participants as an internal factor that compromised their speaking self-efficacy beliefs. P3 said, *“In terms of English-speaking skills, I feel competent up to a certain point, but I definitely haven't been able to take it to a higher level yet.”* P4 also expressed his low self-efficacy beliefs by pointing his oral presentation *“My performance in the presentation exceeded my expectations; I had a bad presentation, I could not speak, and I never thought I would get this score.”* Compatible with P3 and P4, P5 also expressed his lack of faith in himself by stating *“I have a problem with not trusting myself, I have problems because I have a low belief that I can do it.”* P6 also reported her thoughts on speaking performance and awareness regarding her inadequacy in this regard:

Generally, I don't think that my English-speaking performance was at an adequate level. I haven't had an opportunity to improve myself in this aspect, I see my inadequacy and am aware of this. I feel weak in this aspect because I think I cannot speak.

The participants expressed their lack of faith in themselves regarding speaking in English, and reflected a self-awareness by sharing that they feel weak in this regard.

High Self-Efficacy– External Factors

The participants reported that when they felt they were in a better position than the other people in terms of speaking English, they felt more efficacious.

Feeling superior to other people was a self-efficacy boosting factor according to P2, and he said, *“I don't even hesitate to do an accent when I speak to people who have a limited knowledge or a basic level of English.”* P7 also compared his performance to his peers' performance, and this helped him feel more efficacious, and he remarked, *“Even though I fell a bit short of my own expectations, when I observed the other presentations in the class, I was more than satisfied with my own presentation because I was able to present it well.”*

P5 dwelt on the significance of the listener's perspective towards her, and stated the importance of being visible and seen at a certain level from the point of the listener, and added, *“The person in front of me can be an academic, a professional, but I need to be visible to that person. His/her perspective on me is important, he/she should be able to see me at a certain level.”* Similar to the external factors causing low self-efficacy, the participants mentioned the role of comparing themselves and feeling the superiority on other people to feel more competent in terms of speaking in English.

High Self-Efficacy– Internal Factors

The participants explicated how sufficient they felt while speaking English, and how this faith helped them to see that they could actually achieve in speaking English. P1 reported his adequacy by saying, *“When I made my presentation to my friends the day before the presentation day, I actually felt that I could do it, that I didn't have any problem.”* P2 stated his satisfaction related to his speaking performance, but at the same time he felt unsatisfied with his performance as he knew he could have performed better, and added:

Just looking at this presentation evaluation, I can see that my presentation went well, but I know that I have performed much better than this in previous

performances or in environments where I felt more comfortable. Obviously, there were times when I spoke much more fluently, clearly, and engagingly.

P6 expressed her faith in herself, and said, *"A feeling of 'So I can do it, too'. The more you talk and practice, the more you get this feeling."* P7 also indicated both his satisfaction and dissatisfaction regarding his oral performance by pointing out his belief in himself:

I don't think I have ever experienced a situation in my life where I was afraid to speak English. Honestly if I am to talk about this presentation, I fell a little below my own expectations, I felt that I had a small problem in the presentation. But other than that, my self-belief and confidence were very good, as always.

As another internal factor that was a sign of high self-efficacy, most of the participants indicated that they were willing to improve their English-speaking skills and strive for it. They were open to improving their English-speaking skills. P1 said, *"I think I can improve myself by making more presentations, by taking on more speaking performance-oriented tasks like this, and I think I can overcome the parts that I find challenging."* P2 stated that he was eager to develop his language skills:

Since I am aware of my own abilities, I am usually not shy when speaking English. Since it was my first time presenting in front of such a large group of people, my performance may not have fully satisfied me, but I think I will overcome this with time.

P3 emphasized the importance of concentrating on herself and improving her language skills: *"I actually feel competent, I prefer to focus entirely on myself. Especially recently, the only thing I have been focusing on is to improve myself more, how to feel competent in speaking English, and to express myself better."* P4 commented on his own inadequacy regarding English-speaking skills. The

participant was obviously aware of his situation and prone to criticize himself, but he also gave signs of faith in himself:

Although I become quite anxious while speaking, the things that I lack in terms of speaking are usually things that I can handle. I feel that I can somehow fit in, whether it's an academic setting or a casual conversation.

P6 highlighted the significance of self-efficacy beliefs, and how believing in oneself was a facilitating way to achieve success, and added, *“You need to feel competent because believing is half the battle to succeeding. When you believe in achieving something, at least you strive for it.”*

Internal factors stimulating feeling more efficacious were the most referred factors under the theme of self-efficacy. The responses of the participants indicated how believing in themselves and having the belief in capacity to perform even better with the sense of willingness to improve both stimulated and boosted their sense of high self-efficacy.

The Relationship between FLSA and Speaking Self-Efficacy

Although the participants were not directly asked to comment on the relationship between speaking anxiety and speaking self-efficacy beliefs, they mingled these two structures while answering the interview questions, and these findings allowed the researcher to have additional information regarding the first research question exploring the correlation between these variables. The frequency of the theme investigating the relationship between speaking anxiety and speaking self-efficacy beliefs of the participants was nine.

The participants mentioned an inverse interaction between speaking anxiety and speaking self-efficacy, in other words, the interaction between them was mentioned in a negative way. P3 said, *“I feel that my anxiety level decreases as I feel*

more competent in English.” and P4 also reported, *“I know I can do better if I feel more competent, but unfortunately anxiety makes it difficult, I cannot speak.”* P6 mentioned the interaction between anxiety and self-efficacy explicitly by stating:

Being aware of my low level of proficiency causes my anxiety to increase. When I speak English, I see my inadequacy, and this causes me extra anxiety. In general, I get extremely anxious because I think I can't speak, and that's usually how it turns out. When practice is not enough, anxiety arises, and when anxiety arises, you don't feel competent. I think anxiety and the feeling of self-efficacy are very connected.

The statements above were all related to the participants themselves, they did not compare themselves to other people. However, some other participants associated their feelings of anxiety and self-efficacy by comparing themselves to the efficacy and/or proficiency of other people.

In other words, these participants felt more anxious and less adequate in terms of speaking English when they were confronted with a person who was more competent than them regarding speaking English. P2 associated his anxiety with the language proficiency of other people: *“I think that the language proficiency of the people in my environment affects my comfort level. I feel more anxious when I speak English when there are more competent people around me.”* P5 shared the same ideas, and reported, *“The fact that the other person is more competent and proficient than me in subjects like pronunciation and fluency makes me feel a bit stressed.”*

Aligning with the findings of the quantitative data, the participants related their speaking anxiety and speaking self-efficacy beliefs inversely. An increase in one of the variables was associated with a decline in the other variable.

Speaking Performance

Under the theme of speaking performance, the effect of anxiety and self-efficacy on speaking performance were reported. Additionally, some sub-themes such as positive and negative self-evaluation, and the importance of preparedness, prior experiences, lack of experience, and language usage emerged as a result of the participants' responses related to their self-evaluation of oral presentation performances. The frequency of all speaking performance-related themes and sub-themes was 96 in total.

Anxiety Effect on English-Speaking Performance

The participants were asked to reflect on whether their speaking anxiety had any effect on their English-speaking performance to find answers for the second research question of this study. According to the participants' responses, speaking anxiety affected their English-speaking performance to a great extent. The physical and psychological reactions resulting from anxiety affected their speaking skills, whether they were giving presentations or talking to other people. Physical reactions such as sweating, trembling, change in voice, acceleration in speaking, trembling with excitement, and psychological reactions such as a feeling of mind-blankness and not knowing anything, and feeling like a different person were mentioned in the participants' responses.

Speaking anxiety and English-speaking performance were correlated negatively by the participants. Only one participant (P7) reported that anxiety might have a positive effect on his speaking performance as it would help him to focus on the task rather than being distracted by worries and concerns.

In general, participants' comments indicated they associated high levels of speaking anxiety with poor English-speaking performance, while low level of

speaking anxiety was associated with better speaking performance. In other words, when participants reported feeling more anxious, this high level of anxiety negatively affected their English-speaking performance. On the other hand, when participants indicated they felt less anxious and calmer, this low level of anxiety positively affected their speaking performance. P1 emphasized the negative effect of anxiety on his performance: *“Anxiety has a big impact on performance. Even though we have been learning English for over 10 years, when I take a look at my presentation score, I see that anxiety has a high impact on my performance.”* P2 reported that anxiety had a strong negative effect on his speaking performance, and added:

Anxiety affects my performance very much, even excessively. If a person who has spent 8 years, or, if we include high school, even 11-12 years of their life with English, a person who has had an adventure abroad, although a short one, and studied English there, speaks comfortably one day, native speakers say, "Yes, you are very good at English, I really think you are at a sufficient level, you speak fluently.", but on another day, the same person can say, "You don't actually have enough knowledge of English". So, your anxiety level at that moment makes such a difference that it can change your day, it affects me a lot at least.

P3 highlighted how her body reacted when she felt anxious while speaking English, and said, *“When I am anxious, I get stuck in a certain place, probably trembling with excitement. And I would say anxiety definitely affects my performance, in a negative way.”* In line with P3, P5 also mentioned how she felt and how her body reacted when she felt anxious, and how they all affected her oral performance:

How does anxiety affect my speaking performance...? For example, when I was giving this presentation, I was aware that my voice was shaking while I was speaking. I remember I was speaking very fast. I couldn't make much eye contact

with the people in the class because of the stress. When I am anxious, the words I want to say or the sentences I can normally construct completely fly out of my mind. Without realizing it, my speaking speed also increases. My hands shake and sweat even more, especially the palms of my hands.

P4 also emphasized how anxiety affected his speaking performance negatively, and said, “*Anxiety makes it difficult for me, I can't speak, I get nervous, so I forget words and I forget things I know. I think I can't express what I know as much as I want to, I think it's because I'm anxious.*” P6 was another participant who mentioned the deteriorating effect of anxiety on her English-speaking performance, and remarked:

When I went up to the board to make a presentation, I was quite overwhelmed with excitement and stress. I believe anxiety affected my performance to a great extent, because when I am anxious, I can't do something, even if I can actually do it, so I think it is very difficult to cope with anxiety, especially when a different language is involved. Everything in my mind disappears in an instant. I just forget. If I know something, I forget it. I feel like I have an empty mind and my breathing becomes more irregular. It definitely has a negative effect.

P7 highlighted both destructive and negligible effect of anxiety on English-speaking performance by stating: “*I think that the fluency of my sentences decreases due to anxiety, because trying to speak English correctly slows down the process. I even think it can be good to get a little excited, as it helps me to focus.*” Mostly the deteriorating influence of anxiety on the speaking performance were explicitly expressed by the participants. The manifestation of the anxiety while speaking in English was described by the participants in both physical and psychological aspects, and anxiety was almost entirely addressed as having a negative effect on English-speaking performance.

Self-Efficacy Effect on English-Speaking Performance

The researcher asked the participants to think thoroughly if their speaking self-efficacy beliefs had any impact on their English-speaking performances to find answers to the second research question of the present study. According to the answers of the participants, speaking self-efficacy beliefs had a notable influence on their English-speaking performance. The participants affiliated having higher self-efficacy beliefs with better English-speaking performance.

In line with the same rationale, they associated low self-efficacy beliefs with a poorer speaking performance. In other words, speaking self-efficacy beliefs and English-speaking performance were associated in the same direction; a rise in self-efficacy meant a rise in speaking performance, a decline in self-efficacy meant a decline in speaking performance. P1 stated the direct relationship between self-efficacy and speaking performance by saying *“I think a lack of competence leads to a lack of speech. When self-efficacy is high, performance increases, both in direct proportion.”* P2 highlighted that self-efficacy had a huge impact on his speaking performance and said, *“I think that self-efficacy affects my performance so much that I can become two different people, I can be seen as two completely different people who can and cannot speak English. It affects me a lot.”* P3 mentioned how her self-efficacy beliefs encouraged her to develop and assisted her to improve her English-speaking skills:

If I feel confident and competent and if I have practiced and focused on the task, I can feel ready for the task in every way; with my posture, my speaking performance, everything. Being aware of my own competence helps me to step forward every day and move towards the point I want; therefore, it also affects my speaking performance in a positive way.

P5 stated the positive impact of self-efficacy beliefs on her English-speaking performance: *“If I feel competent before I perform, I also feel safe, and I think this will have a positive impact on my speaking performance.”* P6 was another participant who thought how feeling efficacious would be effective to improve her English-speaking skills, adding *“I think you need to feel adequate because if we believe in ourselves, believing is halfway to succeeding. I believe self-confidence and belief in oneself also affect one's performance to a great extent.”*

P7 also highlighted how self-efficacy would positively affect his speaking performance by stating:

I think that my self-efficacy belief has a huge impact on my performance. If I consider myself sufficient for a task, if I think that I have sufficient capacity, if I can prove myself as being sufficient and strong to others, and if I believe in all these things myself, I speak much more comfortably and fluently. I get rid of getting stuck. I also believe that my choice of words becomes much more natural. I believe that with a single word you can convey everything you want to say. So self-efficacy is definitely a very big factor in our speech. But if I feel inadequate, I think that even if I know something, I will not be able to convey it adequately to other people.

Unlike other participants, P4 approached this relationship differently, and focused on the negative aspect of this relationship. He associated his low level of self-efficacy beliefs with his poor English-speaking performance, and reported: *“Since my self-efficacy is lacking, it affects my performance negatively. When I don't feel competent, this deficiency reflects itself on my performance.”* Contrary to anxiety, self-efficacy beliefs were considered as a positive effector on English-speaking performance by the participants. The participants reported that as they felt more efficacious, it had a

positive reflection their English-speaking performance. They also expressed their beliefs in an increase in the belief of speaking self-efficacy would lead them to feel more encouraged and eager to develop their English-speaking skills, and consequently speaking in English more proficiently.

Self-Evaluation

The participants were shown their speaking (oral presentation) grades and band scores, which were organization, language, and body language, based on the oral presentation rubric which was prepared by the professor of the course. As requesting a general self-evaluation of their speaking performances would be challenging to answer for the participants, they were asked to make comments and evaluate their speaking performances based on their actual oral presentation scores by looking at the rubric.

Positive and Negative Evaluation. The participants made both positive and negative evaluations about their oral presentation experiences. Negative evaluations outweighed the positive evaluations. P1 evaluated his performance positively, and said, *“Overall, I think my performance was actually in good shape.”* and P2 stated, *“If I just look at the evaluation here, I think I performed well.”* Besides mentioning the positive sides of his presentation, P2 also expressed his dissatisfaction with the presentation, *“However, knowing my previous performances, I was not satisfied after this presentation. The parts that I scored low on this rubric were the parts that I was not satisfied with myself.”* P3 stated that her oral presentation score and own expectations matched, and highlighted how presenting in English was different than presenting in Turkish, and said, *“I didn't expect a score lower or higher than this score because somehow there are things that I can't overcome. It's not like presenting in Turkish because I'm doing it in English.”* P4 expressed his surprise

regarding his oral presentation score, and said, *“This score is a little bit higher than I expected, because my presentation was a little bit bad.”* P5 was another participant who pointed out her dissatisfaction with her performance, *“When I gave this presentation, my voice trembled, I spoke too fast and avoided eye contact, it didn't go well.”* P6 tended to criticize her oral performance based on her low self-efficacy regarding her poor English-speaking skills, and reported:

To be honest, looking at the grading in this presentation, I don't think that my English- speaking performance is very good and adequate. Since my speaking skills are not good enough, I faltered in this presentation with stress and excitement, and I had a lot of difficulty.

P7 compared his speaking performance with his classmates and indicated self-satisfaction, but at the same time, he expressed his lack of satisfaction as he was expecting to perform better, and said, *“When I looked at the rest of the class, I was actually quite pleased with myself, but I fell a little bit short of my own expectation, because I know I could have done it better.”* The participants made some positive and negative evaluations about their oral presentations. While some expressed their content with a satisfied manner, the majority of the participants were prone to criticize their speaking performances by comparing it with their previous performances or showing their astonishment as their scores were beyond their expectations. Negative evaluations regarding the oral presentation outweighed the other sub-themes of self-evaluation.

Preparedness. Some participants also noted that getting prepared in advance turned out as an advantage for them during their oral presentations. P1 said, *“I practiced a little with my friends before the presentation. I could talk; there was no problem.”* P3 also mentioned how feeling prepared before a speaking task made her

feel at ease, and stated, *“When I am fully focused on the performance I am going to give, when I have practiced properly and in detail beforehand and when I feel ready, I don't have a big problem.”* P4 was another participant who mentioned how getting prepared with his friends helped him during the speaking performance, and added, *“When I prepare together with my friends before any presentation or performance, that task is more successful and easier for me.”* P5 expressed how she felt comfortable, less anxious, and more confident when she prepared herself for a speaking task:

If I am going to give a presentation in English and I have practiced and prepared myself for it beforehand, even if I haven't memorized it, if I at least know what to say, I feel more comfortable and confident. I think this will be reflected in my speech.

According to the responses of the participants, getting prepared before a speaking task helped them feel at ease and more successful during an oral performance.

Prior Experiences and Lack of Experience. Having prior experiences and being knowledgeable about a task or subject were stated as a facilitative force while speaking English, whereas lack of experience or knowledge related to a task or speaking activity was stated as a disadvantage. To highlight the positive impact of having prior experiences on his English-speaking performance, P2 said:

Up until now, the activity that I felt the most comfortable in during the in-class practice activities was the theoretical visa application/interview. Although I had spoken to the officials in Turkish, I felt more comfortable even if it was an application in English because I had knowledge about this subject before. I think that having knowledge about a subject enables one to effectively demonstrate one's English language skills and oral performance.

P3 pointed out how her prior experiences and feelings about her language skills shaped and matured her current vision regarding her own speaking ability, and said, *“I realized that I used to care more about people's comments about my English-speaking performance and my English skills while in the preparatory class, but now I don't really care about that anymore.”*

On the contrary to the benefits of having prior experiences, some participants also expressed their lack of experience in speaking English and grounded them on both internal and external reasons. P2 highlighted his lack of experience in presentation skills:

I've had a lot of university experiences. Even though I've had so much experience, I have had no experience in front of a class or in front of an audience in terms of presenting. Therefore, this was my first formal presentation in my life.

P5 stated her lack of presentation experience by saying, *“It was my first time presenting in front of a very large group, 80 people.”* P7 also expressed his lack of experience and linked this lack as a disadvantage appeared during his speaking performance, and said, *“I wasn't sure exactly how I was supposed to start and end the presentation while I was doing it because it was my first time experiencing this.”*

P6 was another participant who suffered from lack of presentation experience, but she associated this deficiency with the opportunities that the language education system in Türkiye did not provide her with, and reported:

Since I have not been provided with any opportunity to speak English until today, and since the exams to get into the English teaching department are on paper, I have not had the opportunity to improve myself in terms of presentation skills.

Experiencing similar speaking tasks previously or having knowledge about a topic were evaluated as a benefit, whereas not having enough practice in speaking or lack

of experience and knowledge in a topic was considered as a drawback by the participants.

Language Usage. The participants also mentioned the importance of the elements of language usage such as fluency, grammar and vocabulary knowledge, accuracy, and pronunciation while speaking English. P1 expressed his problems regarding fluency, and said, *“For this particular presentation, I focused on grammar and vocabulary, but as you can see from my score, I have problems with fluency.”* P3 also touched upon the language usage while evaluating her speaking performance, and said, *“I was actually expecting a higher score in grammar, vocabulary and pronunciation because I had studied a lot. I got an average score; I don't know why.”*

P4 reflected on his speaking performance and drew attention to the points he needed to improve in aspect of language usage by reporting:

If I were to evaluate my performance, I am aware that I need to improve myself in terms of language usage; and in terms of fluency, I am not very fluent in English, so this score was in line with my expectations.

P7 also addressed the need of an improvement in his fluency, and stated, *“My sentences during the presentation should have been more fluent, maybe I should improve my fluency a bit more.”* The participants also touched upon the significance of language elements such as fluency, accuracy, vocabulary, and pronunciation knowledge, and expressed their need of improving those language components to speak in English more fluently and accurately.

Conclusion

This chapter presented the findings of quantitative and qualitative data collected to answer the research questions of the current study. As the present study

was designed as a mixed-methods study, both statistical analyses and thematic analysis were presented. Statistical analysis was supported with tables and an interpretation of the correlations, and the thematic analysis was presented with interview excerpts provided by the participants for each theme and sub-theme.

To summarize, the results of the quantitative data related to the first research question revealed a negative correlation between FLSA and speaking self-efficacy beliefs of Turkish ELT students who participated in the current research study. These findings were in line with the qualitative data obtained with the semi-structured interviews. On the other hand, the quantitative findings contributing to the second research question were not totally compatible with the qualitative findings obtained with the interviews. In the interviews, the participants mentioned the deteriorating and strong influence of FLSA on their speaking performances, but the quantitative results did not indicate a strong impact of FLSA on English-speaking performance. Both quantitative and qualitative findings regarding the influence of speaking self-efficacy beliefs on English-speaking performance were in parallel to each other, indicating a strong influence of self-efficacy beliefs on English-speaking performance. In the following chapter, an overview of the study, the discussion of major findings, implications for practice and further research, and limitations of the study are addressed.

CHAPTER 5: DISCUSSION

Introduction

This chapter presents a brief overview of the current research study, and a discussion of the main findings of the study related to FLSA, speaking self-efficacy beliefs, and speaking performance of the participants are presented in alignment with the prior studies in the literature. Then, the researcher presents implications for practice and further research, along with limitations of the present study.

Overview of the Study

The main purpose of the present study was to examine the multifaceted relationship among an affective variable, which was anxiety, a cognitive variable, which was self-efficacy, and a foreign language skill performance, which was speaking. To gain deeper insights regarding this complex interaction, the present study focused on answering the following questions:

1. What is the correlation between foreign language speaking anxiety and speaking self-efficacy beliefs of Turkish ELT students?
2. How do foreign language speaking anxiety and English-speaking skills self-efficacy beliefs impact the English-speaking performance of Turkish ELT students?

The researcher conducted a mixed-methods research study design by applying both statistical and thematic analyses to answer these research questions. In total, 71 Turkish ELT first-year students completed a questionnaire comprised of FLSA and speaking self-efficacy-related items, and seven students voluntarily participated in semi-structured interviews. The findings of the questionnaire and interviews allowed

the researcher to delve into the complex interaction between FLSA, speaking self-efficacy beliefs, and English-speaking performance of the participants.

Discussion of Major Findings

The current study aimed to explore the correlation between foreign language speaking anxiety and speaking self-efficacy beliefs, and the potential impacts of FLSA and speaking self-efficacy beliefs on the English-speaking performance of the first year Turkish ELT students. Both quantitative results and qualitative findings emerged from the questionnaire and semi-structured interviews. These findings are categorized under sub-headings comprising both statistical analyses based on the questionnaires, and the thematic analysis based on the interview responses. Those findings are discussed in connection with previous research studies in the literature in the following section.

Self-Evaluation of English-Speaking Performance

As a warm-up and introductory question in the interview, the researcher asked the participants to evaluate their English-speaking performance regarding the oral presentation they were assessed with based on a rubric. Although this question does not answer either the first or the second research question directly, the researcher aimed to prepare the participants for the following interview questions intending to explore the relationship between FLSA and self-efficacy beliefs, and their influence on English-speaking performance.

The participants evaluated their oral presentations based on a scoring band. They made both positive and negative comments on their oral performances, but the participants were prone to criticize themselves rather than praise their performances; therefore, negative evaluations outweighed the positive ones. The total codes of anxiety-related items outweighed the total scores of self-efficacy-related items as

well, which means the participants associated their speaking performance with FLSA more than self-efficacy. It can be a sign of why participants tended to self-criticism more than appraisal.

There may be other reasons for this tendency among Turkish EFL learners such as personality traits, cognitive or emotional parameters, cultural factors, lack of exposure to the target language, educational reasons, or environmental factors. Aksoy et al. (2020) carried out a study examining ELT students' explanations for their presentation performances. The participants were asked to evaluate themselves out of 10, and the findings revealed that the students who scored themselves as less successful associated their explanations to their mood and lack of effort, whereas the students who scored themselves as successful attributed their success to their mood, effort, and strategy use. In other words, the reasons were mostly based on internal factors. Uysal and Güven's (2018) study revealed that the negative feelings of students in the English language learning process were related to student, teacher, classroom, and language system/instruction oriented. Additionally, Kara et al. (2017) found that educational reasons were the most dominant reasons compared to social and personal reasons regarding the challenges of speaking English among Turkish EFL learners.

Another sub-theme that arose during the interviews was preparedness. The participants mentioned how helpful being prepared before a speaking task was. For example, P5 expressed how she felt comfortable, less anxious, and more confident when she prepared herself for a speaking task and mentioned how being prepared influenced her speaking performance positively. According to the responses of the participants, getting prepared before a speaking performance made them feel at ease, less anxious, and more competent during a speaking performance, and this finding

aligns with previous studies (Ay, 2010; Kasbi & Shirvan, 2017; Tuan & Mai, 2015).

The reason why the participants feel that way may be the lack of a sense of uncertainty. When a person has an idea about what to do or say regarding a future task/performance beforehand, feeling less anxious and ready for the task is more likely to contribute to their success than having no idea about the task. Bani and Albawali (2016) also found that time allotted for preparation and time allotted for speaking were regarded as important factors affecting the speaking performance of EFL learners.

Having prior experiences and/or lack of experience was another sub-theme mentioned by the participants as effectors on their English-speaking performance. The participants touched upon the significance of having content knowledge and the familiarity of a speaking task (Tuan & Mai, 2015) as a supportive force during a speaking performance, and this sub-theme aligns with enactive mastery experiences as one of the self-efficacy sources of Bandura's Social Cognitive Theory (1997).

When learners achieve a particular task, it turns out to be a successful experience and it boosts their beliefs regarding the future tasks. On the other hand, lack of experience may have a deteriorating effect on performance of learners. Lack of experience was considered as a drawback affecting speaking performance (Bailey, 1983; Daly, 1991; Liu, 2006; Young, 1990).

The last sub-theme that arose during the interviews was the role of language use during a speaking performance. The participants highlighted the significance of grammar and vocabulary knowledge, fluency, pronunciation, and accuracy while speaking English. It is not surprising to hear those from the participants as these elements are the core mechanics of a language. Burns (2019) and Khan et al. (2018) also mention the significance of these components as required features for a second

language speaker's competency. Overall, all the factors affecting the English-speaking performance of the participants are the factors frequently mentioned in foreign language literature and they can provide hints to educators in terms of teaching speaking skills and finding ways to improve their language instruction.

Situations in which Participants Feel Anxious or Efficacious while Speaking English

The circumstances and contexts the participants feel more anxious or more efficacious in while speaking English were asked to the participants, and they expressed their opinions regarding the situations triggering and increasing their anxiety, or boosting their self-efficacy beliefs. These questions helped the participants make a connection among variables of the study, and elaborate on their speaking performances.

Fear of making mistakes, anxiety as a personality trait, speaking in front of the public, attitudes and features of the listeners, and lack of opportunities to improve speaking skills were the mostly mentioned internal and external factors causing low or high anxiety reported by the participants. These findings are in line with the findings of many research studies examining the factors causing or alleviating anxiety while speaking English (Aydın, 1999; Bekleyen, 2004; Coşkun, 2016; Hermagustiana et al., 2021; Öztürk & Gürbüz, 2014; Saltan, 2003; Tercan & Dikilitaş, 2015; Wangwongwiroj & Yasri, 2021; Woodrow, 2006; Young, 1990).

Feeling the inadequacy of English-speaking skills, feeling a superiority to other people while speaking English, being open to self-improvement, the perspective and the manners of the listeners, and the proficiency level of the participants and listeners were the frequently mentioned internal and external factors boosting or weakening the self-efficacy beliefs of the participants. These findings are

mostly in line with Bandura's (1997) sources of self-efficacy beliefs. Although there is not an excessive number of studies investigating self-efficacy and the factors affecting it, the findings of the current study corroborate with the literature (Güç, 2019; Hashemi & Abbasi, 2013; Joni & Wirastuti, 2018; Zhang et al., 2020).

The frequency of themes and sub-themes revealed something intriguing. The factors boosting or decreasing self-efficacy are more linked with internal factors, whereas causing both low and high anxiety are more associated with external factors. The findings of self-efficacy are also compatible with how Bandura approaches self-efficacy and defines it as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). So, self-efficacy is mainly about a person's belief in himself, and it may indicate the reason why internal factors are more influential on self-efficacy-related items and themes.

Anxiety can be caused by both external and internal factors. The reason why external factors dominated internal factors regarding anxiety-related themes and sub-themes may be the effect of the dependent variable, which is speaking performance. As the participants gave an oral presentation and answered interview questions focusing on this specific oral performance, they might give answers by taking their classmates, professors, and classroom environment into consideration, and this may result in the dominance of external factors. Stage fright or social anxiety may be other potential reasons for this situation, and they are worthy of being investigated in foreign language literature.

FLSA and English-Speaking Self-Efficacy Beliefs of Turkish ELT Students

The first research question of the current study sought to examine the correlation between FLSA and English-speaking self-efficacy beliefs of Turkish ELT

students. The participants mingled these two factors, and mentioned their interaction during the semi-structured interviews. Both quantitative results and qualitative findings of the present study were in line with each other and revealed an inverse relationship between FLSA and speaking self-efficacy beliefs of the Turkish ELT students, which is the theme that arose regarding the relationships between FLSA and speaking self-efficacy beliefs during the interviews. Anxiety has been associated with foreign language learning and skills mostly in a negative way while self-efficacy beliefs of the learners have been associated positively. The responses of the participants of the current research study were in line with most of the studies conducted to examine the correlation between FLSA and self-efficacy beliefs of EFL learners in both Turkish and international EFL contexts (Gürsoy & Karaca, 2018; Jee, 2019; Okyar, 2023).

The findings of the present study are compatible with Xiang et al. (2023) who also revealed a negative correlation between FLSA and self-efficacy of Chinese college students. Similar to the present study in terms of research study design and questioning the interaction among FLSA, self-efficacy, and speaking performance, Xiang et al. (2023) adopted a mixed-methods study design, and investigated how these two factors influenced English-language skills of the participants. Their findings showed a negative correlation between FLSA and self-efficacy levels of the participants just like the present study, the lower anxiety levels were associated with higher self-efficacy levels of the learners. The findings of the present study are also compatible with Torres and Turner's study (2016). In their study, all four language skills were examined, and the participants of the study were provided with an anxiety and self-efficacy scale. The researchers reported that if the participants scored high

in anxiety-related items on the questionnaire, then they had lower scores in self-efficacy-related items.

Jee (2019) also reported a noteworthy negative relationship between FLSA and the speaking self-efficacy beliefs of the participants and emphasized the influence of foreign language anxiety on productive skills such as speaking and writing compared to receptive skills such as listening and reading. All four skills were investigated in this research study, but the speaking skill had the highest correlation with anxiety and self-efficacy of the participants. Jee's (2019) findings are also an indicator of how affective and cognitive factors are more salient in productive language skills, which also supports the main target of the present study. Brown (2000) reported the perception of L2 learners by saying "You are what you speak" (p. 269), and it clearly indicates how L2 learners link their competency in a foreign language with the extent they orally express themselves in a foreign language. The participants of the present study also reported a similar approach for the significance of speaking skills and associated their competency to the extent they could express themselves orally.

The findings of the present study are parallel to the findings of Gürsoy and Karaca (2018) as well. Although the profile of the participants of mentioned study is different from the present study, Gürsoy and Karaca reached similar statistical results with secondary school EFL learners. The researchers implemented a mixed-methods research study similar to the present study and reported a strong negative correlation between FLSA and speaking efficacy of the participants. Aligning with the findings, Okyar (2023) also found a moderate negative relationship between FLSA speaking self-efficacy levels of English preparatory school students. Another research study compatible with the present study's results was conducted by Bensalem (2018). The

interaction among FLSA and self-efficacy revealed a moderate negative correlation aligning with the results of the correlational analysis examining FLSA and self-efficacy in the current study.

Although the research studies delving into the interaction between FLSA and self-efficacy beliefs of the EFL learners in literature mostly reported a negative correlation between these two factors just like the current study revealed, a few studies in the minority reported a positive or negligible relationship between FLSA self-efficacy beliefs/levels of the learners. Despite being interesting and conflicting with the majority of the studies in the EFL context, the findings of those studies should also be examined closely as they brought a different perspective to the interaction of the factors affecting the English-speaking skills of EFL learners.

Çubukçu (2008) aimed to explore the correlation between FLA and self-efficacy of 100 participants enrolled in an English teacher training program at a university in Türkiye. Çubukçu (2008) found a negligible relationship between FLA and self-efficacy levels of the participants and reported this finding as an insignificant outcome. The findings of the present study do not match with Tahsildar and Kabiri's study (2019) either. The researchers investigated the relationship between FLSA and self-efficacy levels of Afghan English Language and Literature students. The findings of the study were surprising as there was a positive relationship between FLSA and self-efficacy beliefs of the participants. In other words, the students who scored high on the FLSA questionnaire also scored high on the self-efficacy questionnaire part, so speaking anxiety and self-efficacy levels of the students were in the same direction.

Tuncer and Doğan (2016) also revealed the positive relationship between FLSA and academic self-efficacy levels of undergraduate EFL learners, and they

reported the positive influence of self-efficacy on the FLSA levels of the participants. Research studies conducted to analyze the interaction between FLSA and self-efficacy levels/beliefs of EFL learners both in Türkiye and international context reached negative, positive, and negligible relationships between these two affective and cognitive factors, and their potential influence on English-speaking performance of EFL learners. Both expected and surprising outcomes of the findings of various research studies may be fruitful indicators of how factors influencing language learning depend on the profile of the learners, context, culture, differences in language instruction, language teaching and learning strategies, and opportunities provided to educational institutions. The diversity of the interaction between factors and their potential effects on speaking skills may help enhance and shape the necessary steps to be taken for overall foreign language learning and teaching process.

FLSA and English-Speaking Self-Efficacy Beliefs on the English-Speaking Performance of EFL Learners

The second research question aimed to explore whether FLSA and English-speaking self-efficacy beliefs of the participants impact their English-speaking performance. The researcher both ran a statistical analysis and designed semi-structured interview questions to delve into the potential influence of these factors on the English-speaking performance of the participants and concentrated on both the results of statistical analysis and the findings of the thematic analysis. Whether FLSA and self-efficacy beliefs have any potential influence on English-speaking performance was questioned directly just in the interviews, however both the results of the questionnaires and the responses of the participants during the interviews allowed the researcher to collect a broader set of data and analyze them thoroughly.

According to the qualitative findings, speaking self-efficacy beliefs have a noteworthy influence on English-speaking performance of the participants. The participants associated higher self-efficacy beliefs with a better English-speaking performance, considered self-efficacy beliefs as positive factors on speaking skills. Aligning with the qualitative findings, quantitative data results also indicated that the impact of self-efficacy beliefs on English-speaking performance was significant and positive. These findings are compatible with the findings of only a few studies examining the influence of self-efficacy beliefs on English-speaking performance in literature (Hermagustiana, 2021; Kord & Rokni, 2016), but do not corroborate the findings of Anyadubalu (2010) who found a negligible influence of self-efficacy on English-speaking performance of the participants.

The results of quantitative and qualitative data did not exactly match with each other regarding FLSA surprisingly. According to the qualitative results, FLSA affected the English-speaking performance of the participants to a great extent. It can be inferred from both the frequency of anxiety-related items, and the participants' statements including physical and psychological reactions regarding the deteriorating effect of anxiety. The negative influence of FLSA on English-speaking performance mostly aligns with the studies in literature (Anyadubalu, 2010; Djahimo, 2018; Hermagustiana, 2021; Kord & Rokni, 2016; Sutarsyah, 2017; Tüm & Kunt, 2013; Zhang & Dong, 2019), but do not corroborate with the findings of Kleinmann's study (1977) reporting a positive influence of FLSA on English-speaking performance. In line with Kleinmann (1977), P7 reported the constructive aspect of the anxiety and mentioned that anxiety at a desired level may help him focus on the task more. This expression also aligns with some scholars considering anxiety as a facilitative force in language learning. Scovel (1978) describes the constructive

aspect of anxiety by stating “Facilitating anxiety motivates the learner to “fight” the new learning task; it gears the learner emotionally for approach behavior” (p.139).

Young (1991) also suggests that a moderate level of anxiety can turn into a positive force in language learning.

On the other hand, the results of multiple regression analysis showed that the influence of FLSA on English-speaking performance was not significant. This negligible influence of FLSA on speaking performance aligns with the findings of Kuai et al. (2021) who reported anxiety as a non-significant indicator of poor English-speaking performance.

One of the possible reasons for the nonsignificant influence of FLSA on English-speaking performance may be linked to the existence of the other independent variable, which is self-efficacy, because FLSA and self-efficacy are contrary to each other in terms of their negative and positive natures respectively. This adversity might create a collision between FLSA and self-efficacy beliefs, and the collision might have weakened the influence of FLSA on speaking performance.

Another possible reason may stem from the interaction between the instrument's nature, the questionnaire in this study, and the participants. Oller and Perkins (1978) discuss self-reported affective variables and three potential sources threatening the validity of scales. One of them is *The Approval Motive* (Crowne & Marlowe, 1964, as cited in Oller & Perkins, 1978, p. 86). According to the Approval Motive, people are prone to seem more acceptable from the perspectives of other people. That is why the participants may endeavor giving satisfactory responses to a questionnaire. In the present study, the participants might answer the questionnaire based on the expectancy of the researcher. Another potential source is “self-flattery tendency” (p. 86) and it refers to how the participants perceive their level of anxiety

within the context of the present study. Although the participants had a higher level of FLSA, they might want to show themselves as less anxious while speaking English as anxiety has a negative connotation for them.

The last possible reason may be the effectiveness or impression of the Oral Communication Skills course the participants took during the semester. The course offered the participants many speaking-related content such as fluency, pronunciation, accuracy, posture, and ways to cope with communication problems. As the participants were still taking the course when they completed the questionnaire, they might have felt more resistant to the debilitating impact of FLSA, answered FLSA-related items and got lower scores, consequently it might have caused a lower FLSA influence on English-speaking performance.

Considering the discrepancies observed between the findings of quantitative and qualitative analyses, particularly concerning FLSA, the significance and advantages of employing a mixed-methods research approach become evident. Relying solely on a statistical analysis and interpreting the results could be a limitation, especially in a research study examining the interaction among abstract and complicated concepts such as FLSA, self-efficacy, and language speaking performance.

Pedagogical Implications

The present study provides crucial insights into the relationship among FLSA, speaking self-efficacy beliefs, and the English-speaking performance of Turkish ELT first-year students. Although there is a plethora of research investigating the factors affecting foreign language skills and performance, the comprehensive interaction among affective, cognitive factors and their potential impacts on language skills and performance warrant further investigation, and the

findings of the present study contribute to the literature in this regard. Along with similarities and differences with other studies in literature, the present study introduces a novel perspective by constructing a triadic relationship among FLSA, speaking self-efficacy beliefs, and English-speaking performance, and this specific configuration of variables has not been previously investigated within the context of foreign language learning in Türkiye. The study's approach provides a deeper understanding of the complex dynamics at play, thus filling a notable gap in the literature and offering valuable implications for both theory and practice in the field of foreign language education.

The present study may also shed light on the need for improvements regarding foreign language instruction, and be beneficial for policymakers, curriculum designers, teachers, and language learners. This could be useful for policymakers and curriculum designers as they can come up with alternatives and solutions for this ongoing foreign language speaking skill problem which many Turkish EFL learners suffer, and may contribute to the language instruction by offering necessary remediation. Teachers may benefit from these improvements in terms of both professional and career development whose impacts can be observed on learners' performance inevitably. Last but not least, learners may take advantage of the developments and can fulfill one of their biggest targets in language learning, speaking it accurately and fluently without being affected by the deteriorating effects of anxiety, and feeling more efficacious while speaking English.

Based on the findings of the present study, Turkish ELT students experience difficulties in speaking English, and report anxiety as a detrimental factor, and self-efficacy as a facilitative force on their English-speaking performance. Reducing anxiety in language classes, evolving the anxiety into a less-threatening affective

filter in language learning, and finding ways to boost the self-efficacy of the learners may be possible through the collaboration among all the parties including curriculum designers, and professional development units of the institutions, teachers, and learners.

To minimize the negative effect of anxiety, educators should create a supportive and non-threatening environment, and to increase self-efficacy beliefs of the learners, curriculum designers can incorporate speaking activities more into language classes by increasing activities such as peer tutoring, cooperative group activities, and low-stakes oral presentations. They can also include speaking-based tasks more into the language coursebooks, integrate mindfulness and relaxation practices embedded into lessons, and utilize technology such as using interactive speaking platforms where learners have a chance to speak with native English speakers, discussion and debate panels designed as take-home activities, and interactive games requiring cooperation allowing oral interaction among language learners.

Professional development units can also arrange seminars and workshops for the teachers so that the teachers can learn to manage the students' anxiety and teach how to cope with it. If the teachers are equipped with ways and strategies to deal with anxiety and debilitating factors affecting the performance of the learners, they can be role models for the learners and support the ones in need efficiently.

Additionally, the facilitative aspect of anxiety in language learning should also be taken into consideration. Language learners should be educated regarding the constructive role of anxiety. If language learners become aware that maintaining a balanced level of anxiety may actually foster their language learning process, anxiety may lose its notorious reputation among language learners who fear it greatly.

Similar to the opportunities provided to the teachers, language learners could also benefit from workshops and seminars presented by field experts, and designed to treat debilitating factors affecting the language learning process negatively and boost the facilitative factors in language learning process. These can be integrated into language courses implicitly or explicitly, so language learners can broaden their perspectives regarding the complexity of the language learning process and understand the significance of various factors in language learning besides standardized language learning components.

Implications for Further Research

The present study contributes to the literature by examining the multifaceted interaction among FLSA, self-efficacy beliefs, and English-speaking performance of Turkish ELT students. To gain a broader understanding, a mixed-methods research study was conducted as just quantitative data had a risk of not representing the detailed perspective of the participants, who are the agents of the language learning process. FLSA and speaking self-efficacy beliefs are affective and cognitive factors having an influence on performance of a language skill, and they are abstract factors, so they cannot be thoroughly observed instantly or in a short period of time.

Further research can investigate these complex, abstract factors over a prolonged period with pre-treatment and post-treatment evaluations. The design of these research studies may be experimental, and control and treatment groups can be created to see the differences clearly. The treatment group can be equipped with the necessary training/workshops regarding FLSA and self-efficacy, and they can be compared to the control group to see whether there is a notable improvement in the performances of the learners. Another alternative design may be longitudinal research study, so effectiveness and feasibility of the training/treatments may be

observed among language learners. Necessary precautions or steps to ameliorate the language learning process can be taken by stakeholders accordingly.

Another implication for further research can be examining the interaction between other independent variables which were scarcely investigated in foreign language literature. Variables such as motivation, self-confidence, gender, and proficiency levels have been examined more than needed; that is why language learners' perspective and voice should be taken into consideration and different factors affecting their language learning process should be scrutinized in detail. To achieve this, a form or questionnaire may be provided with the learners at the beginning of language instruction and their challenges, requests, and suggestions for solutions can be paid more attention.

As another implication for further research, not just an ELT department, but a wider sample size and profile of the language learners can be obtained as aforementioned challenges in the present study do not only correspond with Turkish ELT students, but the majority of Turkish EFL learners. A broader scope of investigation can be conducted including different higher education institutions comprising state, private, and foundation universities with different degree programs.

Limitations

There are some limitations of the present study. This study was carried out with 71 first-year Turkish ELT students at a state university in Türkiye, so the limited number of participants and a specific department were restricting in terms of data analysis and generalizability. Senior ELT students who are closer to their teaching career could give more realistic and amenable data to the researchers. A prolonged observation could be a better approach to observe the interaction and influence of these affective and cognitive factors in the language learning process.

Observing the other language skills, integrating them with speaking skill, and then exploring the overall impact of FLSA and self-efficacy beliefs of the learners on their language performance can also provide a better and healthy interpretation because speaking skills are not completely independent and are in an interaction with other language skills.

Conclusion

This research study examined the complex interaction among FLSA, speaking self-efficacy beliefs, and English-speaking performance of Turkish ELT students. When the significance of affective and cognitive factors in foreign language learning are taken into consideration, their potential influence on language performance becomes non-negligible. It is believed that the present study may provide valuable insights into how factors affecting foreign language learning occupy an important place in the language learning process, and may be beneficial for policy makers, curriculum designers, teachers, and language learners regarding the improvement and necessary steps to be taken to minimize the deteriorating effect of anxiety, and enhance self-efficacy beliefs of the learners. These remedial actions may ameliorate the foreign language learning practices.

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Appendix A

İhsan Doğramacı Bilkent University Ethics Permission



Bilkent Üniversitesi

Akademik İşler Rektör Yardımcılığı

Tarih : 8 Kasım 2023

Gönderilen : Veliye Batu

Danışman : Anita Nicole Alexander

Gönderen : H. Altay Güvenir
İnsan Araştırmaları Etik Kurulu Başkanı

Konu : “The Relationship ...” çalışması etik kurul onayı

Üniversitemiz İnsan Araştırmaları Etik Kurulu, 8 Kasım 2023 tarihli görüşme sonucu, “*The Relationship among Foreign Language Speaking Anxiety, English-Speaking Skills Self-Efficacy Beliefs, and English-Speaking Performance of Turkish ELT Students*” isimli çalışmanız kapsamında yapmayı önerdiğiniz etkinlik için etik onay vermiş bulunmaktadır. Onay, ekte verilmiş olan çalışma önerisi, çalışma yürütücüleri ve bilgilendirme formu için geçerlidir.

Bu onay, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmedir. Çalışmanızda, kurumumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlüsünüz.

Kovid-19 salgını nedeniyle konulmuş olan kısıtlamaların yürürlükte olduğu süre içinde, tüm komite toplantıları elektronik ortamda yapılmaktadır; aşağıda isimleri bulunan Bilkent Üniversitesi Etik Kurulu Üyeleri adına bu yazıyı imzalama yetkisi kurul başkanındadır.

Etik Kurul Üyeleri:

Ünvan / İsim	Bölüm / Uzmanlık	
Prof.Dr. H. Altay Güvenir	Bilgisayar Mühendisliği	Başkan
Prof.Dr. Haldun Özaktaş	Elektrik ve Elektronik Müh.	Üye
Doç.Dr. Işık Yuluğ	Moleküler Biyoloji ve Genetik	Üye
Dr. Öğr. Üyesi Burcu Ayşen Ürgen	Psikoloji	Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Yedek Üye
Dr. Öğr. Üyesi Didem Özkul McGeoch	İletişim ve Tasarımı	Yedek Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Yedek Üye

Kurul karar/toplantı No: 2023_11_08_01

Appendix B

Yozgat Bozok University Research Permission Approval



T.C.
YOZGAT BOZOK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik



Sayı : E-99219772-605-189329
Konu : Araştırma İzin Talebi-Veliye Batu

27.12.2023

İHSAN DOĞRAMACI BİLKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 24.12.2023 tarihli ve E-66319886-605.01-21303 sayılı yazınız.

Üniversiteniz Eğitim Programları ve Öğretim Yüksek Lisans Programı öğrencisi Veliye BATU'nun, Dr. Öğr. Üyesi Anita Nicole ALEXANDER danışmanlığında yürüttüğü ve Üniversiteniz Etik Kurulu tarafından uygun görüldüğü ilgi yazınız ile bildirilen, *"Türk İngilizce Öğretmenliği Öğrencilerinin Yabancı Dil Konuşma Kaygısı, İngilizce Konuşma Becerileri, Özyeterlik İnançları ve İngilizce Konuşma Performansı Arasındaki İlişki"* başlıklı araştırmasının, Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı İngilizce Öğretmenliği Lisans Programı'nda uygulanabilmesi hususu uygun bulunmuş olup, ilgili Birimimizde gerekli duyuru yapılmıştır.

Bilgilerinize arz ederim.

Prof. Dr. Evren YAŞAR
Rektör

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : 8PO3-ID6J-8A55 Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/yozyat-bozok-universitesi-ebys>

Adres: Yozgat Bozok Üniversitesi Erdoğan Akdağ Kampüsü Rektörlük ve İdari
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Kep Adresi : bozokuniversitesi@hs01.kep.tr

Bilgi İçin : Abdullah ASLAN

Şef

Dahili No:



Appendix C

The Questionnaire

Name: Gender: Age:

SA = strongly agree; A = agree; N = neither agree nor disagree;
D = disagree; SD = strongly disagree

	Items	SA	A	N	D	SD
1	I am never quite sure of myself when I am speaking in English classes.					
2	I am afraid of making mistakes in English classes.					
3	I tremble when I know that I am going to be called on in English classes.					
4	I get frightened when I do not understand what the teacher is saying in English.					
5	I start to panic when I have to speak without preparation in English classes.					
6	I get embarrassed to volunteer answers in English.					
7	I would feel anxious around native speakers of English.					
8	I am upset when I do not understand what the teacher is correcting.					
9	I do not feel confident when I speak in English classes.					
10	I am afraid that the teacher is ready to correct every mistake I make.					
11	My heart pounds when I am to be called on in English classes.					
12	I feel that other students speak English better than I do.					
13	I feel very self-conscious about speaking English in front of other students.					
14	I get nervous and confused when I am speaking in English classes.					
15	I am nervous when I do not understand every word the					

	teacher says.					
16	I feel overwhelmed by the number of rules I have to learn to speak English.					
17	I am afraid that the other students will laugh at me when I speak English.					
18	I get nervous when the teacher asks questions which I have not prepared in advance.					
19	I have enough ability to improve my speaking skills.					
20	I am sure that if I practice speaking more, I will get better grades in the course.					
21	Even if the speaking task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across.					
22	I am not stressed out when speaking English in the classroom.					
23	I enjoy speaking with a proficient speaking partner.					
24	I enjoy meeting tourists because I can speak with them well.					
25	The more difficult the speaking practice is, the more enjoyable it is.					
26	When the instructor asks a question, I raise my hand to answer it even if I am not sure about it.					
27	I am confident about my ability to interact with other English speakers.					
28	While speaking, I can deal efficiently with unexpected situations.					
29	While speaking, I can remain calm when facing difficulties.					
30	When I am talking with fluent speakers, I let them know if I need help.					
31	I am confident I can communicate what I mean easily.					
32	I strongly believe that I can achieve native-like accuracy					

	in English.					
33	I am able to actively participate in my speaking classes.					
34	I am sure I can use English outside the classroom.					
35	I believe I am a good English speaker.					
36	I strongly believe that I can achieve native-like fluency in English.					
37	I can describe my university to others in English.					
38	I can tell a story in English.					
39	I can ask my teachers questions in English.					
40	I can produce sentences with idiomatic expressions.					
41	I can introduce my teacher to someone else in English.					
42	I can discuss subjects of my interest with my classmates.					
43	I can introduce myself in English.					
44	I can answer my teachers' questions in English.					

Appendix D

Follow-up Interview Questions

PART I. SPEAKING PERFORMANCE

1. How do you evaluate your English-speaking performance based on the rubric?

- Dereceli puanlama anahtarına göre İngilizce konuşma performansınızı nasıl değerlendiriyorsunuz?

PART II. FOREIGN LANGUAGE SPEAKING ANXIETY

1. Is there any specific situation/context that triggers your English-speaking anxiety? If yes, can you give an example?
 - İngilizce konuşma kaygınızı tetikleyen herhangi bir özel durum/bağlam var mı? Cevabınız evet ise bir örnek verebilir misiniz?
2. To what extent do you think being anxious while speaking English influences your speaking performance?
 - İngilizce konuşurken kaygılı olmanın konuşma performansınızı ne ölçüde etkilediğini düşünüyorsunuz?

PART III. FOREIGN LANGUAGE SPEAKING SKILLS SELF-EFFICACY BELIEFS

1. Can you describe a specific situation/context that makes you feel more confident and comfortable while speaking English?
 - İngilizce konuşurken kendinizi daha güvende ve rahat hissetmenizi sağlayan belirli bir durumu/bağlamı tanımlayabilir misiniz?
2. To what extent do you think your speaking self-efficacy beliefs influence your English-speaking performance?
 - Konuşma özyeterliliği inançlarınızın İngilizce konuşma performansınızı ne ölçüde etkilediğini düşünüyorsunuz?

Appendix E

Oral Presentation Grading Rubric

	Exceeding Standards	Meeting Standards	Approaching Standards	Attempt Made
	5	4	3	2
ORGANIZATION				
Introduction				
Ending on a 'high note'				
Originality				
LANGUAGE USAGE				
Grammar				
Vocabulary				
Pronunciation				
Fluency				
BODY LANGUAGE				
Eye contact				
Voice				
Posture				
TOTAL	0	x	2	=

Appendix F

Survey Responses

Items	SD	D	N	A	SA	N	M	SD
1) I am never quite sure of myself when I am speaking in English classes.	n=3; 4.2%	n=11; 15.5%	n=22; 30.9%	n=24; 55.8%	n=24; 33.8%	71	3.41	1.063
2) I am afraid of making mistakes in English classes.	n=4; 5.63%	n=9; 12.6%	n=8; 11.2%	n=27; 38.3%	n=23; 32.4%	71	3.79	1.194
3) I tremble when I know that I am going to be called on in English classes.	n=5; 7.1%	n=9; 12.7%	n=24; 33.8%	n=24; 33.8%	n=9; 12.7%	71	3.32	1.079
4) I get frightened when I do not understand what the teacher is saying in English.	n=9; 12.6%	n=25; 35.2%	n=10; 14.1%	n=20; 28.2%	n=7; 9.9%	71	2.87	1.241
5) I start to panic when I have to speak without preparation in English classes.	n=3; 4.2%	n=6; 8.4%	n=15; 21.1%	n=21; 29.5%	n=26; 36.7%	71	3.86	1.138
6) I get embarrassed to volunteer answers in English.	n=5; 7.1%	n=15; 21.1%	n=12; 16.9%	n=25; 35.2%	n=14; 19.7%	71	3.39	1.224
7) I would feel anxious around native speakers of English.	n=8; 11.2%	n=17; 23.9%	n=8; 11.2%	n=26; 35.2%	n=13; 18.3%	71	3.25	1.317
8) I am upset when I do not understand what the teacher is correcting.	n=5; 7.1%	n=17; 23.9%	n=19; 26.7%	n=26; 36.6%	n=4; 5.6%	71	3.10	1.058
9) I do not feel confident when I speak in English classes.	n=5; 7.1%	n=13; 18.3%	n=16; 22.5%	n=23; 32.3%	n=14; 19.7%	71	3.39	1.201
10) I am afraid that the teacher is ready to correct every mistake I make.	n=11; 15.4%	n=21; 29.5%	n=20; 28.1%	n=12; 16.9%	n=7; 9.8%	71	2.76	1.201
11) My heart pounds when I am to be called on in English classes.	n=1; 1.4%	n=12; 16.9%	n=18; 25.3%	n=26; 36.6%	n=14; 19.7%	71	3.56	1.038
12) I feel that other students speak English better than I do.	n=6; 8.4%	n=13; 18.3%	n=17; 23.9%	n=23; 32.3%	n=12; 16.9%	71	3.31	1.202
13) I feel very self-conscious about speaking English in front of other students.	n=3; 4.2%	n=13; 18.3%	n=23; 32.3%	n=26; 36.6%	n=6; 8.45%	71	3.27	.999

Note. SD: Strongly Disagree, D: Disagree, N: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree, M: Mean, SD: Standard Deviation

Items	SD	D	N	A	SA	N	M	SD
14) I get nervous and confused when I am speaking in English classes.	n=3; 4.23%	n=8; 11.2%	n=12; 16.9%	n=34; 47.9%	n=14; 19.7%	71	3.68	1.053
15) I am nervous when I do not understand every word the teacher says.	n=7; 9.8%	n=20; 28.1%	n=18; 25.3%	n=21; 29.5%	n=5; 7.1%	71	2.96	1.127
16) I feel overwhelmed by the number of rules I have to learn to speak English.	n=8; 11.2%	n=20; 28.1%	n=14; 19.7%	n=23; 32.3%	n=6; 8.4%	71	2.99	1.189
17) I am afraid that the other students will laugh at me when I speak English.	n=15; 21.1%	n=11; 15.4%	n=13; 18.3%	n=21; 29.5%	n=11; 15.5%	71	3.03	1.394
18) I get nervous when the teacher asks questions which I have not prepared in advance.	n=3; 4.2%	n=4; 5.6%	n=14; 19.7%	n=35; 49.3%	n=15; 21.1%	71	3.77	.988
19) I have enough ability to improve my speaking skills.	n=1; 1.4%	n=8; 11.2%	n=15; 21.1%	n=28; 39.4%	n=19; 26.7%	71	3.79	1.013
20) I am sure that if I practice speaking more, I will get better grades in the course.	-	n=2; 2.8%	n=10; 14.1%	n=23; 32.3%	n=36; 50.7%	71	4.31	.821
21) Even if the speaking task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across.	-	n=6; 8.4%	n=25; 35.2%	n=28; 39.4%	n=12; 16.9%	71	3.65	.864
22) I am not stressed out when speaking English in the classroom.	n=6; 8.4%	n=31; 43.6%	n=20; 28.1%	n=12; 16.9%	n=2; 2.8%	71	2.62	.962
23) I enjoy speaking with a proficient speaking partner.	-	n=5; 7.1%	n=22; 31%	n=37; 52.1%	n=7; 9.8%	71	3.65	.758
24) I enjoy meeting tourists because I can speak with them well.	n=2; 2.8%	n=10; 14.1%	n=22; 31%	n=28; 39.4%	n=9; 12.6%	71	3.45	.983
25) The more difficult the speaking practice is, the more enjoyable it is.	n=8; 11.2%	n=17; 23.9%	n=15; 21.1%	n=24; 33.8%	n=7; 9.8%	71	3.07	1.199
26) When the instructor asks a question, I raise my hand to answer it even if I am not sure about it.	n=11; 15.5%	n=31; 43.6%	n=16; 22.5%	n=13; 18.3%	-	71	2.44	.967

Note. SD: Strongly Disagree, D: Disagree, N: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree, M: Mean, SD: Standard Deviation

Items	SD	D	N	A	SA	N	M	SD
27) I am confident about my ability to interact with other English speakers.	n=2; 2.8%	n=22; 30.1%	n=24; 33.8%	n=17; 23.9%	n=6; 8.4%	71	3.04	1.006
28) While speaking, I can deal efficiently with unexpected situations.	n=1; 1.4%	n=19; 26.7%	n=32; 45%	n=18; 25.3%	n=1; 1.4%	71	2.99	.802
29) While speaking, I can remain calm when facing difficulties.	n=6; 8.4%	n=22; 31%	n=26; 36.6%	n=15; 21.1%	n=2; 2.8%	71	2.79	.970
30) When I am talking with fluent speakers, I let them know if I need help.	-	n=5; 7%	n=20; 28.1%	n=36; 50.7%	n=10; 14%	71	3.72	.796
31) I am confident I can communicate what I mean easily.	-	n=13; 18.3%	n=29; 40.8%	n=24; 33.8%	n=5; 7%	71	3.30	.852
32) I strongly believe that I can achieve native-like accuracy in English.	n=2; 2.8%	n=15; 21.1%	n=28; 39.4%	n=16; 22.5%	n=10; 14.1%	71	3.24	1.035
33) I am able to actively participate in my speaking classes.	n=3; 4.2%	n=17; 23.9%	n=33; 46.4%	n=14; 19.7%	n=4; 5.6%	71	2.99	.918
34) I am sure I can use English outside the classroom.	-	n=2; 2.8%	n=17; 23.9%	n=30; 42.2%	n=22; 31%	71	4.01	.819
35) I believe I am a good English speaker.	n=3; 4.2%	n=12; 16.9%	n=26; 36.6%	n=21; 29.5%	n=9; 12.6%	71	3.30	1.034
36) I strongly believe that I can achieve native-like fluency in English.	n=1; 1.4%	n=12; 16.9%	n=29; 40.8%	n=20; 28.1%	n=9; 12.6%	71	3.34	.955
37) I can describe my university to others in English.	n=1; 1.4%	n=1; 1.4%	n=15; 21.1%	n=40; 56.3%	n=14; 19.7%	71	3.92	.770
38) I can tell a story in English.	n=1; 1.4%	n=5; 7%	n=26; 36.6%	n=29; 40.8%	n=10; 14%	71	3.59	.871
39) I can ask my teachers questions in English.	-	-	n=12; 16.9%	n=45; 63.3%	n=14; 19.7%	71	4.03	.609
40) I can produce sentences with idiomatic expressions.	n=1; 1.4%	n=11; 15.5%	n=28; 39.4%	n=25; 35.2%	n=6; 8.4%	71	3.34	.894

Note. SD: Strongly Disagree, D: Disagree, N: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree, M: Mean, SD: Standard Deviation

Items	SD	D	N	A	SA	N	M	SD
41) I can introduce my teacher to someone else in English.	-	n=2; 2.8%	n=8; 11.2%	n=48; 67.6%	n=13; 18.3%	71	4.01	.643
42) I can discuss subjects of my interest with my classmates.	n=3; 4.2%	n=5; 7%	n=22; 31%	n=32; 45%	n=9; 12.6%	71	3.55	.953
43) I can introduce myself in English.	n=1; 1.4%	n=2; 2.8%	n=3; 4.2%	n=34; 47.8%	n=31; 43.6%	71	4.30	.800
44) I can answer my teachers' questions in English.	-	-	n=17; 23.9%	n=40; 56.3%	n=14; 19.7%	71	3.96	.664

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