# Native or non-native instructors?
# A case study on foreign language speaking anxiety in EFL classroom

Ceren Yentürk [a] [1] , Gülin Dağdeviren-Kırmızı [b]

*ᵃ Hacettepe University, Ankara, Turkey*
*ᵇ Başkent University, Ankara, Turkey*

**Abstract**

The purpose of this study is to investigate foreign language speaking anxiety in the Non-Native and Native Instructors' classroom. To this end, Horwitz, Horwitz & Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) was administered to 469 EFL learners studying at three universities in Ankara. The data was collected through a questionnaire and adapted from the Foreign Language Classroom Anxiety Scale (hereafter referred to as FLCAS), which was developed by Horwitz et al. (1986). According to the results, there are differences in the items such as preparation and negative evaluation in Non-Native and Native Instructors' classroom. When the variables such as age, gender and the length of study were taken into consideration, it was found that the participants' length of study is a significant factor in foreign language speaking anxiety. However, no correlation was found between the anxiety and age and gender. In addition to that, the participants with more years of instructions showed lower anxiety levels when compared to others.

*Key words:* foreign language speaking anxiety; native instructors; non-native instructors; the length of study

## 1. Introduction

Being a major area of interest within the field of second language acquisition, Foreign Language Speaking Anxiety (FLSA) is a multifaceted psychological variable in L2 learning. Literature indicates that this construct negatively influences language learning and inhibits academic achievement (Horwitz, Horwitz, & Cope, 1986; Teimouri, Goetze, & Plonsky, 2019).

Spielberger (1983, as cited in Horwitz et al., p. 27) defines anxiety as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system". Horwitz et al. (1986) defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). This definition is close to that of Gardner and

---

MacIntyre (1993, p. 284), who defined it as apprehension emphasizing its relation to second language contexts.

According to Horwitz et al. (1986), foreign language anxiety can be divided into three categories. The first of these is test anxiety which refers to fear of failure in testing. It is closely related to negative experiences taking tests in past. The second type of anxiety in is suffering from the fear of negative evaluation. This includes "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Horwitz, Horwitz, & Cope, 1986; p.128). The last category is communication apprehension which is defined by Horwitz et al. (1986, p. 127) as "a type of shyness characterized by fear of or anxiety about communicating with people". The communication apprehension has a significant role in foreign language classes where the learners are expected to establish communication in L2.

Woodrow (2006) identified another type of anxiety which is closely related to EFL classrooms. MacIntyre (1999) defined situation specific anxiety as "worry and negative reaction arousal when learning or using a second language" (MacIntyre, 1999, p. 27). Mostly, specific conditions for a specific situation in classroom result in situation specific anxiety.

## 1.1. Literature review

### 1.1.1. Foreign language speaking anxiety

Huang (1998), focusing on second language speaking classroom, asserted that "the non-automatization of [learners'] symbol system for encoding information" (Huang,1998, p.1) which enables them speaking fluently is a cause of anxiety in classroom environment. Similarly, Bygate (2001) emphasized the role of automatization and asserted that:

> for an elementary L2 speaker it will be difficult to manage this speech fluently and accurately, since they lack automation and/or accuracy, and it is difficult for them to pay attention to all these processes simultaneously under pressure of time (p.16).

Tanveer (2007, p. 70) emphasized that speaking skill has a public nature which implies that even in classroom it may pose a threat to other peoples' self-concept, self-identity, and ego. The reasons why classrooms turn out to be an environment of potential anxiety are "evaluative nature; evaluation by the teachers, peers, and by learners' own 'self' accompanied by high expectations and beliefs about L2/FL learning" (Tanveer, 2007, p. 70).

There are also other sources of speaking anxiety in EFL classroom. Oral production in a foreign language can be a source for speakers especially for adults. In her seminal article, Horwitz et al. (1986) explained the role of cognitive functions in speaking a foreign language: "complex and nonspontaneous mental operations are required in order to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic" (Horwitz et al., 1986, p. 128). The fear of negative evaluation is another important source of foreign language anxiety. Watson & Friend (1969, p. 449) defined it as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively". There has been a significant correlation between the fear of negative evaluation and foreign language speaking anxiety (MacIntyre & Gardner, 1989; Young, 1991; Koch & Terrell, 1991; Aydın, 2008; Subaşı, 2010). It is reported that learners are avoiding disapproval by other learners in classroom environment and in some cases, they tend to avoid situations where they need to speak in the target language. Another significant factor in foreign language speaking anxiety is instructor's attitudes in classroom. Especially, the instructor's negative attitude to errors is considered

one of the anxiety-provoking factors (Aydın, 2001). According to Bekleyen (2004) "kindness, being energetic, and listening with patience" are the factors for a stress-free and friendly classroom.

### 1.1.2. Related Studies

The studies conducted in Turkey mostly adopted various scales to investigate the foreign language speaking anxiety. Aydın (2001) explored the potential problems from the perspective of L2 learners in speaking and writing classes and carried out a research on 23 university students. Using FLCAS (Foreign Language Speaking Anxiety Scale) or BALLI (Beliefs About Language Learning Inventory), interviews and dairies as data collection techniques, Aydın (2001) found out foreign language classroom anxiety partly arose from the teaching procedures in speaking. In a similar study, Aydın (2008) studied sources and levels of fear of negative evaluation as and language anxiety. Data collected from 112 advanced level EFL students using an adapted version of FLCAS. The results showed that communication apprehension with native instructors is one of the reasons for language anxiety. Investigating the relationship between proficiency level and degree of foreign language speaking anxiety, Balemir's (2009) study included 234 adult L2 learners studying at various departments. According to the results of FLSAS, learners' proficiency level did not have an important role in speaking anxiety. Tercan and Dikilitaş (2015) studied speaking anxiety from the perspective of proficiency level, onset of learning, and gender. FLSAS, developed by Huang (2004), used to collect data from 159 prep class L2 learners. The results indicated that female L2 learners, A1 level learners and learners with earlier onset of learning had higher anxiety levels.

In another line of research, the role of instructor's nativeness is investigated on the basis of foreign language anxiety. Bozavli and Gülmez (2012) studied whether instructors' being native or non-native had an important role in anxiety. The adapted version of Young's (1990) questionnaire which focused on native and non-native instructors' organization and control on speaking activities in classroom was used to collect data from 90 L2 learners According to the results, the group with native instructors was more anxious than those non-native class. In a similar study Han et al. (2016) explored the role of oral communication courses offered by native and non-native instructors on learners' foreign language speaking anxiety. In the present study, the data collection instrument developed by Bozavli and Gülmez's (2012) was used. This is an adapted version of Young's (1990) scale. The data collected from 48 L2 learners showed that there is no statistical difference between the learners in native and non-native instructors' classrooms.

In another qualitative study, Takkaç Tulgar (2018) examined the sources of speaking anxiety for Turkish EFL learners and their coping strategies. This study found that *fear of making mistakes*, *losing teacher's favor,* and *self-comparison with others* were significant sources of speaking anxiety. The participants in this study also reported that *the fear of communicating with native speakers*, *having native-speaker teachers, accent of the local people*, and *cultural differences between themselves and other interlocutors* were main sources of anxiety. Çağatay (2015) also conducted a study on FLSA and found that L2 learners' FLSA elevate as they speak to native speakers. This study also reported that if L2 learners take part in encouraging authentic contexts or activities, their FLSA can be reduced.

As for the relation between FLSA and technology-enhanced language learning, a number of recent studies can be cited. Hamzaoğlu and Koçoğlu (2016), for example, conducted a study on the role of podcasts on FLSA. The results indicated that using podcasts had a positive influence on the elimination of FLSA in addition to helping learners build self-confidence and improve their pronunciation. In a very recent study, Bashori et al. (2020) found that learning websites were found to be highly beneficial in learning, significantly reducing FLSA.

Although speaking anxiety has long been a question of great interest in EFL context, this study set out to investigate speaking anxiety in terms of gender, age, and the length of study in the context of EFL. The study is remarkable in that it offers insights as to the comparison of speaking anxiety both in terms of native teachers and non-native teachers' EFL classrooms. The study is remarkable in that it

offers insights as to the comparison of speaking anxiety both in terms of native teachers and non-native teachers' classrooms.

## 1.2. Research questions

This case study seeks to examine the speaking anxiety in EFL setting. The questions given below were posed, to investigate the correlation between the anxiety and native and non-native distinction.

1. Are there any statistical differences in the attitude of students towards Native and Non-Native English-speaking lecturers in terms of speaking anxiety?

2. To what extent do independent variables such as gender, age and the length of EFL learning have an influence on the speaking anxiety in EFL classroom?

3. The findings were expected to provide an in-depth analysis of the difference two groups of instructors and relationship between speaking anxiety and variables stated above.

## 2. Method

### 2.1. The participants

The present study is a case-study design relying on convenience sampling. The participants of the are 469 EFL learners who are studying at various departments of three universities in Ankara. The participants were mostly representative with respect to gender with 247 male and 222 female EFL learners. The participants age range was between 17 and 38. The age groups are 17(0.4%), 18-19 (60.8%), 20-21 (27.7%), 22-24(8.1%), 26 and more (3.0%). The participants are mainly students of the such departments as Public Finance, Law, Business Administration, Engineering and Psychology. When the length of English study is take into consideration, it is seen that the distributions according to years are 1-3 years (11.1%), 4-5 years (7.9%), 6-7 years (39.9%) and more than 7 years (41.2%). The research subjects provided voluntary, informed consent and did not get any extra credits or payment.

### 2.2. Instrument(s)

The study was conducted in the form of a survey, with data gathered via a scale. Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz & Cope (1986) adopted. Originally, the scale consisted of 33 items; however, as a result of confirmatory factor analysis 3 items were omitted from the original scale. The adapted version included 30 items with five- point Likert scale, ranging from "strongly disagree" to "strongly agree". The research subjects were asked to rate non-native and native instructors in separate columns.

Apart from the anxiety scale, the participants were also asked to fill in a personal information questionnaire. This part included questions about gender, mother tongue, age, department, length of learning, the hours of instruction and the type of the university. The data collection instrument was in paper-pencil format and administered in Turkish.

In order to ascertain the validity of the scale, a single factored confirmatory factor analysis was performed. As mentioned before, three items were omitted from the scale; thus, post-modification values for non-native instructor part were calculated for Chi-Square ($x2$=1289, 417), degree of freedom (df=324), Goodness of Fit Index (GFI=0.85), Comparative Fit Index (CFI=0.96) and Root Mean Square Error of Approximation (RMSEA= 0.080). Similarly, post-modification values for native instructor part were calculated for Chi-Square ($x2$=1453.243), degree of freedom (df=324), Goodness of Fit Index (GFI=0.95), Comparative Fit Index (CFI=0.95) and Root Mean Square Error of Approximation (RMSEA= 0.080). Depending on these statistical values, the scale is said to be valid as a data collection

tool. On the basis of reliability, Cronbach-Alpha coefficients were calculated as 0.84 for non-native instructor scale and 0,88 for the native instructor scale, indicating a high level of reliability.

## 2.3. Data collection procedures

The researchers contacted the coordinators of each preparatory foreign language department of universities for permission. After getting the necessary permissions, the researchers handed out the questionnaires via e-mail and face-to-face to coordinators and assistance of director of the preparatory departments.

Firstly, instructors distributed the questionnaires to the students during class hours. The students were asked to read the instructors in detail before answering the questions. Then, they were asked to sign the consent form to show that they were volunteered to participate in the study. Having filled out the demographic information questionnaire, the students started to rate the items in the scale.

Time allotted to the students was approximately 15 minutes. Data collection procedure lasted 4 months, from February to April.

## 2.4. Data analysis

To perform the data analysis, Statistical Package for the Social Sciences (SPSS) was used. Mainly, Confirmatory factor analysis, descriptive statistics, t-test analysis, ANOVA and Tukey analyses were carried out.

## 3. Results

The participants' responses were explored on the basis of the difference in terms of NI and NNIs, then age, the length of study and gender was taken into consideration. Table 1 below presents the comparison between NNI and NIs.

**Table 1.** T-test results for NNI and NI in terms of anxiety

|  |  | Mean | | t | sig. |
|---|---|---|---|---|---|
| Item 1 | I never feel quite sure of myself when I am speaking in my foreign language class. | NNI | 2,271 | 3,534 | ,000 |
|  |  | NI | 2,094 |  |  |
| Item 5 | It wouldn't bother me at all to take more foreign language classes | NNI | 2,603 | -2,658 | ,008 |
|  |  | NI | 2,755 |  |  |
| Item 9 | I start to panic when I have to speak without preparation in language class | NNI | 2,638 | -2,576 | ,010 |
|  |  | NI | 2,789 |  |  |
| Item 10 | I worry about the consequences of failing my foreign language class | NNI | 2,667 | -3,175 | ,002 |
|  |  | NI | 2,842 |  |  |
| Item 11 | I don't understand why some people get so upset over foreign language classes | NNI | 2,591 | -3,387 | ,001 |
|  |  | NI | 2,778 |  |  |
| Item 12 | In language class, I can get so nervous I forget things I know | NNI | 2,736 | -2,169 | ,031 |
|  |  | NI | 2,855 |  |  |
| Item 21 | I always feel that the other students speak the foreign language better than I do. | NNI | 2,657 | -3,214 | ,001 |
|  |  | NI | 2,832 |  |  |
| Item 25 | When I'm on my way to language class, I feel very sure and relaxed | NNI | 2,448 | -2,698 | ,007 |
|  |  | NI | 2,595 |  |  |

| | | | | | |
|---|---|---|---|---|---|
| Item 26 | I feel overwhelmed by the number of rules you have to learn to speak a foreign language | NNI | 2,723 | -2,361 | ,019 |
| | | NI | 2,857 | | |
| Item 27 | I get nervous when I don't understand every word the language teacher says. | NNI | 2,544 | -2,636 | ,009 |
| | | NI | 2,693 | | |

In order to see whether there are statistically significant differences in terms of the anxiety levels for both native and non-native instructors, t-test was used. The results are presented in Table 1. As we can understand from the results, out of the 30 items of the questionnaire statistically significant differences were observed in 10 of them. To start with, students feel surer of themselves in the classes of NNI than NI ($p<0.05$). As for the fifth item, it is seen that the students of NI would feel more satisfied to take more language classes than of NNI. In item 9 the participants' preparation in language classes were investigated and found that when the instructor is native speaker, they apparently panic more when they had not prepared for the course. Item 10 was exploring whether they worried about the results of failure and as it is seen participants of NI felt more worried when compared to those of NNI. As for the next item, it is seen that the participants of NI were confused about the others' negative feelings about taking foreign language classes. In item 12 the participants of NI felt more anxious in classroom environment when they forgot things that they have already known. Similarly, the participants of NI more frequently thought that others were better in speaking. Additionally, the participants in NIs class felt more overwhelmed by the rules in learning foreign language. Lastly, the participants in NI classes felt more nervous when they did not understand word by word. In the Table 2 the ANOVA results for participants' age groups were given.

**Table 2.** ANOVA results for age groups

| | Age | f | m | F | sig. |
|---|---|---|---|---|---|
| Non-native instructor | 17-19 | 287 | 2,53 | | |
| | 20- 21 | 130 | 2,56 | 1,400 | 0,248 |
| | 22- above | 52 | 2,67 | | |
| | 17-19 | 287 | 2,61 | 0,243 | 0,784 |
| Native instructor | 20- 21 | 130 | 2,66 | | |
| | 22- above | 52 | 2,61 | | |

Table 2 presents the findings pertaining to differences in age groups in terms of students of native speakers and non-native speakers. Overall, the results indicate that there is no statistically significant difference ($P = 0.248 > 0.05$) between age groups in terms of speaking anxiety. As for native speakers, the results also indicate that there is no statistically significant difference ($P = 0.784 > 0.05$). Depending on these findings, the hypothesis is rejected. In Table 3 ANOVA results for the length of study was provided.

**Table 3.** ANOVA results for length of study

| | Length of study | f | m | F | sig. | Groups |
|---|---|---|---|---|---|---|
| Non-native instructor | 1-3 years | 52 | 2,85 | 6,772 | 0,00 | 1-3 years – 7 and more years |
| | 4-5 years | 37 | 2,65 | | | 6-7 years – 7 and more years |
| | 6-7 years | 187 | 2,48 | | | |
| | +7 | 193 | 2,53 | | | |
| Native instructor | 1-3 years | 52 | 2,88 | 3,482 | 0,016 | 1-3 years – 7 and more years |
| | 4-5 years | 37 | 2,62 | | | 6-7 years – 7 and more years |
| | 6-7 years | 187 | 2,57 | | | |
| | +7 | 193 | 2,62 | | | |

Another variable studied within the context of the study was length of study of English, researched in four categories: 1-3 years, 4-5 years, 6-7 years, and 7 and above. In order to compare whether length of study predicts speaking anxiety, ANOVA analysis was utilized. The results are presented in Table 2. As can be understood from Table 3, the number of students who have been learning English 1-3 years under the category of non-native instructors is 42, those who have been learning it for 4-5 years is 37, 6-7 years is 187 and 7 and more years is 193. ANOVA results indicate that the length of learning is a statistically important factor in this study for both non-native instructors (P= 0.000 > 0.05) and native instructors (P = 0.016 > 0.05).

Further statistical analysis indicted that as for non-native instructors, differences exist between those who have been learning English for 1-3 years (2.85) and 7 and more years (m=2.53). Statistically significant difference also exists between those who have been learning English for 6-7 years (m=2.48) and those who have been learning it for 1-3 years (m=2.85). Those who have been learning English for 1-3 years have the highest level of speaking anxiety, which decreases as the year of study increases. It is possible to speculate that as learners continue the learning process, they develop strategies to cope with anxiety. Moreover, similar differences have been observed for native instructors. Those who have been learning English for 1-3 years (m=2.88) significantly differed from those who have been learning it for 6-7 years (m=2.57). This finding also sheds a similar light as the previous one. It must also be noted that the mean scores for native instructors seem to be slightly over non-native instructors, demonstrating that students are a little more anxious with native instructors. Table 4 shows the result of t-test in terms of gender.

**Table 4.** T-test for gender

|  | Gender | f | m | t | sig. |
|---|---|---|---|---|---|
| Non-native instructor | Female | 222 | 2,51 | -1,546 | 0,123 |
|  | Male | 247 | 2,56 |  |  |
| Native instructor | Female | 222 | 2,63 | 0,054 | 0,957 |
|  | Male | 247 | 2,61 |  |  |

Table 4 presents the findings about the gender of the participants on the basis of speaking anxiety in the context of non-native and native instructors. T-tests between two groups showed that there is not a statistical difference between female (M=2.51) and male (M=2.56) students in the classroom of non-native instructors. Similarly, the results obtained from the t-test revealed that female (M=2.63) and male (M=61) did not differ from each other statistically. Therefore, no evidence was found for the correlation between speaking anxiety and gender.

## 4. Discussion

The current study investigated foreign language speaking anxiety in the classrooms of NIs and NNIs and the results were analyzed on the basis of gender, age and the length of study. The results showed that participants felt more anxious in the classrooms of NI when they have no preparation, forget things they have already known, compared themselves with other students and when they did not understand instructors' speech. Moreover, it was observed that the fear of failing and the rules of spoken production of the target language are the factors which negatively affect the participants in NI classes. On the other hand, participants stated that they felt sure and relaxed on their way to class and taking more language classes and they also felt better than the others about foreign language classes in a class with a NI. Additionally, they felt surer of themselves while speaking in NI classes. However, this finding of the current study does not support the previous research. In Bozavlı and Gülmez (2012), although the mean

scores of the participants of NI classes are higher than of NNI, t-test showed that there is no statistically significant difference between two groups. Similarly, in Han et al. (2016), no difference between students' attitudes toward foreign language speaking anxiety in the classes taught by NIs and NNIs was observed. According to the researchers, a possible explanation for this might be that a teacher's nationality or native language is not influential in foreign language speaking anxiety. As the research on this topic has been mostly restricted to investigation of student's foreign language speaking anxiety in NNI classrooms and limited in number, the difference between the students of NNI and NI has not been fully understood so far.

## 4.1. Gender

In some studies, (Huang, 2004; Wilson, 2006; Balemir, 2009; Öztürk & Gürbüz, 2013; Park & French, 2013; Tercan & Dikilitaş, 2015) female participants were found to be more anxious than the male participants. This can be explained by the considerations such as social approval, self-criticism and self-comparison. This finding is contrary to previous studies which have found the difference. In the current study there is no statistically significant difference between female and males. In similar studies (Aida, 1994; Onwuegbuzie et al., 1999; Rodríguez & Abreu 2003; Matsuda & Gobel 2004; Chiang, 2012; Luo, 2014) the gender does not have a statistical role on the speaking anxiety in EFL classroom. As can be clearly seen above that there is no conclusive evidence for the role of gender on foreign language speaking anxiety. This inconsistency may be due to the characteristics of the samples. A note of caution is due here since these findings may be somewhat limited by groups of participants of various educational backgrounds, age groups, socioeconomic status and so on. Therefore, further studies, which study on similar sample groups, will need to be undertaken.

## 4.2. Age

With respect to the second research question, which investigates the age of the participants and the foreign language speaking anxiety, it was found that the age is not a significant factor in this study. As stated above, the ages of the participants which were grouped into three categories as 17-19 years, 20-21 years and 22 years and above did not yield any statistically significant difference for the NNIs and NIs. However, this result has not previously been described in the context of NNIs and NIs. Previous studies which mainly explore anxiety in the context of EFL classroom have found that there is a relationship between the age of the participants and foreign language speaking anxiety. These studies suggest that mature learners have more foreign language anxiety as a result of the difficulty in the accommodation of the rules of target language (Dewaele, 2002), difficulty in processing (MacIntyre & Gardner, 1994), level of instruction and related anxieties (Ay, 2010), reluctance to actively participate in foreign language class.

As research to date has tended to focus on the classroom of NNI rather than the difference between NNI and NNI classrooms, there is not similar study to compare the results. However, a few studies on NNI classrooms can be supporting the current findings. To exemplify, Tosun (2018), who explored the foreign language speaking in NNI, has found no significant difference between the participants 18-22 and above 23 years old. In the same vein, Taysi (2015) found no relationship between the age and the foreign language speaking anxiety in EFL classroom.

## 4.3. The length of study

One of the variables of this study was the length of the participant's study in English. The participants' responses categorized under the groups of 1-3 years, 4-5 years, 6-7 years and above 7 years. Strong evidence of the length of study was found in relation to the foreign language speaking anxiety. The participants reported to be more anxious when their length of study decreases. As mentioned above, very little attention has been paid to the role of the length of study on foreign language anxiety in the

context of NI and NNIs. In this respect, Latif (2015) found that as adult learners' length of the participant's study in English increases, the foreign language anxiety they experience decreases. However, there are contradictory results in literature. Tercan and Dikilitaş (2015) found a negative correlation between the length of study and test anxiety in foreign language class, reporting that the participants who started learning English were more anxious than the ones whose onset of learning English was university. Similarly, Liu and Chen (2013) investigated elementary school learners of English and found that there is as their length of learning English increased, their foreign language anxiety decreased. Finally, it is important to bear in mind the lack of previous research; therefore, the results need to be interpreted with caution.

## 5. Conclusions

The present study was conducted to see the role of native or non-native teachers in the emergence of L2 speaking anxiety. The results indicated that speaking anxiety was higher in NI classes. The study also focused on gender, age, and length of study as independent variables on speaking anxiety. The results indicated that female participants tend to have more speaking anxiety, in part due to consideration on social approval, self-criticism and self-comparison. Secondly, age was not a determining factor in speaking anxiety in the present study. Finally, the last variable, the length of study, was found to be highly influential in speaking anxiety.

A number of implications can be drawn from the study. In the first place, the present study justified that fear of making mistakes, foreign accents, or comparing oneself with others are fundamental causes of speaking anxiety. Therefore, to reduce such negative influences, teachers should spare more time to collaborative learning. What is more, satisfactory pronunciation practice must be provided because producing pronunciation errors can lead to FLSA (MacIntyre, 2017). Another important implication could be to benefit from technology. In literature, there are studies that point at the effectiveness of technology-enhanced teaching (Hamzaoğlu & Koçoğlu, 2016; Hirata, 2018; Peeters, 2018; Peeters & Ludwig, 2017; Ataiefar & Sadighi, 2017). For example, Bashori et al. (2020) found that tertiary level L2 learners favored instructional websites and stated that their anxiety had lowered through them. Hence, effective integration of technology should be ensured to alleviate speaking anxiety.

Despite all the efforts, there have been several limitations in the study. First, as the current study is completely quantitative in nature, there has not been an opportunity to make a comprehensive in-depth analysis of the foreign language speaking anxiety in the classroom of NIs and NNIs. Therefore, in a further study, the inclusion of follow-up interviews would help to probe for additional information and provide a rich understanding of the anxiety as a socio-psychological construct. Another limitation of this study is the number of the participants and institutions. In order to have higher confidence levels, a further study can assess the foreign language anxiety with a larger sample size from various universities.

## 6. Ethics Committee Approval

The author confirms that ethical approval was obtained from Atılım University (Approval Date: 06.03.2017), Çankaya University (Approval Date: 24.03.2017), Ankara Yıldırım Beyazıt University (Approval Date:23.03.2017).

## References

Aida, Y. (1994). Examination of Horwitz, Horwitz and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, *78*, 155-168.

Ataiefar, F., & Sadighi, F. (2017). Lowering foreign language anxiety through technology: A case of Iranian EFL sophomore students. *English Literature and Language Review*, *3*(4), 23–34.

Aydın, B. (2001). A study of sources of foreign language classroom anxiety in speaking and writing classes (Unpublished Doctoral dissertation). Anadolu University, Eskişehir.

Aydın, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL Learners. *Asian EFL Journal, Teaching Articles*, *30*(1), 421-444.

Ay, S. (2010).  Young adolescent students' foreign language anxiety in relation to language skills at different levels.  *The Journal of International Social Research*, *3*(11), 83-91.

Balemir, S. H. (2009). The sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety (Unpublished Master Thesis). Bilkent University, Ankara.

Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2020). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning*, 1-32.

Bekleyen, N. (2004). The influence of teachers and peers on foreign language classroom anxiety. *Dil Dergisi*, *123*, 49-66.

Bozavli, E., & Gulmez, R. (2012). Turkish students' perspectives on speaking anxiety in native and non-native English speaker classes. *Us-China Education Review*, *12*, 1034- 1043.

Bygate, M. (2001). Speaking. In R. Carter, & D. Nunan (Eds.), The Cambridge Guide to Teaching English to Speakers of Other Languages (pp. 14-20). Cambridge: Cambridge University Press.

Chiang, M. C. (2012). The relationship between foreign language anxiety and foreign language speaking proficiency among elementary school students in Taiwan (Unpublished Doctoral dissertation). Ming Chuan University.

Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university, *Procedia - Social and Behavioral Sciences*, *199*, 648-656.

Dewaele, J.M. (2002). Psychological and sociodemographic correlates of communicative anxiety in L2 and L3 production. *The International Journal of Bilingualism*, *6*, 23-39.

Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second language learning. Part II: Affective variables. *Language Teaching*, *26*, 1-11.

Hamzaoğlu, H. & Koçoğlu, Z. (2016) The application of podcasting as an instructional tool to improve Turkish EFL learners' speaking anxiety. *Educational Media International*, *53*(4), 313-326.

Han, T., Tanriöver, A. S., & Şahan, Ö. (2016). EFL students' and teachers' attitudes toward foreign language speaking anxiety: A look at NESTs and Non-NESTs. *International Education Studies*, *9*(3), 1-11.

Hirata, Y. (2018). E-learning courseware for language education in Japan: Its application and student perceptions. Open Learning: *The Journal of Open, Distance and eLearning*, *33*(2), 83–98.

Hortwitz, E. K., Hortwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, *70*, 125-132.

Huang, J. (1998). *Students' learning difficulties in a second language speaking classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Huang, H. (2004). The relationship between learning motivation and speaking anxiety EFL non-English major freshmen in Taiwan (Unpublished Master's thesis). Chaoyang University of Technology.

Koch, A. S., & Terrell, T. D. (1991). Affective reactions of foreign language students to natural approach activities and teaching techniques. In E. Horwitz & D. Young. (Eds.), *Language Anxiety: From theory and research to classroom implications* (pp. 109-26). England Cliffs, NJ: Prentice Hall.

Latif, N., A., A. (2015). A study on English language anxiety among adult learners in Universiti Teknologi Malaysia (UTM). *Procedia – Social Behavioral Sciences*, *208*, 223-232.

Liu, H., & Chen, T. (2013). Foreign language anxiety in young learners: How it relates to multiple intelligences, learner attitudes, and perceived competence. *Journal of Language Teaching and Research*, *4*(5), 932–938.

Luo, H. (2014). Foreign language speaking anxiety: A study of Chinese language learners. *Journal of the National Council of Less Commonly Taught Languages*, *15*, 99-117.

MacIntyre, P. D. & Gardner, R. C. (1989). Anxiety and second‑language learning: Toward a theoretical clarification. *Language Learning*, *39*, 251-275.

MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, *44*, 283-305.

MacIntyre, P.D. (1999). Language anxiety: A review of the research for language teachers. In D.J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere.* New York: McGraw Hill, 24-45.

MacIntyre, P. D. (2017). An overview of language anxiety research and trends in its development. In C. Gkonou, M. Daubney, & J.-M. Dewaele (Eds.), *New insights into language anxiety: Theory, research and educational implications* (pp. 11–30). Bristol: Multilingual Matters.

Matsuda, S. & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. System, *32*(1), 21-36.

Onwuegbuzie, A, J., Bailey, P., & Daley, C, E. (1999). Factors Associated with Foreign Language Anxiety. *Applied Psycholinguistics*, *20*(2), 217-239.

Öztürk, G. & Gürbüz, N. (2013). The Impact of Gender on Foreign Language Speaking Anxiety and Motivation. *Procedia - Social and Behavioral Sciences*, *70*, 654 – 665.

Park, G. P. & French, B. F. (2013). Gender differences in the foreign language classroom anxiety scale. *System*, *41*(2), 462-471.

Peeters, W. & Ludwig, C. (2017). Old concepts in new spaces'? – A model for developing learner autonomy in social networking spaces. In T. Lewis, A. Rivens Mompean, & M. Cappellini (Eds.), *Learner autonomy and Web 2.0* (pp. 117–142). Sheffield: Equinox.

Peeters, W. (2018). Applying the networking power of Web 2.0 to the foreign language classroom: A taxonomy of the online peer interaction process. *Computer Assisted Language Learning*, *31*(8), 905–927.

Rodríguez, M. & Abreu, O. (2003), The stability of general foreign language classroom anxiety across English and French. *The Modern Language Journal*, *87*, 365-374.

Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, California: Consulting Psychological Press.

Subaşı, G. (2010). What are the main sources of Turkish EFL students' anxiety in oral practice? *Turkish Online Journal of Qualitative Inquiry*, *1*(2), 29-49.

Takkaç Tulgar, A. (2018). Speaking anxiety of foreign learners of Turkish in target context. *International Online Journal of Education and Teaching*, *5*(2), 313-332.

Tanveer, M. (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language (Unpublished Doctoral dissertation), University of Glasgow.

Taysi, E. (2015). A study on Turkish EFL students' English speaking anxiety. In M. Gün (Ed.), *Proceedings of 1st International Symposium on Language Education & Teaching* (pp.583-590).

Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second language anxiety and achievement: A meta analysis. *Studies in Second Language Acquisition*, *41*(2), 489–425.

Tercan, G. & Dikilitaş, K. (2015). EFL students' speaking anxiety: a case from tertiary level students. *ELT Research Journal*, *4*(1), 16-27.

Tosun, B. (2018). Oh no! Not ready to speak! An investigation on the major factors of foreign language classroom anxiety and the relationship between anxiety and age. *Journal of Language and Linguistic Studies*, *14*(1), 230-241.

Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology, 33*(4), 448–457.

Wilson, S. T. J. (2006). Anxiety in learning English as a foreign language: Its associations with student variables, with oral proficiency, and with performance on an oral test (Unpublished Doctoral dissertation), Universidad de Granada.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, *37*(3), 308–328.

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, *23*(6), 539-553.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does the language anxiety research suggest? *Modern Language Journal, 75*(4), 426-437.

## Anadili İngilizce olan ya da olmayan okutmanlar?

# İngilizcenin yabancı dil olarak öğretildiği ortamda yabancı dil konuşma kaygısı üzerine bir durum çalışması

**Öz**

Bu çalışmanın amacı anadili İngilizce olan ve anadili İngilizce olmayan okutmanların sınıfındaki yabancı dil konuşma kaygısını incelemektir. Bu amaçla Horwitz, Horwitz & Cope 'un (1986) geliştirdiği Yabancı Dil Sınıf Kaygısı Ölçeği, Ankara' da bulunan üç üniversitede öğrenim görmekte olan 467 İngilizceyi yabancı dil olarak öğrenen katılımcılara uygulanmıştır. Veriler, sormaca yöntemi ile toplanmış olup Horwitz ve diğerlerinin (1986) yılında geliştirdiği yabancı dil sınıfındaki kaygı ölçeğinden uyarlanmıştır. Sonuçlara göre hazırlık ve olumsuz değerlendirme gibi maddelerde gruplar arası fark bulunmaktadır. Yaş, cinsiyet ve öğrenim süresi gibi değişkenler dikkate alındığında katılımcıların İngilizce öğrenim sürelerinin yabancı dil konuşma kaygısı açısından önemli bir faktör olduğu görülmektedir. Ancak kaygı ve yaş ve cinsiyet arasında korelasyon bulunmamıştır. Buna ek olarak, daha uzun yıllardır öğrenenler diğerleri ile karşılaştırıldığında daha düşük kaygı gösterdiler.

Anahtar sözcükler: yabancı dil konuşma kaygısı; anadili İngilizce olan okutmanlar; anadili İngilizce olmayan okutmanlar; öğrenim süresi

**AUTHOR BIODATA**

Ceren Yentürk received M.A. (2019) degree in English Language Teaching from Başkent University, Ankara. She has been working as Instructor at Hacettepe University, School of Foreign Languages, Ankara. Her research interests are English Language Teaching and second language acquisition.

Gülin Dağdeviren-Kırmızı received M.A. (2010) and Ph.D (2015) degrees in English Linguistics from Hacettepe University, Ankara. She has been working as Assistant Professor in the Department of Foreign Languages Education at Başkent University, Ankara. Her research interests are second language acquisition and linguistic vitality.