



T.R.

AKDENİZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

MA
THESIS

PREDICTORS OF FOREIGN
LANGUAGE SPEAKING ANXIETY
IN A TERTIARY LEVEL TURKISH
EFL CONTEXT

GONCA NUR ÖLMEZ

ENGLISH LANGUAGE TEACHING
MASTER'S PROGRAM

Antalya, 2022

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Supervisor:

Prof. Dr. Binnur GENÇ İLTER

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DOĐRULUK BEYANI

Yüksek lisans tezi olarak sunduĐum bu alıřmayı, bilimsel ahlak ve geleneklere aykırı dūřecek bir yol ve yardıma bařvurmaksızın yazdıĐımı, yararlandıĐım eserlerin kaynakalardan gösterilenlerden oluřtuĐunu ve bu eserleri her kullanımında alıntı yaparak yararlandıĐımı belirtir; bunu onurumla doĐrularım. Enstitü tarafından belli bir zamana baĐlı olmaksızın, tezimle ilgili yaptıĐım bu beyana aykırı bir durumun saptanması durumunda, ortaya ıkacak tüm ahlaki ve hukuki sonulara katlanacaĐımı bildiririm.

22/04 /2022

Gonca Nur ÖLMEZ

ACKNOWLEDGEMENTS

Firstly, I would like to thank my advisor Prof. Dr. Binnur Genç İlter who supported me both academically and psychologically during the whole process. It has been a privilege to be a student of such a supportive advisor. She was always there with her approachable manner, everlasting encouragement, and splendid guidance whenever I needed.

I also want to express my gratitude to the members of my thesis jury, Doç. Dr. Fatma Özlem SAKA and Doç. Dr. Bengü AKSU ATAÇ for their invaluable support and constructive feedback to enhance my research.

I owe thanks to the School of Foreign Languages at Antalya Bilim University for providing me with an opportunity to carry out this study. I am grateful to my colleagues who helped me during the data collection process. I also thank all the students who became a part of my study.

I wish to thank TÜBİTAK-BİDEB as they supported me financially during my master's study.

I would also like to extend my deepest gratitude to all my friends who always made me feel that they are by my side. Special thanks to my friends, Burak Bozkurt, Merve Gül Uslu, Pelin Değer Işıla, Hilal Yıldız, and Ezgi Avcı, for their never-ending encouragement, invaluable support, and friendship throughout this process.

Last but not least, I would like to express my deepest heartfelt thanks to my family, Sultan Ölmez, Funda Ölmez Çağlar, and Ali Çağlar. Firstly, I am truly thankful to my mother, who devoted all her life to us. She always makes me feel that she is by my side with her unconditional love, everlasting support, and strong stance. There is no word to express my gratitude and love to her. I would also like to remember my father and my older sister whom I lost years ago with gratitude and longing. I hope I have made them proud. I wholeheartedly thank my sister, Funda. It would not be possible to complete this thesis without her unconditional love, constant encouragement, and precious support. I am so lucky to own such a great sister who supported and guided me unconditionally since the day I was born. Her presence serves as the driving force behind me! I cannot imagine a life without her and her little cute daughter, Zeynep.

ABSTRACT

PREDICTORS OF FOREIGN LANGUAGE SPEAKING ANXIETY IN A TERTIARY LEVEL TURKISH EFL CONTEXT

Ölmez, Gonca Nur

Master of Arts, Foreign Language Education, English Language Teaching

Supervisor: Prof. Dr. Binnur Genç İltter

April, 2022, 175 Pages

Speaking anxiety experienced by second/foreign language (L2) learners is a common issue in foreign language education (FLE) as speaking is regarded as the most anxiety-provoking one among language skills. In this respect, the current study intended to explore tertiary level English as a foreign language (EFL) learners' English-speaking anxiety and its relationship with their L2 willingness to communicate (WTC), ideal and ought-to L2 selves, and L2 motivation in the Turkish EFL context. The study was conducted at a private university in Turkey in the 2020-2021 academic year. A mixed-methods approach was adopted using an explanatory sequential design. Quantitative data were gathered by utilizing a composite survey form that involved sections and scales for each variable and analyzed statistically. Qualitative data collected by means of semi-structured interviews were subjected to content analysis. Results provided deep insights into perceived levels and characteristics of learners' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves, and L2 motivation. Findings also revealed that the ought-to L2 self had the strongest relationship with L2 speaking anxiety and showed a significant positive correlation while the other variables, including L2 WTC, ideal L2 self, and L2 motivation displayed negative correlations with it. Moreover, multiple regression results indicated that the ought-to L2 self was the strongest and the only positive predictor of L2 speaking anxiety. This was followed by L2 motivation and the ideal L2 self, which were two negative predictors respectively. However, L2 WTC did not make a significant contribution to explaining L2 speaking anxiety. Based on the results of the current study, pedagogical implications were drawn, and suggestions for further studies were highlighted.

Keywords: *L2 speaking anxiety, L2 willingness to communicate, the ideal L2 self, the ought-to L2 self, L2 motivation*

ÖZET

TÜRKİYE'DE ÜNİVERSİTE DÜZEYİNDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİ BAĞLAMINDA YABANCI DİL KONUŞMA KAYGISININ YORDAYICILARI

Ölmez, Gonca Nur

Yüksek Lisans, Yabancı Diller Eğitimi, İngiliz Dili Eğitimi

Tez Danışmanı: Prof. Dr. Binnur Genç İltter

Nisan, 2022, 175 Sayfa

Konuşma, en çok kaygı uyandıran dil becerisi olarak kabul edildiği için İngilizceyi yabancı dil olarak öğrenenlerin yaşadığı konuşma kaygısı yaygın bir sorundur. Bu bakımdan, bu çalışma Türkiye’de İngilizceyi yabancı dil olarak öğrenen üniversite öğrencilerinin yabancı dil konuşma kaygısını belirlemeyi ve bu kaygının yabancı dilde iletişim kurma istekliliği, ideal ve zorunlu yabancı dil benlikleri ve yabancı dil öğrenme motivasyonu ile ilişkilerini incelemeyi amaçlamıştır. 2020-2021 eğitim öğretim yılında Türkiye’deki bir özel üniversitede gerçekleştirilen çalışmada, karma yöntem yaklaşımı ve ardışık açıklayıcı sıralı desen benimsenmiştir. Nicel veri, her bir değişken için bölümler ve ölçeklerin yer aldığı bir form aracılığıyla toplanmış ve istatistiksel analize tabi tutulmuştur. Yarı yapılandırılmış görüşmeler aracılığıyla toplanan nitel veri ise içerik analizine tabi tutulmuştur. Sonuçlar, öğrencilerin yabancı dil konuşma kaygıları, yabancı dilde iletişim kurma isteklilikleri, ideal ve zorunlu yabancı dil benlikleri ve yabancı dil öğrenme motivasyonlarının algılanan düzeyleri ve özellikleri hakkında detaylı bilgiler elde edilmesini sağlamıştır. Bulgular, zorunlu yabancı dil benliğinin yabancı dil konuşma kaygısıyla en güçlü ilişkiye sahip olduğunu ve anlamlı düzeyde pozitif korelasyon gösterdiğini ortaya koymuştur. Bulgular, yabancı dil konuşma kaygısının, yabancı dilde iletişim kurma istekliliği, ideal yabancı dil benliği ve yabancı dil öğrenme motivasyonu ile negatif korelasyon gösterdiğine işaret etmiştir. Ayrıca, çoklu regresyon sonuçları, zorunlu yabancı dil benliğinin, yabancı dil konuşma kaygısının en güçlü ve tek pozitif yordayıcısı olduğunu göstermiştir. Bunu, sırasıyla yabancı dil öğrenme motivasyonu ve ideal yabancı dil benliğinden oluşan iki negatif yordayıcı izlemiştir. Ancak, yabancı dilde iletişim kurma istekliliği, yabancı dil konuşma kaygısının açıklanmasına anlamlı bir katkı

sağlamamıştır. Çalışmanın sonuçlarına bağlı olarak eğitime ilişkin ve gelecek çalışmalara yönelik önerilerde bulunulmuştur.

Anahtar sözcükler: *yabancı dil konuşma kaygısı, yabancı dilde iletişim kurma istekliliği, ideal yabancı dil benliği, zorunlu yabancı dil benliği, yabancı dil öğrenme motivasyonu*

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
ÖZET	iii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
SYMBOLS AND ABBREVIATIONS	x
CHAPTER I: INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Purpose of the Study	4
1.4. Research Questions	5
1.5. Significance of the Study	6
1.6. Assumptions	7
1.7. Limitations	7
1.8. Definitions	8
1.9. Conclusion	9
CHAPTER II: LITERATURE REVIEW	10
2.1. Speaking as a Foreign Language Skill	10
2.2. Anxiety	15
2.3. Types of Anxiety	15
2.4. Foreign Language Anxiety	17
2.5. Foreign Language Speaking Anxiety	22
2.6. Willingness to Communicate	26

2.7. L2 Motivation	31
2.8. The Ideal L2 Self	40
2.8. The Ought-to L2 Self	42
2.9. An Overview of Relevant Studies	44
CHAPTER III: METHODOLOGY	53
3.1. Research Design	53
3.2. Setting	55
3.3. Participants	56
3.4. Instruments	57
3.4.1. The Composite Survey Instrument	57
3.4.2. Semi-Structured Interviews	60
3.5. Data Collection Procedure	60
3.6. Data Analysis	61
3.6.1. Quantitative Data Analysis	62
3.6.2. Qualitative Data Analysis	64
3.6.3. An Overview of Data Analysis Procedures on the Basis of Research Questions ..	65
CHAPTER IV: FINDINGS	67
4.1. Perceived Levels of Students' L2 Speaking Anxiety, L2 Willingness to Communicate, Ideal and Ought-to L2 Selves, and L2 Motivation	67
4.2. Perceived Characteristics of Students' L2 Speaking Anxiety, L2 Willingness to Communicate, Ideal and Ought-to L2 Selves, and L2 Motivation	68
4.3. Relationships between Students' L2 Speaking Anxiety, L2 Willingness to Communicate, Ideal and Ought-to L2 Selves, and L2 Motivation	96
4.4. Predictors of L2 Speaking Anxiety	97
CHAPTER V: DISCUSSION, CONCLUSION AND SUGGESTIONS	99
5.1. Summary of the Study	99
5.2. Discussion of the Findings	100

5.2.1. Perceived Levels and Characteristics of Learners' L2 Speaking Anxiety, L2 WTC, Ideal, and Ought-to L2 Selves and L2 Motivation	100
5.2.2. Relationships between Learners' L2 Speaking Anxiety, L2 WTC, Ideal and Ought-to L2 Selves and L2 Motivation	110
5.2.3. Predictors of L2 Speaking Anxiety	112
5.3. Conclusion	114
5.4. Pedagogical Implications.....	115
5.5. Recommendations for Future Research.....	118
REFERENCES	121
APPENDIX 1: THE COMPOSITE SURVEY INSTRUMENT (TURKISH)	148
APPENDIX 2: THE COMPOSITE SURVEY INSTRUMENT (ENGLISH)	153
APPENDIX 3: SEMI-STRUCTURED INTERVIEW GUIDE (TURKISH)	157
APPENDIX 4: SEMI-STRUCTURED INTERVIEW GUIDE (ENGLISH).....	158
APPENDIX 5: ETHICS COMMITTEE APPROVAL	159
APPENDIX 6: ORIGINALITY REPORT	160
APPENDIX 7: CURRICULUM VITAE.....	161

LIST OF TABLES

Table 3.1. <i>Demographic Characteristics of Participants</i>	57
Table 3.2. <i>The Results of Tests of Normality</i>	63
Table 4.1. <i>The Results of Descriptive Statistics</i>	67
Table 4.2. <i>The Themes and Sub-Themes Based on the Perceived Characteristics of Students' L2 Speaking Anxiety</i>	69
Table 4.3. <i>The Themes and Sub-Themes Based on the Perceived Characteristics of Students' L2 WTC</i>	75
Table 4.4. <i>The Themes and Sub-Themes Based on the Perceived Characteristics of Students' Ideal L2 Selves</i>	82
Table 4.5. <i>The Themes and Sub-Themes Based on the Perceived Characteristics of Students' Ought-to L2 Selves</i>	88
Table 4.6. <i>The Themes and Sub-Themes Based on the Perceived Characteristics of Students' L2 Motivation</i>	92
Table 4.7. <i>Pearson Correlation Coefficients</i>	97
Table 4.8. <i>Multiple Regression Analysis and Coefficients</i>	98

LIST OF FIGURES

<i>Figure 2.1. The Speech Production Model.....</i>	11
<i>Figure 2.2. Communicative Competence.....</i>	13
<i>Figure 2.3. The Heuristic Model of Variables Affecting WTC</i>	30
<i>Figure 3.1. The Explanatory Sequential Design of the Present Study</i>	54
<i>Figure 4.1. An Outline of the Participants' L2 Speaking Anxiety Based on the Qualitative Data</i>	68
<i>Figure 4.2. An Outline of the Participants' L2 WTC Based on the Qualitative Data</i>	74
<i>Figure 4.3. An Outline of the Participants' Ideal L2 Selves Based on the Qualitative Data....</i>	81
<i>Figure 4.4. An Outline of the Participants' Ought-to L2 Selves Based on the Qualitative Data</i>	87
<i>Figure 4.5. An Outline of the Participants' L2 Motivation Based on the Qualitative Data</i>	91

SYMBOLS AND ABBREVIATIONS

BFPF: Big Five Personality Factors

CA: Communication Apprehension

CEFR: Common European Framework of Reference

EFL: English as a Foreign Language

EIL: English as an International Language

ELF: English as a Lingua Franca

ELT: English Language Teaching

EPP: English Preparatory Program

FLA: Foreign Language Anxiety

FLE: Foreign Language Education

FLSA: Foreign Language Speaking Anxiety

FNE: Fear of Negative Evaluation

IC: Interactional Competence

L1: First Language

L2: Second/Foreign Language

L2MSS: L2 Motivational Self System

L2 WTC: Willingness to Communicate in a Second/Foreign Language

SLA: Second Language Acquisition

SOLE: Self Organized Learning Environment

WTC: Willingness to Communicate

CHAPTER I

INTRODUCTION

In this chapter, the background of the current study is initially explained with relevant previous studies and followed by the statement of the problem. Next, it proceeds with the purpose of the study and the research questions formulated to accomplish the purpose. The chapter then sheds light on the significance of the study. After providing the assumptions, the limitations of the study are presented. The chapter comes to a close with the definitions of the major terms used throughout the thesis.

1.1. Background of the Study

Among all four skills, speaking is regarded as one of the most important skills while learning an L2. Besides, it is seen as a fundamental objective in the language learning process. Apparently, English is one of the most popular languages learned as an L2 around the world due to various reasons. Most people use it in their daily lives for education, work, or personal necessities. Although language education includes improving different skills, such as listening, reading, and writing, people generally associate proficiency in a language with speaking accurately and fluently. As highlighted by Alahem (2013), speaking is seen as one of the indicators of how proficient a person is. Learners also generally associate success in foreign language education with the ability to speak the target language as it is the skill they can mostly use in real life.

This perception related to speaking ability results from its role in communication with other people. Communication is an indispensable part of our lives and using a foreign language is emphasized with the idea that “learners have to talk in order to learn” (Skehan, 1989, p. 48). According to MacIntyre and Charos (1996), communication is more than a tool for language learning. In addition, many L2 acquisition theories support the importance of output while learning a language. For example, Swain (1985) highlights that it is impossible to acquire a language without the production of comprehensible input. Also, Vygotsky’s socio-cultural theory (for a review, see Marginson & Dang, 2017) declares that language develops from social interaction.

Along with the importance of speaking ability, which is widely acknowledged by learners and teachers, it is also regarded as one of the challenging skills during the language learning process. Almost all people teaching a foreign language have heard the prevalent saying “I understand but cannot speak”. The reason behind this might be the learners’ general perception related to speaking, which refers to the skill provoking anxiety the most among four language skills (Palacios, 1998). Young (1990) also mentioned that according to learners’ ideas, speaking activities during which learners need to talk in front of the class and have on spot performance cause more anxiety compared to other skills. As underscored by Chaokongjakra (2013), overcoming foreign language speaking anxiety (FLSA) is a requirement for learners if they want to be successful in language learning.

Among different types of anxiety, Foreign Language Anxiety (FLA) diverges from the other types, and it has been defined by one of the first researchers interested in FLA as “a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom” (Horwitz et al., 1986, p.130). FLA has been a concern of many scholars over the past three decades. They have divided FLA into three components: (1) *communication apprehension*, (2) *test anxiety*, and (3) *fear of negative evaluation*. According to Horwitz et al.'s (1986) distinction, communication apprehension is considered to be the fear or anxiety learners experience when they communicate with others. Learners may not show their real performance because of this anxiety type. The second component, test anxiety, is defined as a kind of fear experienced in assessment owing to fear of failure. Lastly, fear of negative evaluation (FNE) can be identified as fear of being evaluated negatively by the teacher or classmates. Learners may try to stay away from situations requiring the use of target language because of FNE.

Many researchers have attached importance to FLA and many studies have been carried out to explore it over the past years (Aida, 1994; Chen & Chang, 2008; Horwitz et al., 1986). Also, many researchers have investigated FLA and the correlation between FLA and achievement in the Turkish EFL context (Balemir, 2009; Öztürk & Gürbüz, 2014; Tercan & Dikilitaş, 2015). Although some studies have probed into the factors underlying speaking anxiety (Balemir, 2009; Gan, 2012; Saltan, 2003; Subaşı, 2010), it has not been explored enough from the psychological perspective in the Turkish EFL context or foreign contexts, and this is still a crucial point waiting to be discovered.

1.2. Statement of the Problem

English as a lingua franca (ELF) has been defined as a mutual language between people from the same culture or different cultures to contact with each other (Firth, 1996). It is considered by many people around the world that English is a language having a crucial place in communication with different cultures as it has spread to all five continents in the world in time. In this respect, English has become a requirement for people to contact other people from different cultures, and more people have begun to be interested in learning English.

In the Turkish context, English is learned as a foreign language, and students receive English lessons in their schools beginning from early ages for several reasons, such as career and traveling. EFL students have this education for communicating with people speaking English around the world (Harmer, 2001). These students are supposed to be proficient in all four basic skills during this education because all these skills are interrelated in terms of language competency. In this regard, this connection has been indicated with the idea that “one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading” (Harmer, 1991, p. 52). In addition to these four skills, knowing how to use the language in different situations is also essential to be proficient in that language; therefore, learning a language necessitates different competencies at the same time.

However, FLA is perceived as an important factor affecting learners while receiving foreign language education. MacIntyre (1999) defines it as “worry and negative emotional reaction aroused when learning or using a second language” (p. 27). Thus, it may have a crucial impact on learners’ language performances. Nonetheless, anxiety affects learners’ behaviors and feelings while using the target language not only negatively but also positively. Dörnyei (2005) divides anxiety into two kinds, referring to debilitating and facilitating anxiety. While facilitating anxiety can have positive effects and motivate the learners to be successful, debilitating anxiety can obstruct the learning process with its negative effects on the learners’ behaviors and emotions. As it hinders the foreign language education considerably, various studies can be found on the debilitating aspect of FLA both in the Turkish EFL context (Ay, 2010; Öztürk & Gürbüz, 2014; Subaşı, 2010) and in other language teaching contexts around the world (Aida, 1994; Onwuegbuzie et al., 1999; Woodrow, 2006).

When all these aspects are considered within the scope of language learning, speaking is generally seen as the most challenging skill. It is regarded as the most anxiety-provoking one among four language skills as also acknowledged by MacIntyre and Gardner (1991). From young learners to adults, learners generally have this kind of anxiety problem when they are in a context that requires them to speak the target language in front of people. Moreover, pre-service English language teachers in English Language Teaching (ELT) departments may also have these speaking anxiety issues (Karakaya, 2011; Vural, 2019). It is generally considered that learners with high proficiency tend to have less speaking anxiety when they become more competent in that language. However, speaking anxiety cannot be associated with just language proficiency as the aforementioned studies conducted with future EFL teachers illustrated, too. For instance, speaking anxiety might be under the impact of various psychological factors. Because it is a common problem in foreign language education, an investigation into the psychological factors affecting speaking anxiety might contribute to the understanding of this issue and help to find effective solutions.

Considering the importance of English as a foreign language in our lives and the effects of fear of speaking as a common issue in language education, speaking anxiety preserves its significant place as a research area in second language acquisition (SLA). The exploration of factors affecting speaking anxiety can provide insights into foreign language achievement, as well. To be able to convert the debilitating aspects of anxiety into facilitating aspects and offer solutions for this obstacle in language learning, the first step can be finding out the factors that exert an impact on speaking anxiety. To conclude, the current study sought an answer for the following research problem: To what extent do tertiary level Turkish EFL learners' L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation relate with and predict their foreign language speaking anxiety?

1.3. Purpose of the Study

As mentioned above, students start to receive foreign language education at early ages like eight or nine, and they have English lessons at schools in Turkey. Also, foreign language education is viewed as a crucial need to have better careers and lives in the future by many people. However, the language education given in the schools is a controversial issue as the opportunities students have vary from school to school. Undoubtedly, it is crucial to be exposed

to the target language during the language learning process in foreign language education. In L2 learning, more exposure to the target language is required by individuals to incorporate the language patterns unconsciously (Ellis, 2009), but students do not have equal opportunities in getting exposed to the language because the medium of instruction is mostly Turkish in our country. This inequality in opportunities leads to some problems in foreign language education.

Foreign language education can be challenging for not only young learners but also teenagers and adults. One of the issues occurring during the language learning process is foreign language anxiety. This anxiety problem can be seen in some English preparatory programs at universities (Öztürk & Gürbüz, 2014; Tercan & Dikilitaş, 2015). Despite receiving many long hours of English lessons and being exposed to the target language, some learners may have different anxiety issues when they need to use the target language, and they may feel unwilling to engage in activities like role plays, discussions, and presentations. Moreover, although these learners have high knowledge of English, they may have some anxiety problems in situations that require the use of the target language. Even in universities, some students in ELT or English Literature departments may feel anxious in activities requiring speaking in front of other people, and they may avoid participating in these activities. Consequently, this condition may affect the learners' language achievement negatively. Hence, investigating speaking anxiety may help learners decrease their anxiety problems and focus on their language learning process better.

Because speaking is perceived as the skill provoking anxiety most among the others, it has been examined by many researchers over the past years. Whether speaking anxiety and achievement are related or not and the reasons behind speaking anxiety have been examined by various studies. Beyond these, shedding further light on the psychological factors that impact speaking anxiety may help teachers of English to figure out how to cope with this problem. Thus, the current study aims to investigate tertiary level Turkish EFL learners' English-speaking anxiety and its relationship with their L2 WTC, ideal and ought-to L2 selves, and L2 motivation.

1.4. Research Questions

Departing from the research gap on the relationship between L2 speaking anxiety and the aforementioned psychological factors (i.e., L2 willingness to communicate, ideal and ought-

to L2 selves, and L2 motivation), the following main research question and sub-research questions were formulated:

To what extent do tertiary level Turkish EFL learners' L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation predict their foreign language speaking anxiety?

1. What are the perceived levels of students' L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation?
2. What are the perceived characteristics of students' L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation?
3. Is there a relationship between students' L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation?
4. Among the factors of L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation, what are the best predictors of L2 speaking anxiety?

1.5. Significance of the Study

Every year, lots of students start to study at various universities in Turkey, and most of them are expected to sit for a proficiency exam before studying in their own departments where the medium of instruction is English. While some students would prefer to study at English-preparatory programs as they intend to learn English properly, others have to study at these programs because they fail the proficiency exam. This can be surprising as all students take English lessons for at least ten years before university. Moreover, most of the students start these programs with elementary knowledge. When the importance of English around the world is taken into consideration, this condition seems questionable.

In addition, most of the students generally feel surprised when they begin to take lessons at these preparatory programs because they are unfamiliar with the activities done to improve four skills. Some students may seem reluctant and anxious to use the target language, especially in speaking lessons even if they have enough grammatical and lexical knowledge. It is also indicated that some students have difficulties when they start university because they do not have opportunities to speak, and mostly focus on grammar and lexis in primary or high school (Dinçer & Yeşilyurt, 2013). The unwillingness may have negative effects on these students' foreign language achievements as producing the target language has a key role in language

education. According to Ur (1996), speaking can be considered as the most important skill among the four skills because people knowing a foreign language are seen as the speakers of that language. Thus, finding solutions to the speaking anxiety problem in language education is of vital significance.

Furthermore, as a psychological factor, anxiety can be related to some other psychological factors. The current study intends to offer deep insights into speaking anxiety and to what extent it is affected by some psychological factors. There are some studies on speaking anxiety in different contexts in Turkey (Balemir, 2009; Boldan, 2019; Karakaya, 2011; Öztürk & Gürbüz, 2014; Subaşı, 2010; Ülker, 2021; Vural, 2017). However, the present study intends to contribute to this line of research by focusing on speaking anxiety along with some psychological factors. In this sense, the current research might be helpful for L2 learners and teachers to deal with this issue.

1.6. Assumptions

In the current study, the following assumptions were made:

- Self-report instruments such as scales and interviews are able to measure the learners' L2 speaking anxiety, L2 WTC, ideal L2 self, ought-to L2 Self, and L2 motivation.
- All the data collected utilizing the research instruments (i.e., the scale set and semi-structured interviews) will indicate the learners' genuine levels of L2 speaking anxiety, L2 willingness to communicate, ideal L2 self, ought-to L2 self, and L2 motivation.
- The participants will answer the questions in the scale set and interviews honestly and frankly.

1.7. Limitations

The present study has some restrictions, which were minimized by essential precautions. First of all, the study is based on self-report data, and it was presumed that all the participants responding to questions in the scale set and interviews reflected their real opinions, beliefs and emotions. In this respect, it is necessary to interpret the data cautiously as the features of the particular research setting should be taken into consideration. Also, data triangulation was utilized by providing both quantitative and qualitative data. The goal was to minimize the social

desirability effect and to keep the drawbacks of self-report data to a minimum while responding to the questions.

Secondly, the current study was performed to illustrate the learners' levels of L2 speaking anxiety and its relationship with L2 WTC, ideal L2 self, ought-to L2 self, and L2 motivation. However, because of the cross-sectional nature of the study, it may not be probable to capture the dynamic nature of some factors like motivation and anxiety. Considering this limitation, the study intends to capture the nature of those factors with a trait-centered view. A trait-centered view can be perceived as a function of individual characteristics that are associated with personalities, needs and goals of an individual.

Lastly, quantitative data collection was limited with the English preparatory program of a private university, and the participants were selected based on convenience sampling owing to applicability thoughts. When it comes to qualitative data, it was restricted with twelve students selected among all participants based upon purposive sampling by adopting the maximum variation principle in this private university. Regarding the limitations related to time, as the data was collected in the spring semester of 2020-2021 academic year, the data collection process is limited with this term.

1.8. Definitions

The following definitions have been provided to promote the comprehension of the concepts in the context of the study.

Anxiety: In general, it is described as “an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system” (Spielberger, 1983, p.15).

Foreign Language Anxiety (FLA): It refers to “a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom” (Horwitz et al., 1986, p. 130).

Foreign Language Speaking Anxiety (FLSA): It is generally defined as the amount of concern or anxiety a person has while contacting other people (McCroskey, 1977).

Willingness to Communicate (WTC): This concept is identified as a tendency to participate in communication when the opportunity arises, and it was initially presented by McCroskey

and Baer (1985). According to McCroskey (1997), WTC is “an individual’s personality-based predisposition to approaching or avoiding the initiation of communication when free to do so” (p. 77).

Willingness to Communicate in a Second Language (L2 WTC): It is defined as “a readiness to enter into a discourse at a particular time with a specific person or persons, using an L2” (MacIntyre et al., 1998, p. 547).

Ideal L2 Self: It refers to “the representation of all the attributes that a person would like to possess (e.g., hopes, aspirations, desires)” (Csizér & Dörnyei, 2005, p. 616).

Ought-to L2 Self: Csizér and Dörnyei (2005) define it as “the attributes that one believes one ought to possess (i.e., various duties, obligations or responsibilities)” (p. 617).

L2 Motivation: It refers to “a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)” (Williams & Burden, 1997, p. 120). Also, Gardner (1985) describes it as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 10).

1.9. Conclusion

This chapter started with some introductory information through the background of the current study. Then, the statement of the problem was presented. Following the problem statement, the purpose of the study and the research questions to be answered were explained. It went on with the significance of the study. After that, the assumptions and limitations of the study were presented. The chapter ended with the definitions of the key terms regarding the current study. The following chapter will highlight a detailed review of the literature within the scope of this study. Detailed information related to methodology, which involves setting, participants, instruments, data collection procedures, and data analysis will be presented in chapter three. The fourth chapter will introduce findings obtained by way of data analysis. Then, the thesis will end with the discussion, conclusion, and suggestions for further studies.

CHAPTER II

LITERATURE REVIEW

The current study addresses L2 speaking anxiety and some of the most important psychological factors affecting it. Accordingly, this chapter starts with defining speaking skills in foreign language education. This part offers insights into the place and importance of speaking in EFL. Then, anxiety is identified and its types are clarified to get inside the main issue of the study more. Following the types of anxiety, the next part offers insights into foreign language anxiety. After foreign language anxiety is clarified, speaking anxiety is presented in detail. Then, the chapter proceeds with the psychological factors which have been determined before, and their impacts on speaking anxiety are uncovered. First of all, it focuses on the notion of willingness to communicate (WTC). Following the explanation of WTC, the chapter goes on with defining motivation as a factor affecting speaking anxiety. Next, it elaborates on the concepts of possible selves, which are the ideal L2 self and ought-to L2 self. Lastly, previous studies into speaking anxiety are covered.

2.1. Speaking as a Foreign Language Skill

In the developing world, English as a foreign language has gained a great deal of global importance all over the world. Along with being used in different fields, it is also seen as a fundamental tool for interaction with different cultures. Therefore, it is labeled as “English as a lingua franca” or “English as an International Language (EIL)”. This brings the necessity of English knowledge with itself, and English as a foreign language has begun to be taught from an early age. Among the four skills in foreign language education, speaking is regarded as one of the most important skills to be improved. According to Nunan (1999), being able to perform in a foreign language is associated with speaking ability. The importance of speaking ability is highlighted in that people can convey their ideas and feelings through speaking ability, which is one of the signals demonstrating the proficiency level of a person in that language (Fauzan, 2014). It is also stated that speaking is generally considered as the leading indicator of overall mastery in a language (Nowicka & Wilczyńska, 2011).

Along with the aforementioned importance of speaking skill, it is also recognized as a skill which has a highly complex and dynamic nature as it includes using several processes, such as cognitive, physical, and socio-cultural simultaneously, and fast activation of linguistic skills and knowledge in actual time is a requirement for the speaker (Burns, 2012). In addition, as Shumin (2002) expressed, grammatical and semantic knowledge is not adequate for speaking a foreign language, and learning how to use that language in different contexts is a requirement to be able to speak it. Therefore, exploring the complexity of the speaking skill has great importance in developing proficiency in this ability. Speaking skill is considered to have several processes. These processes are illustrated in detail through the speech production model developed by Levelt (1989) as shown in Figure 1.

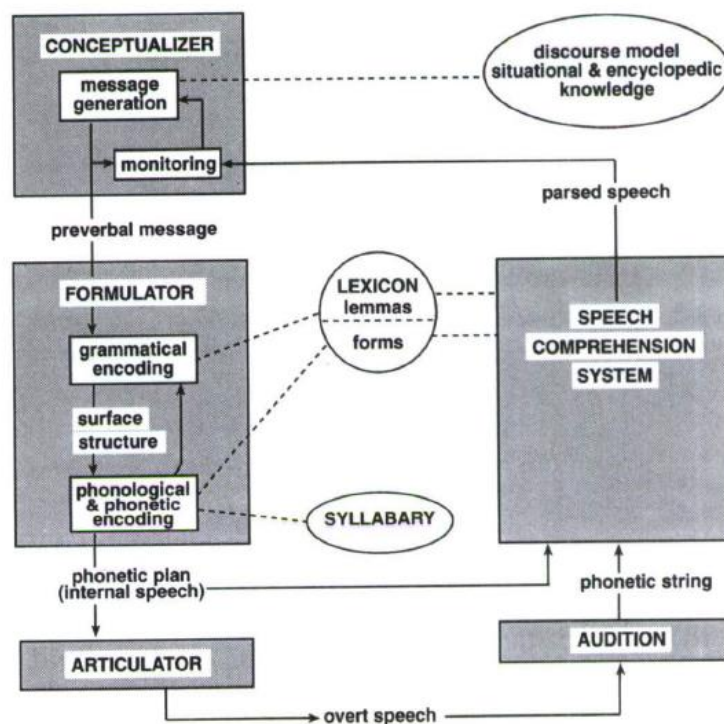


Figure 2.1. The Speech Production Model (Levelt, 1995, p. 14)

As seen in Figure 2.1, four interrelated stages occur consecutively during speaking: (1) *conceptualization*, (2) *formulation*, (3) *articulation*, and (4) *self-monitoring*. Conceptualization, also called conceptual preparation, is the process where speakers plan their ideas and thoughts with details and connect their background knowledge with the content. Secondly, in formulation, speakers determine which grammatical and lexical items they are going to use to express the ideas coming out in the conceptualization process. This can be considered a challenging stage as the grammatical and lexical choices are important to tell the predetermined

message. During the articulation stage, speakers articulate the sounds by using speech organs, such as lips, tongue, and lungs. Lastly, self-monitoring is the process in which speakers check themselves and make error corrections if necessary. However, it might be hard to control and consider all these stages because they occur all at once unwittingly during communication and speaking becomes automatic.

In addition, as Thornbury (2005) underscored, we are not aware of how much speaking takes place in our lives since a significant part of our lives is composed of daily conversations, and it is a natural process for humans. However, it is challenging to acquire this ability, and we realize its complexity in the L2 learning process. In this respect, Thornbury (2005) divided the knowledge necessary to be proficient in speaking into two parts, which are linguistic and extralinguistic knowledge. Extralinguistic knowledge refers to the topic and cultural knowledge, and it might be helpful for the speaker to comprehend the context easily. Linguistic knowledge is associated with the features of the language, and it consists of the language features, such as grammar, vocabulary, genre, and phonology. However, because these types of knowledge are considered interdependent, it is hard to differentiate them from each other.

When it comes to one of the linguistic features, genre, as emphasized by Thornbury (2005), different categorizations can be made in terms of speaking. A distinction can be made between transactional and interpersonal functions in terms of speaking purpose. While the purpose is information exchange in transactional speech events, interpersonal speech events are related to preserving the quality of social relations. In addition, speech events can be categorized as interactive or non-interactive. Interactive speech events require more than one person to maintain communication. However, the presence of one speaker is adequate in non-interactive speech events. For example, recorded speeches or phone messages are counted as non-interactive speech events. An additional distinction is made between planned and unplanned speeches. While speakers have time to prepare and plan their ideas in planned speeches, unplanned speeches happen spontaneously. Regarding all these distinctions, it might not be possible to describe them separately because there is no single direct explanation, and various combinations are probable. However, exploring these distinctions offers insights to grasp how complex speaking skill is.

Furthermore, as Richards and Renandya (2002) pointed out (see Figure 2.2), various skills are required to be competent in speaking, and these skills differ in line with the intention

of speakers because of the complex nature of this ability. In this regard, communicative competence, a term developed by Hymes (1971), is considered a requirement for L2 speaking proficiency. Savignon (1991) defined communicative competence as “the ability of language learners to interact with other speakers, to make meaning, as distinct from the ability to perform on discrete-point tests of grammatical knowledge” (p. 264). Thus, linguistic knowledge is not adequate for competence in a foreign language, and L2 learners need to have other types of competence as well. Following this theory, Canale and Swain (1980) suggested that communicative competence embodies four components, including (1) *grammatical competence*, (2) *discourse competence*, (3) *sociolinguistic competence*, and (4) *strategic competence*.

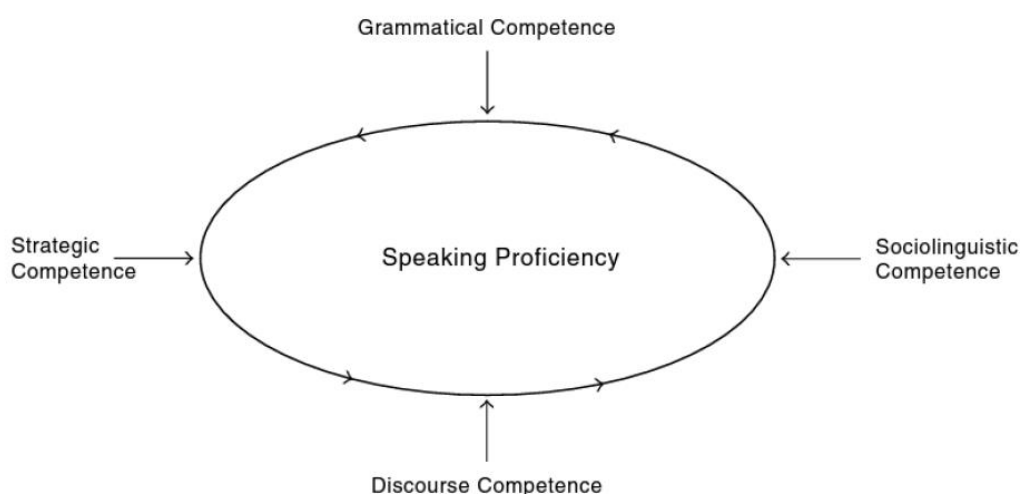


Figure 2.2. Communicative Competence (Shumin, 2002, p. 207)

All these competency types, thought of as the factors affecting speaking proficiency, can be associated with both linguistic and functional aspects of communication commonly (Shumin, 2002). According to the framework Canale and Swain (1980) proposed, grammatical competence is developing proficiency in grammar, vocabulary, and mechanics. Considering speaking, mechanics is related to pronunciation, intonation, and stress. Grammatical competence needs to be acquired because it facilitates the accurate use of structures, and it is also essential for fluency. As for discourse competence, it refers to the ability to depict a large context and combine the structures of language by using cohesion and coherence. This enables speakers to maintain communication in a meaningful way. Sociolinguistic competence is about using the language appropriately following the social and cultural rules. Language knowledge alone does not help the learners use a foreign language, and L2 learners are bound to know how

to produce the appropriate language in different contexts. Last of all, strategic competence is the ability to sustain communication instead of the possible communication breakdowns. Thus, L2 learners need to know how to start, maintain or end a conversation for better communication.

Following the competence theories developed by Hymes (1971) and Canale and Swain (1980), interactional competence (IC) has been proposed by Kramsch (1986), and it differs from communicative competence with regards to the aspects they focus on. While communicative competence focalizes the knowledge of the speakers, interactional competence concentrates on the interaction among speakers. Young (2011) highlighted the importance of all participants in an interaction with the idea that IC is not related to the knowledge of people, but it is about how people communicate with each other. Moreover, this notion is another indicator of the complexity of speaking ability because there are lots of aspects to be considered for speaking proficiency.

In addition to all these competencies and processes, there are also various factors affecting oral communication, which emphasizes the complication of speaking ability, too. Shumin (2002) mentions some of the factors that impact speaking performance, including (1) age, (2) aural medium, (3) sociocultural factors, and (4) affective factors. First of all, age is considered the most commonly mentioned factor affecting learners' speaking performance. The onset of learning may determine their success or failure in the language learning process. Secondly, the aural medium is also another determinant in L2 as listening plays an active role in improving speaking. To interact with a person, participants need to be both listeners and speakers. As for socio-cultural factors, because every language has its own rules, learners should be familiar with both verbal and nonverbal communication systems. The appropriate use of language is essential for speakers not to give rise to any misunderstandings during an interaction. Finally, the role of affective factors is critical in language learning since L2 learning is easily affected by human anxiety, such as anxiety, motivation and attitudes.

In conclusion, English is a language used by numerous people around the world, and speaking skill among others is considered the best indicator of proficiency in that language as mentioned before. Although the importance of this ability has been stated clearly, speaking a foreign language is generally seen as multifaceted and challenging for L2 learners. To increase expertise in speaking a foreign language, learners may be required to concentrate on diverse aspects, such as processes for speech production (Levelt, 1989), types of knowledge and speech

acts (Thornbury, 2005), communicative competence and its four components (Hymes, 1971), interactional competence (Kramsch, 1986), and factors affecting learners' oral performance (Shumin, 2002).

2.2. Anxiety

Anxiety, as an umbrella term, is such a widespread issue in foreign language education that many scholars have been interested in it for a long time. Although it is a common subject studied by researchers, there is not one specific definition determined by these scholars because it is a multifaceted notion. However, anxiety, which is also considered one of the affective factors concerning oral communication as mentioned above, serves an important function in foreign language education. Thus, the explanation of various anxiety definitions in the scope of language education may shed light on this concept. Spielberger (1972) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 482). Horwitz et al. (1986), known as prominent scholars studying foreign language anxiety, identified it as “a distinct complex of self-perceptions, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 127). In another definition, it was pointed out as an emotion of worry and pressure felt by learners, especially within the scope of foreign language education (Gardner & Macintyre, 1993). Considering all these definitions together, there are some common aspects defining anxiety, such as subjectivity, apprehension, and uneasiness. In this regard, it is thought that learners' speaking and listening performances can be affected by anxiety negatively (Humphries, 2011). To sum up, anxiety can be defined as learners' feeling worried or tense when they need to use a foreign language, and this can affect the whole learning process negatively.

2.3. Types of Anxiety

Following the detailed descriptions of anxiety as a general term, an investigation into the types of anxiety needs to be done to figure out its position in foreign language learning more profoundly because it is generally considered as a certain factor affecting the performance in L2 learning (Dörnyei, 2005). In this regard, multiple classifications have been offered for anxiety in L2 learning by different scholars. For instance, Macintyre and Gardner (1991)

studied anxiety under three categories, including (1) *trait anxiety*, (2) *state anxiety*, and (3) *situation-specific anxiety*.

First of all, trait anxiety corresponds to the type of anxiety some individuals tend to have in every situation because it is a characteristic of them. It is also called personality trait as being permanent for these kinds of people (Brown, 1994). Macintyre and Gardner (1991) also expressed that people's memories and cognitive features are influenced by trait anxiety negatively. Although trait anxiety is an individual characteristic, it may be meaningless to measure it alone without considering the situation. People are inclined to give different reactions in various contexts even if their scores of trait anxiety are similar. Also, the situations in which these people are anxious may differ. Thus, it may not make sense to take trait anxiety into account alone, and there are other aspects to be considered within the scope of foreign language learning.

As for state anxiety, it is a kind of temporary feeling experienced at a particular time, and it is generally triggered by a particular stimulant (Brown, 1994; Young, 1991). In contrast to trait anxiety, state anxiety is generally known for its temporariness and being tied to specific contexts. Anxiety felt before examinations can be given as an example of state anxiety (Spielberger, 1983). It may not be possible to differentiate trait and state anxiety easily. However, it would not be wrong to express that while trait anxiety is about individuals' personalities, state anxiety is related to the learning environment. Therefore, it can be inferred that it is highly possible to decline the level of state anxiety by making learners get used to the situation as it depends on the temporary situations. Nevertheless, individuals having trait anxiety are more prone to experience a high level of state anxiety (Macintyre & Gardner, 1991).

Thirdly, situation-specific anxiety is generally considered as a substitute to state anxiety, and it corresponds to the kind of anxiety that is encountered in situations, such as taking a test, writing exams, and public speaking tasks. It is also generally associated with foreign language learning as the learners experience this situation-specific anxiety whenever they try to use the target language (Balemir, 2009). In other words, this kind of anxiety can be defined as having the same unstable feelings repeatedly in the same situations. For example, if an individual feels anxious whenever he or she takes a writing examination, that person probably has situation-specific anxiety. However, if this uneasy emotion experienced before the exam ceases after the examination, it can be considered state anxiety.

Apart from the classification mentioned above, Dörnyei (2005) expressed another distinction between two types of anxiety, which are debilitating and facilitating anxieties. This distinction was first mentioned by Alpert and Haber (1960), and they constructed a scale to measure facilitating and debilitating anxieties. Facilitating anxiety refers to a type of anxiety motivating learners to accomplish the tasks while learning a language, and it is considered a stimulator to gain success in an L2. Scovel (1991) highlights that facilitating anxiety not only triggers the learners to struggle for the new learning task but also prepares them emotionally. It is widely believed that facilitating anxiety creates a positive and competitive learning environment, so this influences the learners' performances positively. On the contrary, debilitating anxiety is a driving force for learners to escape from the new learning tasks, and learners interiorize abstention manner emotionally because of debilitating anxiety (Scovel, 1991). Thus, many scholars believe that debilitating anxiety harms the learning process, and it causes the learners to avoid the tasks in the language learning process. Learners having debilitating anxiety generally have a tendency to escape from the tasks in L2 learning because of fear of failure. Also, many scholars assert that anxiety has a debilitating impact on the language learning process because anxiety as a general term is usually associated with negative feelings (Ehrman, 1996; MacIntyre, 2017; Woodrow, 2006).

However, there are also some researchers promoting the facilitating effects of anxiety (Brown, 1994; Scovel, 1991). They claim that anxiety may have a triggering role for learners, and it may motivate the learners to accomplish new learning tasks during the language learning process if these learners are able to handle anxiety and take advantage of its facilitating effects. Differently from these perspectives, Scovel (1991) also argues that an individual may have both debilitating and facilitating anxiety at the same time, and they can work together. With a good combination of these anxieties, it is possible for learners to manage the process in foreign language education. What these learners need to do is being able to benefit from anxiety and reverse the debilitating effects into facilitating impacts in order to improve their foreign language levels.

2.4. Foreign Language Anxiety

Horwitz et al. (1986), known as the leading researchers interested in this area, defined foreign language anxiety as “a distinct complex of self-perceptions, feelings, and behaviors

related to classroom language learning arising from the uniqueness of the language learning process” (p.128). In addition, MacIntyre and Gardner (1994) identified that FLA is the emotion like worry or nervousness experienced by individuals during speaking or listening within the context of foreign language learning. Together with being a complex phenomenon (Young, 1990), foreign language anxiety is a controversial subject among many scholars as they discuss whether it is the cause or effect of the deficiency in foreign language learning. Learners may feel anxious when they observe that they are having problems in their language progress, or the anxiety learners have during the learning process might prevent them from making progress. However, it is hard to conclude this discussion as there are also other factors affecting achievement along with anxiety in foreign language education. Despite the complexity of FLA, it is still essential to understand the concept better as FLA serves an important function in foreign language education. Therefore, three components of foreign language anxiety, including (1) *communication apprehension* (CA), (2) *test anxiety* and (3) *fear of negative evaluation* asserted by Horwitz et al. (1986) need to be comprehended very well.

Communication apprehension is related to avoidance of communicating with people as a result of shyness or fear. People with communication apprehension tend to feel uncomfortable during oral communication considering listening and speaking skills (Tsiplakides & Keramida, 2009). Moreover, these people believe that they will encounter problems in understanding people and expressing themselves (MacIntyre & Gardner, 1991). Besides, CA can be associated with both mother tongue and foreign language. However, as for the use of L2, learners may suffer from the deficiency of language proficiency while communicating by using a foreign language, and they may feel nervous more in the context of L2. In this respect, as a productive skill, speaking has great importance in L2 learning, and escaping from participation in tasks requiring oral communication may lead to some problems in learners’ making progress in the L2 learning. When it comes to the reasons of CA, there are several causes, including positive or negative expectations, metacognitive awareness and background knowledge (Aydın, 1999). Firstly, when learners achieve the desired aim, they build up positive expectations and confidence. However, if they face with failure, learners may be inclined to be reluctant to use the target language. Secondly, as comprehending a foreign language completely is not possible, communication breakdowns may occur. Lastly, learners may have trouble in expressing themselves although they possess mature thoughts and ideas, and this lack of language proficiency may cause them to be silent in tasks requiring oral performance. Moreover, Vural

(2017) stated another reason of CA which is related to learner's negative past experiences. If learners encounter with negative reactions repeatedly when they try to use the target language, this may cause a predisposition to avoid using the intended language. To sum up, CA is related to speaking, one of the most important indicators of language proficiency, and learners having CA may be affected negatively with respect to making progress in L2 learning.

Secondly, test anxiety results from the fear of being unsuccessful in a test, and it can be defined as a predisposition to apprehension related to a forthcoming test. In addition, the relation between test anxiety and foreign language education is undeniable as the language learning process contains various examinations and quizzes in different types, and learners are constantly evaluated throughout this process (Horwitz & Young, 1991). The reason why learners experience test anxiety is frequently that they personally expect themselves to do more than they can manage (Liu & Jackson, 2008). Also, this condition may affect their performance during the test. Accordingly, these students' language learning process might be affected adversely. In this regard, Tsiplakides and Keramida (2009) assert that learners having test anxiety do not acknowledge the language learning process and the examinations, specifically speaking tests, as a chance to improve their language proficiency. Moreover, learners may not be able to give correct answers to the questions because of their nervousness during the exam even though they know the correct answer (Horwitz et al., 1986).

Covington (1985) classified test anxiety into four sub-categories, which are *test anticipation*, *test preparation*, *the test-taking stage*, and *test reaction*. The first one is related to the expectations of learners about the test. Learners guess their performance in the test by evaluating their background knowledge, prior test experiences, and test difficulty predictions. After evaluating their chance for success, if they think that they will not be successful, this may create anxiety (Aydın, 1999). The second stage is test preparation, and learners get ready for the forthcoming test while having various feelings and expectations at the same time. Learners with test anxiety may have some unrealistic expectations because they consider success is equivalent to a perfect score. If these learners see something less than perfect, this symbolizes a failure for them (Covington, 1985). Thirdly, the test-taking stage is the phase when learners have the exam while experiencing worry and frustration because of their anxiety. In the last stage, learners' expectations and thoughts turn into reality.

The third unit of FLA is fear of negative evaluation (FNE). It can be identified as worrying about other people's evaluations and tending to avoid people's negative assessments (Horwitz et al., 1986). Unlike test anxiety, FNE is not constrained to examinations, and it may take place in various social circumstances, such as job interviews and presentations, and it is an important factor affecting learner performance during language learning. In this respect, a study conducted by Kitano (2001) indicated that students experiencing FNE have a higher amount of speaking anxiety. Learners with FNE would like to escape from the adverse comments of their teachers and peers. However, foreign language education requires interaction to be able to improve language proficiency. Also, making mistakes is a very natural part of language education, and feedback maintains its importance in terms of preventing mistakes from becoming errors. In this respect, FNE may harm learners' language education process because learners experiencing FNE do not perceive it as a part of the process occurring naturally. Conversely, these learners associate making mistakes with danger for their social impression and a source for negative evaluations (Tsiplakides & Keramida, 2009). To summarize, learners with FNE avoid being evaluated adversely by their peers and teachers not to damage their social image, but this may cause these students to move away from the language learning process itself (Ay, 2010).

As for the sources of foreign language anxiety, Young (1991) claimed that six potential reasons are underlying sources of foreign language anxiety. According to the analysis of research, FLA is derived from (1) *personal and interpersonal anxieties*, (2) *learner beliefs about language learning*, (3) *instructor beliefs about language teaching*, (4) *instructor-learner interactions*, (5) *classroom procedures*, and (6) *language testing*. Among these, the most discussed source is personal and interpersonal anxieties which are about the differences between individuals. Two main sources under this category are low self-esteem and competitiveness. They may affect the learners adversely as these learners will be concerned with the other people's thoughts too much. The second source is about how students perceive language learning, and if the learners' beliefs and reality do not suit, the level of anxiety may increase. Another source of FLA is pertaining to the perceptions of instructors about language learning. How instructors perceive themselves in the classroom is very important. If they act as the authority of the class, the level of anxiety will possibly increase. However, having facilitator instructors will have a motivating effect on students. The fourth one is instructor-learner interactions. The attitude instructors have while correcting the mistakes also has an outstanding

effect on students. A harsh manner during error correction will probably lead to an increase in anxiety level. The fifth one is classroom procedures, and it is related to the methods and techniques implemented in class. For instance, students generally feel more anxious during the activities requiring speaking in front of people. Lastly, language testing is an inseparable source of foreign language anxiety. How the students are evaluated, and which test types are used also have a crucial impact on students when their anxiety levels are considered.

There has been increasing interest in FLA concerning the importance of this issue for foreign language education. Various studies have been performed to seek out its effects on the learners and the learning process. Hewitt and Stephenson (2012) conducted a study with tertiary level participants based on the impacts of FLA on learners' oral performance, and they found that FLA and oral achievement are negatively correlated with each other. In addition, a study conducted by Salehi and Marefat (2014) revealed that FLA has a negative correlation with the learners' performance, and it has a debilitating role in language education. Another investigation has been carried out by Zhang (2019) recently. This study intended to figure out the correlation between the FLA and language performance, and the findings demonstrated that FLA plays a fundamental part in language learning by affecting learner achievement negatively. Some of the studies carried out about FLA also focused on the ways to decrease the anxiety level to help foreign language learners. For instance, Alrabai (2015) investigated the effects of FLA and anxiety reducing strategies on learners with a quasi-experimental study. This study revealed that anxiety reducing strategies implemented in experimental group caused them to be more self-confident, and the anxiety level of the participants in this group showed a decrease compared to the control group. Accordingly, this study pointed out a positive correlation between FLA and anxiety-reducing strategies.

In conclusion, FLA has been studied by various scholars for a long time, and it is an important research area to be investigated as a high level of FLA may cause learners not to participate in the activities during the foreign language education process. Learners having FLA are generally associated with being unwilling to participate in the lessons and having a tendency to escape from the lessons and negative evaluations (Oxford, 2015). However, interaction is of vital importance for foreign language lessons, and learners have to be in touch with others due to the interactive nature of foreign language education while FLA is considered an important factor affecting learners' performance adversely in the course of language learning. Considering how FLA affects the language learning process, although it influences all skills and the

language learning process itself, FLA is generally affiliated with speaking skill as it is considered the most anxiety-provoking one among other language skills. Therefore, foreign language speaking anxiety will be discussed in a detailed way in the next part.

2.5. Foreign Language Speaking Anxiety

Speaking is generally considered in the center of foreign language education because speaking a language is affiliated with knowing a language (Arnold, 2000). However, learning a foreign language is a complex phenomenon, and such generalizations are not considered possible because knowing a language and using a language are two separate concepts. This can also be justified with the distinction of competence and performance asserted by Chomsky. While competence refers to the capacity of a learner under idealized circumstances, performance can be defined as the actual use of language, so it is not always true that if you know a language, you can speak very well. In addition, Bygate (1991) underscores the distinction between knowledge and skill because it is vital for teaching how to speak. Knowing how to combine words and phrases merely is not adequate to speak, and the ability to know how to make use of the target language appropriately according to different circumstances is another necessity for learners. Comprehension of this distinction is important to differentiate between a speech error and a mistake that stems from not knowing the correct form. Nevertheless, it is commonly believed that speaking is a principal skill representing general proficiency in a foreign language because it is a productive skill that can show the language level of a learner.

Along with its importance, many researchers have also expressed that it is the most anxiety-provoking one among other skills (Tanveer, 2007). FLSA can be defined as the feeling such as worry or nervousness experienced by L2 learners during communication with people by using a foreign language. Considering the reasons for FLSA, Arnold (2000) pointed out that the underlying reason may be partly because of not feeling confident about linguistic knowledge. However, there must be other factors affecting anxiety as all skills are not affected similarly. Koch and Terrell (1991) also mentioned that although FLA affects all four skills during foreign language education, speaking-oriented activities lead to higher anxiety when compared to the activities implemented in class.

Anxiety is generally associated with this skill because learners are required to process the input and generate their ideas at the same time (Harmer, 2001). Learners do not have much time to think and prepare their ideas as they need to maintain communication immediately. In addition, Bailey (2003) expresses that speaking is harder than other skills for two reasons. Firstly, speaking happens instantly in contrast to writing and reading. Secondly, there is no time to edit or revise the things produced while speaking. Despite the difficulty and complexity of this skill, speaking, as a productive skill, is thought of as the indicator of language proficiency. Therefore, it has been studied by many scholars in the Turkish EFL context or foreign contexts, and the reasons underlying FLSA have been investigated by different researchers.

Regarding the foreign contexts, fear of negative evaluation and self-perceived speaking ability were found as the sources of high levels of anxiety according to the study carried out by Kitano (2001). In addition, Gregersen and Horwitz (2002) demonstrated perfectionism as the factor provoking anxiety, and students believe that if they make mistakes, their friends or teachers may change their ideas and begin to think about the students negatively. Another study conducted by Tsiplakides and Keramida (2009) lists the following reasons for the foreign language speaking anxiety problem. Firstly, students may get anxious about making mistakes and being evaluated negatively by their peers or teachers. Also, some students may perceive themselves as not competent enough to speak in front of their peers they may compare themselves with. One of the results of Woodrow's (2006) research showed that most of the participants in the study felt nervous while they were talking to native speakers. Tanveer (2007) also highlighted that the evaluative nature of the foreign language learning environment makes the learners anxious. Students are anxious about making mistakes and being evaluated by their teachers or peers adversely. They have many problems like high expectations, lack of confidence, and perceiving themselves with low proficiency. For example, some learners have perfectionist feelings, and native-like pronunciation can sometimes trigger the anxiety level. Moreover, Basic (2011) asserted that students can have bad prior experiences about speaking a foreign language, and that can be the reason for their speaking anxiety because negative past experiences trigger the problems like stress or low self-confidence. Also, it is argued by the teachers who participated in the same study that students are generally afraid of being laughed at by their peers. Therefore, the surroundings may have unexpected effects on the learners.

According to Liu (2007), several students feel uncomfortable and anxious in situations where they have to speak the target language, and various reasons are underlying this anxiety,

such as inadequate language proficiency, lack of preparation, and practice, fear of making mistakes, fear of not being able to comprehend others, fear of being unable to express their ideas, and memory disassociation. For instance, students mentioned that they feel nervous while speaking as they think they do not have enough language proficiency, and especially lack of vocabulary knowledge prevents them from speaking. Another point causing students to feel anxious is a lack of preparation and practice. Without preparation, they do not feel confident enough to speak. Also, the possibility of making mistakes and being laughed at by other people frustrates them when learners need to speak English in the classroom. Another reason is that students are afraid of the inability to understand and follow others. Therefore, students become anxious when their teachers ask questions. Fear of being unable to express their ideas is another factor in speaking anxiety. Some students tend to translate, and when they cannot find the words corresponding to the ideas in their minds, they feel embarrassed and anxious. Lastly, memory disassociation is a factor having an impact on speaking anxiety. Anxiety causes some students to forget the words they are supposed to say to express their ideas, and this condition increases the anxiety level more.

Concerning the Turkish EFL context, one of the results found out by Öztürk and Gürbüz (2014) is that the anxiety level learners experience when they need to speak without being prepared is higher. They also summarized the reasons for FLSA under three categories, including individual, environmental and educational reasons in this study. Considering all these categories, the leading causes are individual ones like fear of negative evaluation, insufficient confidence, fear of making mistakes, and inadequate target language knowledge. For example, some students expressed that feeling anxious is a result of not knowing how to explain their thoughts. Furthermore, the study conducted by Çağatay (2015) revealed that interaction with native speakers causes learners to feel more anxious. Another study carried out by Debreli and Demirkan (2016) asserted that the factors making students anxious while speaking a foreign language are making mistakes, not being able to comprehend what the teacher asks, being unable to pronounce the words correctly, speaking without preparation and lack of good background knowledge.

According to the study conducted by Aydın (1999), there are three main reasons for foreign language speaking anxiety, including (1) *learners' personal reasons*, (2) *the teacher's manner in the classroom*, (3) *teaching procedures*. First of all, personal reasons may have different sub-categories, such as self-comparison, high personal expectations, self-assessment,

and learner beliefs. Learners evaluate their language learning processes positively or negatively. If the assessment is positive, it may make a facilitating influence on the language learning process. However, if the learners believe that they are not good enough and focus on their weaknesses, this situation may create anxiety and affect learners' performance. Also, learners may compete with themselves or their peers during the language learning process. Although competition may have some motivating effects for some students, comparing themselves with other students may increase their level of anxiety for highly anxious learners. High personal expectations can also be a factor in increasing the level of anxiety because some students believe that they will fail if they do not show a perfect performance. Learner beliefs are also important in terms of anxiety because different learners come to the classroom with different beliefs, such as making mistakes, using the mother tongue, having a native teacher, and so on. Secondly, teachers' manners are also highly important for the anxiety level of learners during foreign language education. Teachers' manners consist of two sub-categories, which are the manners towards errors and the manners towards the students. How teachers correct the errors of students is an important topic as the reactions of teachers may cause unpredictable effects on students. Another factor causing learners to feel more anxious while speaking is the intervention for error correction. Also, teachers' behaviors, such as criticizing a lot and comparing them with other students while talking to the students may unpredictably affect the learners' feelings and thoughts. Lastly, teaching procedures may also lead to anxiety in foreign language education. For instance, speaking in front of a group is an anxiety-provoking activity for many learners. They may feel uncomfortable owing to fear of making mistakes, fear of negative evaluation, or fear of damaging the social image. Especially, when they need to speak without preparation, learners generally feel anxious. Presenting a topic is another teaching procedure increasing the anxiety level of learners. In fact, it is considered one of the prominent anxiety-provoking activities in foreign language education. Classroom interaction patterns, such as working individually and working in groups also affect the learners' anxiety levels in different aspects. While highly anxious students want to work with a partner, low anxious students would rather work individually generally (Aydın, 1999).

To summarize the sources provoking learners' foreign language speaking anxiety based on the aforementioned literature, the following common reasons can be indicated. The first and most common reason is that students worry about other people's evaluations, and they have an urge not to make any mistakes with the fear of being evaluated negatively. This also shows the

confidence problems of learners. The perfectionist feelings they have sometimes increase these learners' anxiety level and affect their speaking performance. For example, some students assume that if they need to speak a foreign language, they should have a native-like proficiency. Another common cause of FLSA is fear of being unable to comprehend what people say and express their ideas. Some students feel anxious while talking to other people in case they do not understand what they say. Also, some students do not believe that they can convey the thoughts in their minds in a foreign language properly. Furthermore, learners' backgrounds have important effects on how anxious they are while speaking a foreign language. If they have prior bad experiences related to speaking a foreign language, these students will be more likely to feel nervous. Lastly, speaking skill differs from the other skills in terms of the time learners have to prepare. Having insufficient time to think and prepare for what they are going to say increases learners' tendency to feel more anxious.

As mentioned above, speaking plays a crucial part in foreign language education owing to the indicator role of foreign language proficiency, and it is an important research area for foreign language education as anxiety mostly has debilitating effects on learners, and studying how to cope with this issue may contribute to this area. Before searching for solutions to the issue, it is essential to explore the sources of FLSA. In addition to all these reasons, there are also several factors affecting speaking anxiety, and it is also necessary to find out whether these factors and speaking anxiety are related to each other or not. In this respect, the following psychological factors determined for this study, namely willingness to communicate, L2 motivation, ideal and ought-to L2 selves will be analyzed one after another.

2.6. Willingness to Communicate

To start with, communication whose Indo-European etymological roots are related to "bringing together" stems from the Latin word "to share" (Cobley, 2008), and three components which are essential for communication generally include "at least one speaker or sender, a message transmitted and a person or persons for whom this message is intended (the receiver)" (Richards & Schmidt, 2010, p. 97). As for defining what communication is, it is the transmission of opinions, knowledge, or beliefs occurring between individuals (Newman & Summer, 1977). Another definition asserted by Canale (1983) is that communication is the information exchange process occurring between at least two individuals both verbally and

nonverbally. Regarding the definitions mentioned, communication can be considered a simple or undemanding process. On the contrary, it is a complicated process that requires paying attention to various aspects, such as verbal, nonverbal, or behavioral aspects, how, when and where the communication takes place, the features of listeners and speakers, and the affair between them (Pearson et al., 2003). In this regard, the dynamic nature of communication paves the way for considering its different components concurrently.

Communication which is vital in every minute of our lives is not something that we can avoid, and it has crucial effects on various aspects of our lives from professional lives to social lives. It is believed by many communication experts that while many problems derive from poor communication, knowing how to communicate effectively promotes solving or staying away from many problems (Pearson et al., 2003). In addition, Adler and Proctor (2014) underscored that communication which is a physical requirement for people helps people to figure out who they are, and because of the social nature of humans, they demand others instinctively. According to Rubin et al. (1988), people crucially need human relationships from babyhood to adulthood. For instance, while babies need to be touched and talked to improve, adults involved in human relations actively become more successful when compared to people preferring to avoid interacting with people. Indeed, communication is as essential to the development of people's personalities as it is to human relations. In short, communication is indispensable for the improvement of an individual (Morreale et al., 2000).

In accordance with the importance of communication for human life, it is also crucial in foreign language education as the ultimate goal in language learning is the ability to use the language for interaction with people although learners may have diverse goals, such as traveling, learning different cultures and finding a good job (MacIntyre & Charos, 1996). Communication occurs both verbally and nonverbally, which is a common principle (Civikly, 1997). However, the most influential tool providing great opportunities to express one's ideas and feelings and convey information is language (Genç, 2007). Moreover, MacIntyre and Charos (1996) asserted that language is not just a tool promoting one's language improvement, but it is a necessary goal itself. According to Celce-Murcia et al. (1996), the reason behind learning a foreign language for learners is the ability to interact with foreign people freely. Thus, communication is closely associated with language, and the progress of a person in a foreign language is mostly based on communication as Yashima (2012) highlighted that "L2 competency develops through productive use of the language" (p. 119).

Despite the prominence of communication in foreign language teaching, it is a part of language learning that students generally avoid the activities requiring interaction. It is also acknowledged by Dörnyei (2005) that although learners have a high level of L2 knowledge, there is a common predisposition among learners not to participate in L2 communication situations. Within this context, this condition brings us to the notion of willingness to communicate. Willingness to communicate, which is one of the individual differences affecting language learning, is a notion first introduced by McCroskey and Baer (1985) despite the first studies focusing on WTC by Burgoon (1976). McCroskey and Baer (1985) defined WTC as the desire to be involved in interaction when provided the conditions. McCroskey (1997) later specified it as an individual's personal tendency to initiate or avoid communicating with other people when favorable circumstances are provided. To sum up, it is considered a personality-based concept representing readiness to begin and maintain communication.

Regarding the concept of WTC in the L1 context, WTC was a notion concerning the mother tongue in the beginning, and it was acknowledged to be personality-based (Pawlak & Mystkowska-Wiertelak, 2015). Although McCroskey (1997) confirmed that the situations have diverse effects on a person's WTC to some extent, it was considered that there is a regularity in communication behaviors in different situations, which was supported by McCrae and Costa (2004). The findings of this study demonstrated that introversion and L1 WTC are permanently associated with each other. Moreover, the conceptualization of L1 WTC as a trait-based phenomenon was confirmed by McCroskey and Richmond (1991) in that personality directly affects the notion of L1 WTC. McCroskey and Richmond (1991) also figured out that there are various concepts associated with L1 WTC, such as introversion, communication apprehension, perceived communication competence, and self-esteem. In addition to this, many studies focusing on the L1 WTC (MacIntyre, 1994; McCroskey & Richmond, 1987; Sallinen-Kuparinen et al., 1991) indicated the L1 WTC as a personality-based concept.

In the late 1990s, many researchers have shifted their focus towards L2 learners' willingness to communicate during the language learning process by getting inspired from the studies related to L1 WTC. However, L2 WTC differs from L1 WTC in terms of many aspects, and there is not a direct transfer between them. The conceptualization of L2 WTC has begun to change from a trait-based predisposition to a broader variable that represents the learners' decision on when and who to talk to (MacIntyre, 2007). As MacIntyre et al. (1998) expressed, WTC in the L2 context is "not a simple manifestation of WTC in L1" (p. 546). Moreover, the

distinction between L1 WTC and WTC in the L2 context was emphasized by different researchers (Cao & Philp, 2006; MacIntyre et al., 2003). This can be explained by the unique nature of the foreign language education context as it has distinct features and rules. Also, MacIntyre et al. (1998) and Cao and Philp (2006) explained this non-transferability with both changing communicative competence from person to person and social factors related to L2 use. For example, an L2 learner preferred being quiet in situations in which many chances were offered for the use of L2 although this person had a high WTC in L1 (Gregersen et al., 2014). As for defining what L2 WTC is, it is “readiness to enter into discourse at a particular time with a specific person or persons, using an L2” (MacIntyre et al., 1998, p. 547). It can also be identified as “an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables” (Kang, 2005, p. 291).

Based on the definitions above, WTC in the realm of L2 has a different nature, and there is a clear distinction between L1 WTC and L2 WTC made by MacIntyre and Charos (1996). According to MacIntyre and Charos (1996), L2 WTC is not a simple construct about which assumptions can be made as it is under the influence of different variables, such as motivation, anxiety, perceived competence, and L2 communication frequency, and further studies are needed to be conducted. In this regard, MacIntyre et al. (1998) promoted a pyramid-shaped model, comprising six layers as presented in Figure 2.3. L2 WTC is a multifaceted construct affected by various factors such as linguistic, psychological, and social variables (Pawlak & Mystkowska-Wiertelak, 2015). While it initiates with personality and intergroup climate, the structure ends with the L2 use. When the pyramid is analyzed in-depth, both situational and personality-based influences can be figured out. While the first three layers embody situation-specific influences on L2 WTC, the trait-based variables affecting the L2 WTC were illustrated in the other three layers. In this pyramid, it is considered that there is an interdependent relationship between the variables existing in each layer, and they all form the construction itself. According to Yashima (2012), this pyramid provided an insight into the L2 WTC research area as it involves both trait-based and situational features.

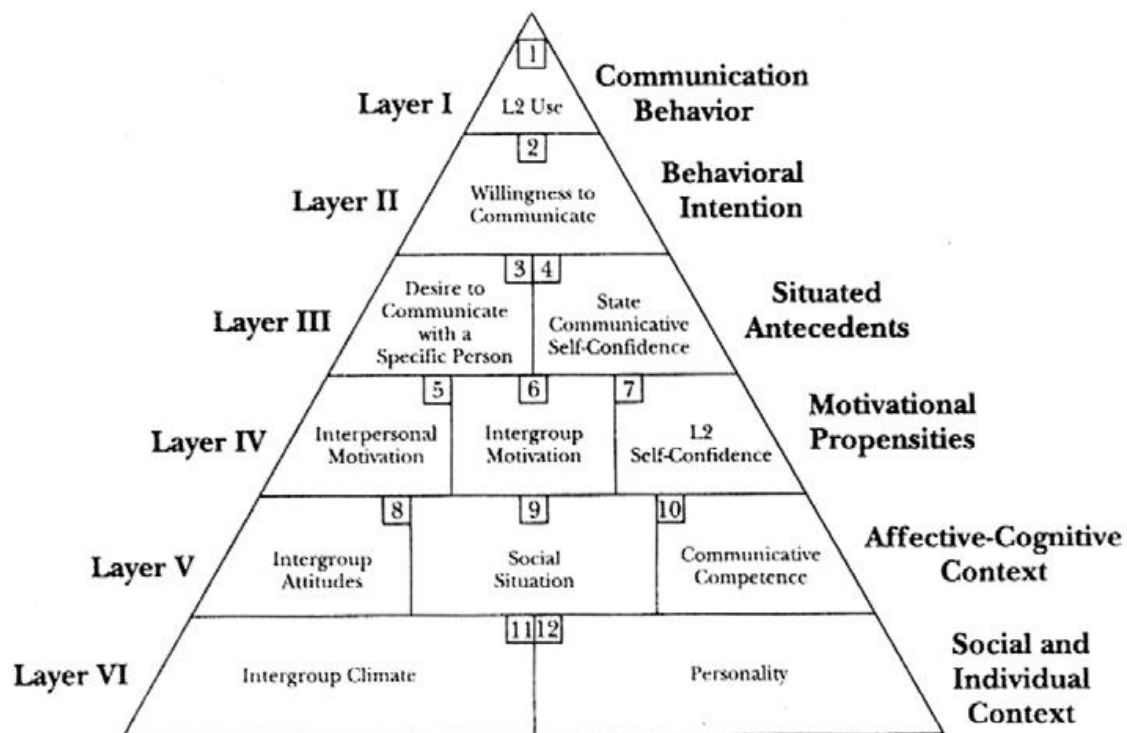


Figure 2.3. The Heuristic Model of Variables Affecting WTC (MacIntyre et. al., 1998, p. 547)

WTC is counted as both a trait-like inclination and a situational structure, which is a distinction made by Dörnyei (2005). At first, WTC was acknowledged as a stable personality trait by McCroskey and Baer (1985) even though there may be situational effects on students. WTC as a personality feature can be defined as the concept which is consistent no matter where the communication occurs and who the receivers are. However, after MacIntyre and Charos (1996) adapted the concept of WTC to L2 learning, a new viewpoint regarding the WTC as a situational construct emerged. Although this study concluded that several variables have an impact on WTC, it was still perceived as personality-based until the study carried out by MacIntyre et al. (1998). L2 researchers began to emphasize the situational nature of WTC more with the model introduced by MacIntyre et al. (1998). To summarize, while trait-based L2 WTC refers to a consistent tendency for interaction, situational or state L2 WTC emerges in definite contexts (Peng & Woodrow, 2010). According to Macintyre et al. (1999), the trait-based WTC and state-level WTC can be conceived of as a pair working in an intertwined manner. They also concluded that trait WTC paves the way for an individual to be present in situations where communication is possible, but after the communication occurs, situational WTC can affect the possible (non)occurrence of interaction.

As mentioned above, communication has an indispensable place in foreign language education since, as Rubin and Thompson (1994) underscored, how much an individual practice

speaking the target language affects the progress of that language learner. Therefore, the main objective of L2 learners should be to develop their L2 competence while triggering the WTC in the target language (Denies et al., 2015). The reason underlying the stimulation of the WTC is its crucial role in foreign language education. A high level of L2 competence is not the assurance of effective communication in the L2. MacIntyre (2007) emphasized this perception by expressing that people do not become L2 speakers although they study that language for many years. Several researchers have studied to shed light on this issue. Although WTC was considered a concept related to the L1, studies have shifted their focus to L2. In this respect, WTC has been an interest of many researchers in terms of two different aspects, including trait level of L2 WTC and situational level of L2 WTC. According to Peng et al. (2017), trait level L2 WTC represents the enduring predisposition for interaction whereas the concept of situational level L2 WTC is identified with its temporariness. Thus, trait level L2 WTC differs from the situational L2 WTC in terms of individuals' inclination to participate in communicative situations. Cao (2011) expresses that if their tendency varies according to the specific situations, this demonstrates the situational level of L2 WTC. However, the constant tendency to enter the situations requiring active interaction is affiliated with the trait level of L2 WTC. To put it in a nutshell, WTC, which is an intricate concept integrating different variables such as psychological, linguistic, educational, and communicative factors, is regarded as the most apparent indicator of L2 use (Clément et al., 2003). Also, different researchers investigating WTC (Baker & Macintyre, 2000; MacIntyre & Charos, 1996; Yashima, 2002) concluded that if an L2 learner has a high level of anxiety related to speaking the target language, that learner is supposed to have low L2 WTC. This can be seen as the indicator of the relationship between WTC and speaking anxiety. Thus, as a key concept in the foreign language education context, WTC is an essential factor that needs to be investigated.

2.7. L2 Motivation

Motivation, generally recognized as one of the individual differences predicting achievement or failure in language learning (Dörnyei, 1994; MacIntyre, 2002), has always been a fascinating concern for the researchers interested in SLA since the 1950s. Although it is considered a complex phenomenon consisting of different sources and situations (Dörnyei & Clément, 2001), there have been several attempts to define the term motivation since the beginning of the first studies related to this area. The concept of motivation stems from the

Latin word “*movere*” that means “to move” as Dörnyei and Ushioda (2011) highlighted. Based on this meaning, it can be simply defined as anything which causes a person to act and make an effort for an aim and then maintain that action. A common definition is that motivation is “a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort to attain a previously set goal (or goals)” (Williams & Burden, 1997, p.120). Also, Gardner and Macintyre (1993) define motivation as a concept including three components which are the aspiration to reach a goal, the struggle directed to this aim, and the fulfillment of the task.

Among all individual differences, motivation is probably the most broadly investigated one by various researchers. Furthermore, Ellis (2008) highlighted that it is the most engaging individual difference in language learning. The complexity and dynamic nature of the motivation can be presented as the reason for the high interest in this area. However, this complexity may obstruct the understanding of the motivation concept comprehensively because various researchers focus on the different aspects of it as Dörnyei and Ushioda (2011) mentioned. Although there have been considerable studies on this research area, it may be hard to find a middle ground because of motivation’s multifaceted and dynamic construct. Nonetheless, a consensus on three essential components of the construct, including decision, effort, and perseverance can be mentioned (Dörnyei & Ushioda, 2011). These constituents based on the concept of motivation can also be called direction, duration, and intensity in turn (Locke & Latham, 2004).

To clarify the construct of motivation better, Gardner (2013) indicates some of the characteristics of a motivated individual as having an objective, feeling eager and making an effort to reach the objective in a positive manner, and maintaining the determination for that goal steadily. Similarly, the essential position of motivation in language learning is underscored in that the aims and directions individuals follow, the endeavor made, how much the individuals participate in learning, and how determined they are can be noted as the indicators of motivation (Ushioda, 2014). Therefore, a motivated behavior can be affiliated with various phases of a comprehensive process, from the beginning which is having an objective to the last phase, perseverance for that goal, and the significance of the stages may vary in itself.

As for the relationship between motivation and learning, Dörnyei and Ushioda (2011) express it as “a cyclical relationship” and motivation is regarded as both a cause and effect of

learning (p. 5). Departing from this viewpoint, if an individual is highly motivated, this person will probably be successful. Accordingly, the motivation levels of learners are affected by achievement positively. When the opposite scenario is considered, low motivation provokes a low level of success, followed by low motivation once more. However, it is hard to point out such a simple relationship because of the complex nature of the construct of motivation. It is also acknowledged by Dörnyei and Ushioda (2011) that paying attention to the complex and dynamic nature of motivation is an essential step to consider the link between motivation and learning. The reason is that motivation has a predisposition to fluctuations in the whole process as it is affected by both internal and external factors easily. In addition to the complex nature of it, the construct of motivation like all individual differences has experienced a conceptual transformation while being studied over the years (Dörnyei & Ryan, 2015). Although individual learner characteristics were considered as stable concepts in previous studies, individual difference factors are not regarded as permanent characteristics special to each learner anymore as Dörnyei and Ryan (2015) highlighted. However, this mentioned revolution did not happen in a day, and many studies have been conducted during this period. To comprehend the construct better, it will be useful to scrutinize the growth of L2 motivation research from past to present.

As mentioned above, motivation is a comprehensive and complex construct, and researchers need to concentrate on one specific aspect of it as it is not possible for them to be concerned with the whole picture (Dörnyei & Ushioda, 2011). In this respect, an investigation into the field of motivation, which includes different phases in itself, needs to be conducted to follow the process thoroughly. As Dörnyei and Ushioda (2011) delineated, although the third phase developed into a period, which is named the socio-dynamic period currently, the growth of L2 motivation research primarily consists of three main following periods:

1. The Social-Psychological Period (1959-1990)
2. The Cognitive-Situated Period (during the 1990s)
3. The Process-Oriented Period (beginning with the turn of the century)

If we return to the beginning of the research field related to L2 motivation, the social-psychological period, lasting for decades, initiates under the leadership of Robert Gardner and Wallace Lambert. Gardner (1985), one of the pioneers of the social-psychological period, symbolizes motivation as the integration of effort and aspiration to learn a foreign language and

having positive attitudes towards L2 learning. As stated by Gardner and Lambert (1972), the difference between L2 learning motivation and the other types of learning motivation is the effort made not only to acquire the new language knowledge but also to accommodate themselves in the target language community by using their language behaviors. In this regard, they separated the concept of motivation into two different types, referring to integrative motivation and instrumental motivation. Integrative motivation is regarded as the individual's aspiration to match up with the members of the target language community whereas instrumental motivation refers to possessing pragmatic goals, such as finding a good job or having a higher salary during language learning. The point of the departure in the social-psychological viewpoint of L2 motivation is that the achievement of individuals depends on the attitudes they adopt towards the target language community as Gardner (1985) points out. Although the socio-educational model of second language education Gardner and Macintyre (1993) presented has three main constituents, including integrativeness, attitudes towards the learning situation, and motivation, integrativeness was considered the essential part of the model. However, as time passed, the concept of integrativeness began to be questioned by different scholars (Dörnyei, 2009; Dörnyei et al., 2006; Lamb, 2004; Yashima, 2000). Correspondingly, the notion was exposed to change and conceptualized again. The increasing use of English globally and lacking a particular group for the integration in the scope of learning English as an international language led to a reinterpretation, and integrativeness began to be regarded as uniting with a "globalized world-citizen identity" instead of characterizing it with a specific community (Dörnyei & Ryan, 2015, p. 79). Furthermore, the perspective towards the notion of integrativeness altered because individuals were able to reach foreign-language speakers and interact with them easily via text messages, video conferencing, and so on with the developing information technology (Kim, 2011).

Following the changing perspectives towards Gardner's theory dominating the social-psychological period, the cognitive-situated period in L2 motivation began at the beginning of the 1900s. While the focus was on the macro perspective of language learning in the social-psychological period, a transition into the micro perspective was observed in the cognitive-situated period (Dörnyei et al., 2016). Researchers in this field began to concentrate on the cognitive psychology of learners and the classroom setting instead of the target language community as Dörnyei (2005) mentioned. In this respect, the cognitive-situated period in L2 motivation is regarded as "a realignment with mainstream educational psychology" (Dörnyei

& Ryan, 2015, p. 83-84). According to Dörnyei and Ryan (2015), this phase was outlined with two main orientations: (1) the tendency to catch up with the growth in motivational psychology, and (2) the aspiration towards restricting motivation to a more situated analysis in specific learning situations, a shift from the macro perspective to the micro perspective. To provide a deeper insight into L2 motivation, different cognitive theories were adopted in this phase. Deci and Ryan (1985) put forward their renowned distinction by dividing motivation into two types: (1) extrinsic motivation, and (2) intrinsic motivation. While intrinsic motivation refers to the inclination to do an action because of personal fulfillment or interest, extrinsic motivation stands for tending to perform a task to gain an external reward. Another theory asserted in this phase is attribution theory, and the basic tenet underlying it is related to past experiences. Weiner (2010) pointed out that how individuals interpret their past experiences shapes the direction of future actions. For example, if an individual has bad prior experiences related to language learning, that person will probably try not to do that action again. Although the studies conducted in this period may seem like a rejection of the social-psychological period, researchers did not deny the efforts made in the prior phase. Instead, they tried to explore the construct of motivation better by integrating the new perspectives towards this area (Dörnyei & Ushioda, 2011).

Subsequently, the concept of motivation was exposed to a change because it began to be considered as “a dynamic factor that displays continuous fluctuations” (Dörnyei & Ryan, 2015, p.84). This phase of L2 motivation, emphasizing the dynamic interactions instead of the individuals or the context alone, is called the process-oriented period. Considering the dynamic nature of the motivation, the L2 motivation process is divided into three stages, and learners respectively go through the stages, which are finding a reason for an action, decision-making to act for it, and maintaining the effort made for the action (Williams & Burden, 1997). Similarly, Dörnyei and Otto (1998) developed a new process model of L2 motivation, consisting of three main phases: (1) *pre-actional stage*, (2) *actional stage*, and (3) *post-actional stage*. Individuals make their decisions to start an activity in the pre-actional stage whereas they perform upon these decisions in the actional stage. In the post-actional stage, the actions are evaluated for future reference. The key point in this model was understanding motivational evolution by separating the complex construct into small units, but it had some limitations, such as a lack of empirical data, having interwoven relations among the stages, and having difficulty in identifying when the stages start and end. To sum up, the process-oriented period, which is

characterized by considering motivation as a process and experience in the progress of time, is considered a transition into the socio-dynamic period of L2 motivation.

Along with the increasing importance of the dynamic nature of motivation, the process-oriented period began to evolve into a phase called the socio-dynamic period currently. Delving into the specific learner behaviors and classroom procedures in a situated way leads to the initiation of this shift. The socio-dynamic period, a broader approach in L2 motivation, underscores the “dynamic character” and “temporal variation” of the construct of motivation (Dörnyei & Ryan, 2015, p. 84). Different scholars have asserted many frameworks to emphasize the socio-dynamic aspects of L2 motivation in this period. Accordingly, the present socio-dynamic perspective paved the way for the update of L2 motivation conceptualization via the concepts of self and identity (Ushioda & Dörnyei, 2009). In this regard, when we think of learning English in the globalized world, L2 motivation can be conceived of as an urge to integrate with desired self, vision, or global identity.

As mentioned before, several frameworks have been developed by focusing on the socio-dynamic perspectives of L2 motivation in this phase. One of them is Ushioda’s person-in-context relational view, which emerged as a result of criticizing the limitations of traditional motivation knowledge. Ushioda (2009) believes that it is hard to study the complex and dynamic nature of motivation with the traditional approaches as they adopted linear and simple relationships between variables. Thus, she introduced this person in context relational view by questioning how learners combine their current manners with their identities as language learners (Dörnyei & Ryan, 2015). The basic tenet underlying this view is that individuals should not be evaluated apart from the context and culture in the L2 learning process. In this respect, Ushioda (2009) also emphasized how important considering the learners and the context together is as the relationship between the learners and the context has a dynamic nature like motivation.

Another framework based on the socio-dynamic perspectives of the L2 motivation is the L2 Motivational Self System (L2MSS) put forward by Dörnyei (2005). Before examining L2MSS in detail, the exploration of two crucial theories, namely the possible selves theory (Markus & Nurius, 1986) and the self-discrepancy theory (Higgins, 1987), underpinning Dörnyei’s framework seems essential to comprehend it better. The possible selves theory, which contributed to the motivational aspects of the self, has a great influence on the

development of L2MSS. Possible selves are regarded as “individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming” (Markus & Nurius, 1986, p.954). Accordingly, the ideal or hoped-for selves refer to what people would like to become while the expected selves represent what people might become. Also, feared selves serve as what people are scared of turning out to be. As Markus and Nurius (1986) underscored, possible selves can be considered as individuals’ hopes, goals, desires, and fears associated with personal meanings beyond ordinary imagined states or roles. Depending on the possible selves theory, the following two vital functions increase the importance of possible selves in terms of a cognitive and motivational perspective: serving as an impetus for individuals’ future behavior and creating a situation to evaluate and interpret the individuals’ current actual selves (Hoyle & Sherrill, 2006; Markus & Nurius, 1986; Oyserman & Markus, 1990). Furthermore, Markus (2006) mentioned self-relevant mental imagery as a fundamental element of possible selves, and this was considered as the element separating possible selves from goal managing human behavior (Dörnyei, 2009). In short, possible selves can be considered as a prominent concept that scrutinizes the way of individuals’ self-representations, and how these guide individuals for future action by approaching their hoped-for selves or abstaining from their feared selves (Hoyle & Sherrill, 2006).

Concurrently, self-discrepancy theory, which is considered as a complementary viewpoint to clarify self-knowledge by dealing with future-related aspects of the self-concept, was presented by Higgins and his associates (Higgins, 1987; Higgins et al., 1985). The theory was formed to define the exchange among different self-states, and Higgins (1987) split the self into three main categories following: (1) *the actual self*, (2) *the ideal self*, and (3) *the ought self*. According to this classification, the actual self displays the self-representation of the qualities at present whereas the ideal self is related to personal desires and self-imagined goals. Finally, the ought self stands for an individual’s self-representation of the qualities s/he believes s/he ought to have. As Dörnyei (2009) expressed, the major difference between the ideal self and the ought self is that while the ideal self is affiliated with the individual’s own desires and hopes, the ought self refers to the characteristics one ought to have that stem from others’ vision for the person. The actual self is perceived as an individual’s self-concept while the ideal and ought selves are regarded as future self-guides (Higgins, 1987). Considering the classification of self-states, namely the actual self, the ideal self, and the ought self, Higgins (1987) proposed with the self-discrepancy theory that individuals make a comparison of their actual selves and future

self-states and pursue harmony between them. In this respect, motivation represents the aspiration for diminishing the incongruity between actual and desired selves (Dörnyei & Ryan, 2015). However, Higgins (1998) differentiates the ideal self and the ought self that the ideal self has a constructive focus and related with the individual's own desires and hopes whereas the ought self presents a prevention focus intending to stay away from any adverse and undesirable effects.

Considering these two theories together, they put forward subsidiary insights for motivational aspects of future-oriented self-states. As mentioned before, these two social-psychological theories also underlie the L2MMS developed by Dörnyei (2009). L2MSS, which is the result of a combination of two important theoretical improvements in the L2 area and mainstream psychology, has had an overarching effect in the field since it was introduced. Dörnyei (2005) benefitted from Markus and Nurius's (1986) possible selves theory and Higgins's (1987) self-discrepancy theory while developing this framework, and the notion of integrativeness proposed by Gardner in the previous periods has not been ignored. Conversely, a transform in the realm of Gardner's (2001) integrativeness underpinned the growth of L2MSS. Following the enhancement of Gardner's L2 motivation theory, L2 motivation was reconceptualized as a unit of the learner's self-system, and it was considered to have a close link with the learner's self-imagery and the ideal L2 self (Dörnyei, 2005). Delving into the different dimensions of an L2 learner's self and the multi-faceted dimensions of his or her identity, the L2MSS possesses three major constituents: (1) *the ideal L2 self*, (2) *the ought-to L2 self*, and (3) *the L2 learning experience*. Among these components, the ideal L2 self can be associated with the L2-specific image a person would like to become. The second dimension, which is the ought-to L2 self, stands for the qualities associated with the L2 a person thinks she or he is required to own to satisfy others' expectations or avoid adverse outcomes. As for the third facet of the L2MMS, the L2 learning experience focuses on the individual's immediate learning experience that constructs the language learning environment with the motives, such as the curriculum, teacher, and peers. The other two major dimensions of L2MSS, namely the ideal L2 self, and the ought-to L2 self, will be discussed in the next sections in detail. In short, the L2MSS provides opportunities to explore the L2 learners' self-systems, which illustrate future-oriented visions specific to the L2 learning (Ryan & Irie, 2014). Nevertheless, Dörnyei (2009) reminds that the activation of the motivational potential of possible selves depends on some specific conditions, such as *availability of an elaborate and vivid future self-image*,

perceived plausibility, harmony between the ideal and ought selves, necessary activation/priming, accompanying procedural strategies, the offsetting impact of a feared self (p.18).

To put it in a nutshell, L2 motivation has been associated with its dynamic and complex nature as underlined by many researchers, and the variability of motivation has been investigated a lot in the past two phases of motivation studies. Dörnyei and Otto (1998) divided motivation into three stages, including initiating, sustaining, and evaluating in the process-oriented area. As for the socio-dynamic period, Dörnyei (2005) has become the focus of the L2MSS. Although this period contributed to the literature with its future-oriented perspective, Dörnyei et al. (2016) criticized it later because the main constituents of the framework did not clarify enough the complex dynamics underlying the L2-related motivated behavior. However, this issue has been cleared up by extending the future self-guides into a vision that can be identified as the individuals' demonstration of their future objective states (Dörnyei & Chan, 2013). This further theoretical aspect in the recent L2 motivation field can be associated with imagination and vision as Dörnyei and Ryan (2015) expressed. The concept of imagery has centered on a novel investigation, concentrating on directed motivational currents (DMC). Being a vision-oriented concept, DMC is a motivational phenomenon arousing a long-term attempt to get an ultimate goal by way of its vision (Muir & Dörnyei, 2013). In other words, DMC can be affiliated with a framework that creates a compatible structure for the process and serves an active function to preserve the current flowing concurrently (Dörnyei et al., 2014).

When it comes to the prominence of L2 motivation for the current study, it is broadly accepted that L2 motivation is one of the most crucial individual differences shaping achievement or failure in the L2 learning context. Therefore, exploring the effects of L2 motivation on L2 learning has been a concern of various researchers (Dörnyei & Csizér, 1998; Ehrman & Oxford, 1995; MacIntyre, 2002). Gardner and Lambert (1972) declare that if the other factors are kept equal, L2 motivation can be seen as the factor showing a change and directing learners to success as the other things in the L2 context requires motivation to some extent (Dörnyei, 2005). Moreover, motivated learners can be highly proficient in an L2 without considering their cognitive features although it is possible for intelligent learners to fail as they are unmotivated to learn an L2 (Dörnyei, 2001). In brief, L2 motivation functions as both an preliminary power and a maintaining force affecting the whole L2 learning process (Cheng & Dörnyei, 2007).

2.8. The Ideal L2 Self

One of the main dimensions of L2MSS developed by Dörnyei (2005) is the ideal L2 self, and it is regarded as the core element of the framework. The ideal L2 self is originally described as “the representation of all the attributes that a person would like to possess (e.g., hopes, aspirations, desires)” (Csizér & Dörnyei, 2005, p. 616). In addition, Dörnyei (2009) identifies the ideal L2 self as “the L2-specific facet of one’s ideal self” (p. 29). According to Ryan and Dörnyei (2013), it stands for the most influential motivator in the process of L2 learning as the ideal L2 self can be easily linked to an individual’s L2 proficiency. Also, it is claimed that “a major source of any absence of L2 motivation is likely to be the lack of a developed ideal self” (Dörnyei, 2014, p. 33). In other words, the reason why an individual does not have a high level of L2 motivation may be the ideal L2 self in insufficient levels. For instance, when an individual wants to speak an L2 fluently, the mental image of that person as a fluent L2 speaker functions as an effective motivator for declining the discrepancy between the actual self and the ideal image (Papi, 2010). Thus, the ideal L2 self is considered to play a fundamental role in the L2 learning process.

As for the initiation of the ideal L2 self-concept, a great theoretical shift has appeared in the L2 motivation research area when the framework called L2MSS was suggested by Dörnyei (2009). L2 motivation, which is believed to be a key indicator of achievement or failure in the context of L2 learning, has been reconceptualized, and a transition from the traditional integrative/instrumental motivation to the concept of motivation as a part of the learner’s self-system has taken place (Dörnyei, 2010). Many researchers interested in this area have questioned the concept of integrativeness, but it has not been rejected completely. On the contrary, they have aimed to provide a deeper understanding of L2 motivation depending on the ideal L2 self concept. For instance, the study carried out by Ryan (2009) intended to test the notion of the ideal L2 self empirically and examine this concept in a Japanese educational context. According to the findings of this study, integrativeness can be considered as the local expression of a more complex construct, which is the ideal L2 self. In other words, integrativeness is regarded as a unit within a broader L2 self-concept because the ideal L2 self has the power of explaining motivated behavior better. Moreover, another study administered by Taguchi et al. (2009) on the purpose of justifying Dörnyei’s L2MSS within three Asian settings uncovered that the concept of ideal L2 self attained a better explanatory potential based

on the intended effort of learners. Therefore, integrativeness has been reinterpreted as a part of a broader notion of the ideal L2 self.

In addition to these, Dörnyei (2009) believes that traditional integrative and internalized instrumental motives are regarded within this dimension of L2MSS. The ideal L2 self is thought to be comprised of both integrative and instrumental dispositions along with its dynamic nature. However, Kim (2009) argues that an L2-specific image of one's ideal L2 self may refer to an aspiration related to integrating into the L2 community (integrativeness), finding a job in an international workplace by using the L2 (instrumentality), or the blend of these two desires. Because of the changing and globalized world, a clear distinction between integrativeness and instrumentality does not seem much possible, and it may be more purposeful to deal with the complexity of the notion of the ideal L2 self with the intention of perceiving it better.

It has been acknowledged by many researchers that the ideal L2 self makes a great contribution to the current L2 motivation research area (Kim & Kim, 2012; Kormos & Csizér, 2008; Lamb, 2012; Papi, 2010; Ryan, 2009; Taguchi et al., 2009). The concept of the ideal L2 self serves a major function in the realm of L2 motivation as well as it is considered to have a close relationship with the achievement in the L2 learning process (Huang et al., 2015; Lanvers, 2016). However, it should be noted that future self-guides, namely the ideal L2 self and the ought-to L2 self, differ from goals even though both of them are regarded as future end-states. Similarly, future self-guides should not be considered a subset of goals (Dörnyei, 2009). While future self-guides consist of cognitive, emotional, visual, and sensory facets, the nature of goals is just cognitive (Magid & Chan, 2012). In brief, although possible selves can be affiliated with long-term developmental goals, the ideal L2 self is considered a broader concept than goals (Pizzolato, 2006).

Regarding the nature of the possible selves, imagination has great importance since the concept of possible selves depends on people's perceptions related to themselves in the future as underscored by Markus and Nurius (1986). That is, possible selves match up with the dreams and visions of individuals. Therefore, they can be regarded as the vision of what might be. Individuals can hear and see their possible selves because the notion of possible selves contains actual images and senses (Markus & Nurius, 1986). According to Dörnyei (2009), the possible selves concept proposed by Markus and Nurius (1986) paved the way for utilizing the influential motivational function of imagination. Moreover, vision and imagery serve a function

in displaying the motivational force of possible selves and future self-guides (Dörnyei, 2009; Markus, 2006). Dörnyei and Kubanyiova (2014) mention vision as a motivational structure that is fundamental in the L2 context. In this regard, it is considered that individuals having a vivid ideal self-image are more eager to join in the L2 learning activities when compared to the learners without that kind of self-image (Dörnyei, 2014a). The links among imagery capacity, learning styles, future self-guides, and motivated L2 behavior have been studied by various researchers recently (Al-Shehri, 2009; Dörnyei & Chan, 2013; Kim, 2009b; Kim & Kim, 2011). The findings persistently revealed that learners having a more powerful ideal L2 self showed a predisposition to being successful in the L2 learning context. In short, imagery and visualization support creating a more vivid ideal L2 self due to the association of vision and imagery with the ideal L2 self.

To put it in a nutshell, the ideal L2 self can be identified as features an individual would like to possess to be competent in an L2. It serves as a powerful motivator for learners to be proficient L2 users. Learners in the L2 learning process imagine themselves having ideal features and attempt to lessen the discrepancy between their actual and ideal selves thanks to this influential motivator, so learners' capacity for visual imagery plays an important role to reduce the mentioned gap. In this respect, individuals possessing a clear and influential ideal self-image are considered to be more eager and motivated to succeed in reaching their goals (Csizer & Magid, 2014). Also, the fundamental driving force motivating individuals to begin and maintain learning an L2 is the discrepancy between their actual and ideal selves in the L2 (Williams et al., 2016). Because of these reasons, the ideal L2 self is regarded as the main element of the L2MSS. Regarding the effects of the ideal L2 self on the learners' proficiency levels in L2 learning, the ideal L2 self serves as an important factor that is required to be assessed for the current study.

2.8. The Ought-to L2 Self

The ought-to L2 self, another component of Dörnyei's L2MSS, is originally associated with characteristics an individual needs to have to avoid possible adverse outcomes as Dörnyei (2009) stated. It is also regarded as more extrinsic (i.e., less internalized) because language learners perceive it as duties, obligations, or responsibilities they have to deal with. The ought-to L2 self derives from the ought self-concept which is a component of the self-discrepancy

theory developed by Higgins (1987). When looking back, the ought self corresponds to a prevention focus aiming to stay away from any negative and undesirable effects. Namely, an individual with ought self feels pressure to act in line with other people's expectations. Correspondingly, it serves as an instrumental stimulus that owns a prevention focus within the scope of language learning (Csizér & Dörnyei, 2005). To exemplify, a learner having an L2-related intention to satisfy the expectations of a teacher or a boss may be stimulated by the ought-to L2 self to learn the L2 (Papi, 2010).

Although the ought-to L2 self is accounted as a determinant of learners' L2 motivation similar to the ideal L2 self (Dörnyei & Chan, 2013), it has less impact on activating learners' motivated behaviors in comparison with the ideal L2 self. It is expressed in a study carried out by Kim (2011) that the ought-to L2 self owns a minor role in L2 motivation unlike the ideal L2 self since it functions only at the cognitive level and does not own any emotional commitment to it by the learner. To put it another way, learners with the ought-to L2 self have problems in personalizing the base of L2 learning because they perceive learning an L2 as a duty or obligation. In addition, the ideal and the ought to L2 selves possess different focal points. The ought-to L2 self is based on a prevention focus concerning the possible adverse outcomes of perceived duties or obligations whereas the ideal L2 self adopts a promotion focus concerning hopes, aspirations, and desires (Dörnyei, 2009). In other words, it becomes possible for the learners to reach their desired end-states thanks to the ideal L2 self, but the ought-to L2 self poses an obstacle for them in terms of staying away from a feared end-state.

Also, the ought-to L2 self depends on the culture of the L2 learning context as Teimouri (2017) put forward. To clarify, learners possessing the ought to L2 self may have more difficulties in language learning in eastern countries as they are influenced by social pressure more when compared to western countries. However, it is asserted that the self-images of L2 learners are interchangeable (Kim, 2009b). Following this point of view, it is probable to convert the ought-to L2 self into the ideal L2 self provided that individuals can internalize the goal of learning an L2. Through the personalization of the L2, the ought-to L2 self may serve with regard to cognitive and affective aspects and exert a major influence on L2 motivation.

To summarize, the ought-to L2 self is counted as qualities learners need to possess to fulfill others' expectations or prevent possible unfavorable outcomes, and it has an important influence on L2 motivation although to a lesser extent, unlike the ideal L2 self. The ought-to

L2 self is covered in the current study because the ought-to L2 self affects L2 learners' anxiety levels adversely as indicated by Peng (2015). Also, Papi (2010) claimed that learners with the ought-to L2 self are inclined to experience a high level of L2 anxiety, and this may lead to an unwillingness to learn the L2. In this respect, the ought-to L2 self may be an essential factor to investigate.

2.9. An Overview of Relevant Studies

Anxiety has been an intriguing issue for many researchers interested in the foreign language learning context for a long time because it is considered one of the affective individual difference variables designating the L2 learners' progress during language learning (Gardner & Macintyre, 1993a). Moreover, the impact of foreign language anxiety on learners' achievement in FLE has been proved by different researchers, and it is accounted as one of the factors predicting achievement in foreign language learning best (Horwitz & Young, 1991; Onwuegbuzie et al., 2000; Sanchez-Herrero & Sanchez, 1992). It is also claimed that if FLA is not measured in a model having an aim to predict foreign language achievement, that can be considered underdetermined (Onwuegbuzie et al., 2000). In this regard, foreign language anxiety has been studied from different points of views in different contexts.

To begin with, the position of anxiety in foreign language education has been researched by Horwitz et al. (1986), and this study is accepted as one of the pioneers when the relevant studies are considered. In the light of this study, many scholars have implemented Foreign Language Classroom Anxiety Scale (FLCAS) and conducted different studies both in the Turkish EFL context (Demirdaş, 2012; Tuncer & Doğan, 2015; Ün, 2012; Ziyen Atlı, 2017) and in other language teaching contexts around the world (Aida, 1994; Bailey et al., 1999; Dewaele & MacIntyre, 2016; Kim, 2009; Liu, 2006; Onwuegbuzie et al., 2000; Von Worde, 2003). Some of these studies have centered upon examining the causes of foreign language anxiety and come up with some solutions to deal with this issue (Dewaele & MacIntyre, 2016; Liu, 2006; Luo, 2018; Ün, 2012; Ziyen Atlı, 2017). For example, the study conducted by Ün (2012) revealed that fear of negative evaluation, having a low level of language proficiency and lack of group work activities can be considered as the sources of foreign language anxiety. Furthermore, Liu (2006) sought the causes of foreign language anxiety in a Chinese context and found out the following results: (1) having individual activities instead of group work, (2)

being unprepared, and (3) inadequate language competency. Various scholars have investigated how related foreign language anxiety and foreign language achievement are (Demirdağ, 2012; Horwitz, 2001; Onwuegbuzie et al., 2000). These studies found that FLA and language achievement were correlated with each other negatively. Also, Bailey et al. (1999) and Von Worde (2003) have examined learner perspectives on foreign language anxiety, and these studies have discovered that how students perceive themselves in foreign language education serves a fundamental function in reducing foreign language anxiety.

As for speaking, which is regarded as one of the prevalent reasons for foreign language anxiety (Horwitz et al., 1986), it is of vital importance in foreign language education because proficiency in a foreign language is considered to correspond to the ability to speak that language in a fluent and effective way (Dalton-Puffer, 2006). Also, communication is accounted as a basic requirement for humans since they can share their opinions, feelings, and beliefs by way of communication. In this respect, speaking as a productive skill provides opportunities for people to communicate with each other, and English has a prominent place in communication with different cultures because of its function as a lingua franca as mentioned in previous sections. In many areas such as media, tourism and education, English is seen as a necessity for good communication with people from other cultures. Thus, knowing how to speak English is affiliated with having a substantial advantage (Crystal, 2003). Nevertheless, speaking is also acknowledged as the most challenging and anxiety-provoking skill among others (MacIntyre & Gardner, 1991; Öztürk & Gürbüz, 2014; Palacios, 1998; Tercan & Dikilitaş, 2015). Accordingly, many researchers have carried out various studies in different contexts to find out how anxious learners are while speaking a foreign language, and these researchers have addressed this issue from different perspectives, such as using anxiety coping strategies or solutions for speaking anxiety, perceptions of students and teachers on speaking ability and speaking anxiety, speaking anxiety levels of learners, the association between speaking anxiety and achievement, and causes of speaking anxiety.

To begin with, how students or teachers perceive speaking skill and their perceptions' relation with speaking anxiety have been studied by different researchers (Dinçer & Yeşilyurt, 2013; Gürbüz, 2019; Nazara, 2011; Öztürk & Gürbüz, 2014). Dinçer and Yeşilyurt (2013) carried out a study to probe into pre-service English teachers' ideas about teaching speaking skill. It found out that participants having intrinsic or extrinsic motivation to speak English were perceiving speaking instruction in Turkey negatively although they acknowledged the

prominence of speaking for language learning. Also, these students identified themselves as incompetent speakers, and the reason for this perception appeared to be speaking anxiety or motivation. Another study conducted by Gürbüz (2019) aimed to explore oral presentation perceptions of prep class students regarding language ability, motivation, and speaking anxiety. Data were collected from 33 preparatory class students having 10 oral presentations at a state university by way of pre- and post-questionnaires, interviews, self-reflection, and peer evaluation forms. The findings of the preliminary study demonstrated that students generally had optimistic beliefs about oral presentations because they knew how important these oral presentations were for communication. However, students also had negative ideas about oral presentations, and they found teachers responsible for these adverse ideas due to lack of instructions and limitations teachers provide like not reading from notes. Regarding this dissatisfaction, students also felt anxious in the case of an oral presentation. The post data pointed out that there was a change in the perceptions of students, and they took advantage of oral presentations for reducing speaking anxiety and acknowledged how prominent oral presentations are for improving themselves in many ways.

Another focal point of studies conducted on foreign language speaking anxiety was using various strategies to enhance the speaking ability and reduce speaking anxiety both in the Turkish EFL context and in other language teaching contexts around the world (Darıyemez, 2020; Fauzan, 2016; Han & Keskin, 2016; Liu, 2018; Öz, 2017; Tsiplakides & Keramida, 2009; Uyumaz, 2020; Zerey, 2008). Tsiplakides and Keramida, (2009) carried out a study aiming to help teachers by suggesting some strategies, including the implementation of project work and creating a supportive classroom atmosphere to reduce speaking anxiety. They also examined the characteristics of learners who experience anxiety while speaking and the causes of this anxiety. According to the findings of their study, giving place to project works in the classroom is very advantageous because students have the opportunity to study with their peers actively in a non-threatening context. Also, a supportive classroom atmosphere facilitates students to lessen their speaking anxiety levels because learners' fear of making errors triggers their speaking anxiety. Darıyemez (2020) investigated the impacts of teaching speaking skills via Flipped Classroom Model regarding learners' autonomy, WTC, and anxiety. Also, how students comprehend the flipped speaking instruction was examined. The study was carried out by collecting data from 55 EFL students in a tertiary level Turkish EFL context. The study revealed that while autonomous learning levels and willingness to communicate levels of

learners increased significantly, their speaking anxiety decreased just as the Flipped Classroom Model was implemented in the class properly. The study also showed that the Flipped Classroom Model offers many advantages for learners as they can be exposed to the language inside and outside the classroom. In another study conducted by Öz (2017), a mixed-method research design was selected to investigate how mindfulness training affects learners in terms of speaking anxiety, L2 WTC, mindfulness levels, and L2 speaking performance. The study performed with 29 tertiary level EFL students figured out that mindfulness training increased learners' mindfulness levels and helped to reduce L2 speaking anxiety. Moreover, learners having mindfulness training got higher points in midterm exam when compared to the other students in the school.

When we examine the literature regarding the causes of foreign language speaking anxiety, there has been an influx of research investigating why learners feel anxious while speaking an L2. Various researchers both in the Turkish EFL context and in other language teaching contexts across the world have aspired to explore what factors affect the foreign language speaking anxiety of learners. However, these researchers have focused on different aspects along with exploring the causes of foreign language speaking anxiety. Although they have scrutinized the sources of foreign language speaking anxiety in common, these scholars have also investigated different variables, such as speaking anxiety levels and its relationship with proficiency.

A study carried out by Saltan (2003) examined the reasons for speaking anxiety Turkish EFL learners experience during language classrooms from the viewpoints of students and teachers. Data were collected from 100 intermediate level learners and 7 teachers who are teaching these students with two versions of the same questionnaire for students and teachers. FLCAS developed by Horwitz et al. (1986) was selected for data collection as it is commonly used to investigate foreign language anxiety within the scope of related literature. However, 18 items from the scale were selected and adapted because the purpose of the study was related to foreign language speaking anxiety. According to the results of the study, many students experienced anxiety at a certain level although this level was not intensely high. As for the causes of speaking anxiety from the viewpoint of students, this study offered three possible categories, including personal reasons, teachers' behaviors, and teaching procedures. Participants of this study noted that their speaking anxiety mostly results from personal reasons, such as assessing their language abilities adversely and fear of making mistakes. Teaching

procedures is one other anxiety-provoking element mentioned in this study. Speaking in front of a group, not practicing speaking enough and some types of activities like oral presentations provoke learners' anxiety level when they have to speak an L2. The last category is related to teachers' behaviors, but students in this study did not mention it as a reason for speaking anxiety. As for the teachers' perspectives, they also agreed that the most anxiety-provoking factor is personal reasons. Teachers made a further comment that learners' beliefs about language learning, native speakers or teachers, and using L1 or L2 affect their speaking anxiety. They also acknowledged that teaching procedures can be noted as the second most anxiety-provoking category. Lastly, teachers did not report teachers' behaviors as a reason for speaking anxiety, which is similar to the students' views. This study has importance in the literature related to foreign language speaking anxiety as the researcher adapted the Foreign Language Speaking Anxiety Scale (FLSAS) considering the examination of speaking anxiety. Following this study, different scholars have implemented the adapted version by Saltan (2003) in their studies (Baykara & Aksu Ataç, 2021; Boldan, 2019; Çağatay, 2015).

One other study conducted in Australia by Woodrow (2006) aimed to conceptualize L2 speaking anxiety and explore the relationship between achievement and L2 speaking anxiety along with enlightening the reasons behind L2 speaking anxiety. The study was conducted with 275 students in EAP courses, and the collected data demonstrated that a crucial issue within the context of language learning is anxiety as it has debilitating effects on learners' speaking performances. Therefore, the necessity of providing classroom interactions and help by teachers to decrease learners' anxiety levels was stated. Moreover, speaking anxiety made a significant contribution to explaining achievement in speaking ability as the researcher stated. The most prevalent source of L2 speaking anxiety was communicating with native speakers according to the data collected from interviews. It was noted that learners felt anxious while speaking an L2 because of a lack of language proficiency and retrieval interference.

Balemir (2009) scrutinized factors causing foreign language speaking anxiety and the relationship between learners' speaking anxiety levels and proficiency levels. He conducted the study by collecting data via a proficiency exam, a questionnaire, and interviews with the learners with 234 tertiary level EFL students. The results of the quantitative data demonstrated that learners participating in this study experienced foreign language speaking anxiety at a moderate level, and the proficiency levels of learners did not affect their anxiety levels significantly. Also, the following four main anxiety-provoking factors were stated on the basis

of quantitative data results: teaching and testing procedures, personal reasons, and fear of negative evaluation. Additionally, the qualitative data revealed some other causes of speaking anxiety such as insufficient vocabulary knowledge and poor pronunciation. Lastly, fear of negative evaluation was stated as the underlying reason for all these sources as it can be affiliated with all the sources mentioned.

In another study, Subaşı (2010) investigated the causes of L2 speaking anxiety of learners with 55 tertiary level students from a state university in the Turkish EFL context. The study adopting a mixed methods research design revealed that learners' anxiety levels are correlated with fear of negative evaluation positively. Also, students having poor self-perception of abilities tended to feel more anxious in comparison to other students. As for the interaction between fear of negative evaluation and learners' self-perceived abilities, if learners have a high fear of negative evaluation and low self-perceived ability, they are inclined to be more anxious while speaking an L2. Therefore, it was noted that fear of negative evaluation and self-perceived ability are correlated with each other, and they were acknowledged as two major sources of foreign language speaking anxiety.

Gan (2012) carried out a study to present an overview for the comprehension of L2 speaking problems with the participation of 20 pre-service English language teachers in a Chinese context. The results obtained from semi-structured interviews displayed the following factors to understand the causes of speaking problems in an L2. Firstly, having an inadequate level of vocabulary was noted as the primary reason for L2 speaking problems. The majority of students also mentioned a lack of grammar as an obstacle while speaking an L2. While some students declared that they feel obliged to be careful about pronunciation and intonation, it was also expressed that they do not have enough opportunities for speaking English in class. Moreover, participants of this study touched on the lack of a focus on language improvement as they have lots of pedagogy-based lessons in the program. The last reason is that sufficient opportunities do not exist for learners' exposure to the L2 outside the classroom.

Çağatay (2015) examined learners' foreign language speaking anxiety levels together with exploring the causes of this anxiety. She conducted the study with tertiary-level EFL students and suggested some solutions following the findings. The quantitative data collected from 147 EFL students figured out that learners participating in this study experience speaking anxiety at a moderate level. Also, a significant gender difference was found out, and female

students' speaking anxiety levels were higher in comparison with males. It was expressed that this gender difference may stem from the characteristics of Turkish culture. This study did not find a significant correlation between proficiency and speaking anxiety. Speaking with a native speaker in comparison with peer communication increased learners' anxiety levels more, which was another result of the study. The reason underlying the anxiety experienced while communicating with native speakers was indicated as fear of negative evaluation. In addition, Tercan and Dikilitaş (2015) investigated whether tertiary level EFL students foreign language speaking anxiety differed based on their proficiency, gender, the duration of the learning experience, and the beginning time of learning. Learners participating in this study were found to feel anxious while speaking because of the following factors: being unprepared, testing, speaking in front of people, error correction and discussion. The study concluded that proficiency and speaking anxiety are significantly linked with each other. For example, learners with a low level of proficiency experience a higher level of speaking anxiety. As for gender differences, female learners are inclined to be more anxious according to the findings of this study. Lastly, the age of onset to learn English did not serve a function in learners' anxiety levels.

A comparative study was conducted to probe whether big five personality factors (BF5) and L2 speaking anxiety are related to each other or not (Babakhouya, 2019). Moroccans and Koreans were compared with the participation of 270 Moroccan learners and 257 Korean learners. The study drew a conclusion that Koreans do not diverge from Moroccans in the sense of foreign language speaking anxiety. As for the correlation between BF5 and L2 speaking anxiety, neuroticism had a positive correlation with L2 speaking anxiety in the Moroccan context while openness and conscientiousness were correlated with L2 speaking anxiety negatively. On the other hand, neuroticism and L2 speaking anxiety were positively correlated in the Korean context whereas a significant negative relationship was found between L2 speaking anxiety and openness, conscientiousness, and extraversion. The factors predicting L2 speaking anxiety significantly were expressed as openness and neuroticism. In general, these two countries have more common characteristics in comparison with the differences between them in this study. In a similar vein, Vural (2019) intended to examine the L2 speaking anxiety level of learners and figure out whether learners' personality traits predict their L2 speaking anxiety or not by comparing students from ELT and ELL departments. According to the findings of the study, extraversion, openness, and conscientiousness had a significant negative

relationship with L2 speaking anxiety whereas neuroticism and agreeableness were positively correlated with it. Among all personality traits, agreeableness was expressed as the major predictor of L2 speaking anxiety.

In addition to these, the exploration of sources underlying foreign language speaking anxiety of learners has been the purpose of various scholars depending on different perspectives recently. Özkan (2019) concluded that learners' proficiency and anxiety levels are significantly correlated, and students with high levels of proficiency tend to get less anxious. The causes of L2 speaking anxiety were expressed as follows: having low vocabulary knowledge, being afraid of making mistakes, and teachers' behaviors. Furthermore, the study carried out by Ülker (2021) demonstrated that learners participating in this study were moderately anxious while speaking the target language, and female learners experienced speaking anxiety at higher levels in comparison with male learners. The study also figured out that the preparatory school background did not affect learners' speaking anxiety levels significantly as students beginning at lower levels experienced speaking anxiety less. Regarding the results of the quantitative data, the most frequent factors provoking speaking anxiety were inadequate competence in speaking ability, being unprepared, and speaking in front of people.

A very recent article that investigated how mindsets of foreign language learners affect their L2 speaking anxiety and self-confidence was published by Ozdemir and Papi (2021). They aimed to explore whether mindsets predict L2 speaking anxiety and self-confidence through quantitative analysis. According to the results, individuals with fixed language mindsets believed that intelligence is fixed, and efforts made to improve intelligence are useless. On the contrary, individuals with growth mindsets supposed that intelligence is flexible and open to development. They think it is possible to grow it with sufficient experience and effort. The results of multiple regression analysis demonstrated that a fixed language mindset predicted L2 speaking anxiety while a growth language mindset was found as a strong predictor of learners' self-confidence related to L2 speaking. Moreover, Ozdemir and Papi (2021) expressed on the basis of their study's results that learners' beliefs and motive systems affect learners' emotional conditions, and it is required to comprehend these systems well to cope with learners' emotional conditions.

To sum up, the literature portrayed so far has shown that L2 speaking anxiety has a considerable position in foreign language education, and it is considered a clear and common

issue in language classrooms. Therefore, a number of studies have been performed related to the sources underlying the L2 speaking anxiety concerning different perspectives. However, there is a dearth of research into L2 speaking anxiety from a psychological aspect, and the psychological factors affecting L2 speaking anxiety remain uncharted. In this respect, the current study intends to contribute to the literature by focusing on several psychological factors affecting L2 speaking anxiety.

CHAPTER III

METHODOLOGY

This chapter presents a deep understanding of the methodology used to carry out the current study. First of all, the research design used to collect data is explained in detail, and the chapter proceeds with the setting and participants of the current study. It then presents both quantitative and qualitative data collection tools implemented in the current study. The procedure followed during data collection is presented in detail after defining the data collection instruments. Lastly, the data analysis procedure used for the current research is described step by step.

3.1. Research Design

A mixed methods research design has been selected for the present study to investigate tertiary level Turkish EFL learners' English-speaking anxiety and its relationship with their L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation. A mixed-methods study follows a procedure consisting of collecting, analyzing, synthesizing, and interpreting both quantitative and qualitative data (Creswell, 2015; Creswell & Plano Clark, 2011). The underlying philosophies quantitative and qualitative methods possess are different (Creswell, 2015; Muijs, 2004). While the quantitative research method is mainly based on realism or positivism, the qualitative research method has its origin in constructivism and subjectivism (Creswell, 2014). According to Muijs (2004), positivism refers to the explanation of truth or reality in a cause and effect relationship without depending on individuals. Thus, while examining the issue in the quantitative research method, the researcher stands as an outsider not to damage the nature of the study. On the other hand, the reality is not situated independently because the interpretation of the collected data changes according to the researcher in the qualitative research method.

Considering these philosophies underlying quantitative and qualitative methods, both of them have benefits and drawbacks. The quantitative method provides consistent and generalizable data whereas it does not allow the researcher to examine the data specifically. As for the qualitative method, it is preferred by many researchers because they can examine the

unexplored areas in detail (Dörnyei, 2007a). However, it is not possible to generalize the data as the conditions are specific to the setting of that study (Duff, 2006). Hence, the mixed methods research design has begun to be implemented extensively to overcome the disadvantages of both methods (Bryman, 2006). It functions as a link between these two types of methods (Johnson & Onwuegbuzie, 2004). The mixed methods research design facilitates the researchers to explore the research problems that they may have problems with other types of research while it also allows them to make strong interpretations following vigorous results (Teddlie & Tashakkori, 2003). As for the major motive behind using the mixed methods research design for the current study, it is intended to present a thorough and detailed description related to the participants' L2 speaking anxiety and its relationship with the possible predictors including L2 WTC, L2 motivation, ideal L2 self, and ought-to L2 self. The current study utilized the explanatory sequential design which is a kind of mixed methods approach as seen in Figure 3.1.

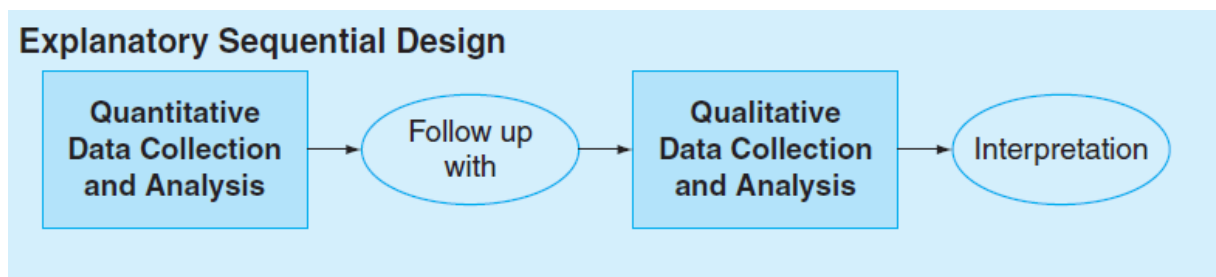


Figure 3.1. The Explanatory Sequential Design of the Present Study (Creswell, 2012, p. 541)

As visualized in Figure 3.1, the explanatory sequential design consists of two phases that follow one another. Thus, it is also termed a two-phase model (Creswell & Plano Clark, 2011). In this design, the first stage is composed of the quantitative data collection, which promotes a general answer to the research problem, and it proceeds with the second stage consisting of the qualitative data collection which helps to expand the general picture (Creswell, 2012). As demonstrated in Figure 3.1, the present study initiated with the quantitative data collection and analysis to present a general description of the participants' L2 speaking anxiety, L2 WTC, L2 motivation, the ideal L2 self, and the ought to L2 self. Following the quantitative data collection, the qualitative data were gathered and analyzed to offer perceptions into the aforementioned variables. In other words, the quantitative data allowed the researcher to establish a broad comprehension of the research problem whereas the qualitative data enabled the researcher to interpret the statistical findings in a more detailed way (Creswell & Plano

Clark, 2011). The setting of the current study and the participants included in the data collection process will be provided in the next section.

3.2. Setting

The current study was performed at Antalya Bilim University School of Foreign Languages in the 2020-2021 academic year. The English Preparatory Program (EPP) is obligatory for most of the students in this school as the medium of instruction is English in almost all the departments. All students are classified by their levels based on the Common European Framework of Reference for Languages (CEFR), and there are five different levels, referring to elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty levels. Students are positioned on the basis of the results of the placement test held after enrollment procedures at the beginning of the year. The school also offers students who have an intermediate level of English and beyond a chance to enter the faculty admission exam. If they get 70 or above in this exam, they can start to study in their departments directly. Students who fail in the faculty admission exam are placed according to their levels determined by the placement test. However, classes in each level are arranged randomly in themselves irrespective of the students' success.

The academic year includes four modules, and each module lasts for eight weeks in this school. The number of students in each class is generally 16 or 17, and the program consists of 5 hours a day which equals 25 hours a week. Students receive 25 hours of instruction specified with regards to four language skills, including listening, speaking, reading, and writing. In addition, the program offers 4-5 hours for Self-Organized Environment (SOLE) lessons and project lessons as the school adopts collaborative learning strategies in general. Students are divided into groups in these lessons, and they prepare some group works, such as group presentations and role-plays. Students need to get a grade of 70 to pass the module when the course components are calculated according to their percentages. They obtain grades from midterm and final exams, homework and participation, SOLE, and project lessons. At the end of each module, students are positioned in different classes by assigning different teachers, so they have an opportunity to contact different teachers and friends. If students do not pass the module, they repeat the same level in a different class with a different teacher.

As for the instruction of speaking, the program includes lessons for integrated skills for lower levels and listening/speaking lessons for upper levels. In these lessons, instructors focus on many useful strategies from presentation skills to expressions used in daily life. Also, SOLE and project lessons require learners to produce the target language a lot as they are mostly based on spoken production. Even in reading and writing lessons, teachers implement many pair work or group work activities based on speaking in classes. As mentioned above, collaborative learning strategies are applied in every lesson, and it affects the use of speaking ability positively. Therefore, individuals have an opportunity to make use of the target language many times during lessons. To sum up, speaking skill is integrated into every lesson although there is not a specified lesson just for it.

3.3. Participants

The participants of the current study were selected utilizing the convenience sampling method. It is one of the methods used widely in educational research because it has various advantages, including time, money, and effort made for data collection (Muijs, 2004). The study was conducted with 232 EFL learners from Antalya Bilim University School of Foreign Languages. Whereas the quantitative data were collected from 232 students in total, 12 students were chosen to collect the qualitative data through the purposive sampling method. For the qualitative data collection, three students, including one low anxious, one mid anxious, and one high anxious student were chosen from each level according to their performances in the classroom. Among them, there were students from different faculties, including Law, Engineering and Natural Sciences, Business and Social Sciences, Fine Arts and Architecture, and Tourism. Also, their ages ranged from 18 to 25. These students are accepted into the school with the national university entrance exam, and they are supposed to finish the EPP at the B2 level according to CEFR. The students cannot start to study in their departments until they obtain 70 points or higher from the faculty admission exam. The demographic characteristics of the participants of this study are presented in Table 3.1.

Table 3.1. *Demographic Characteristics of Participants*

Variable		f	%
Gender	Female	135	58.2
	Male	97	41.8
Age	18	46	19.8
	19	86	37.1
	20	73	31.5
	21 and above	27	11.6
Levels	Pre-Intermediate	56	24.1
	Intermediate	125	53.9
	Upper-Intermediate	42	18.1
	Pre-faculty	9	3.9
Departments	Law	36	15.6
	Interior Architecture and Environmental Design	31	13.4
	Psychology	27	11.6
	Computer Engineering	24	10.3
	Architecture	19	8.2
	Business Administration	19	8.2
	Gastronomy and Culinary Arts	16	6.9
	Political Science and International Relations	14	6.0
	Industrial Engineering	13	5.6
	Electrical and Electronics Engineering	11	4.7
	Civil Engineering	7	3.0
	Mechanical Engineering	7	3.0
	Economics	6	2.6
	Other	2	0.9
<i>Total</i>		232	100

3.4. Instruments

Consistent with the explanatory sequential design of the present study, it initiated with the quantitative data collection and analysis. The study proceeded with the qualitative data collection and analysis. During the quantitative data collection process, a composite survey instrument involving 83 items was used after the questions about demographic information. The primary variables in the composite survey instrument were L2 speaking anxiety, WTC in English inside the classroom, the ideal L2 self, the ought to L2 self, and L2 motivation. Subsequently, the qualitative data were acquired by way of semi-structured interviews by the researcher. A detailed explanation of the instrumentation used for the current study will be presented below.

3.4.1. The Composite Survey Instrument

The composite survey instrument applied in the quantitative data collection process contained two main parts. While the first part was comprised of demographic questions about the participants' ages, genders, departments, and language levels, there were 83 items to

examine the participants' L2 speaking anxiety (18 items), the inside the classroom part of the WTC scale (27 items), the ideal L2 self (10 items), the ought-to L2 self (10 items), and the L2 motivation (18 items).

L2 Speaking Anxiety. The first variable in the composite survey instrument was related to L2 speaking anxiety, and 18 items in relation to foreign language speaking anxiety from 33 items of FLCAS advanced by Horwitz et al. (1986) were directly picked. These items were translated into Turkish by Saltan (2003), and she benefited from translation and back-translation methods with the aim of avoidance from semantic loss. The internal consistency coefficient of FLCAS was calculated as $\alpha = .93$, which is an indicator of very high reliability. With an alpha value of .94, the current study corroborated the reliability of the scale in terms of internal consistency. Also, the test-retest reliability of the questionnaire over eight weeks was .83, $p = .001$. as for the adapted version of the scale. Therefore, 18 items related to foreign language speaking anxiety were used so as to examine to what extent the participants of the current study feel anxious while speaking in the target language. The participants were required to respond to the statements on a 5-point Likert-type scale from strongly disagree (1) to strongly agree (5) in Turkish in order to avoid the misunderstanding of the statements caused by the lack of language proficiency.

Willingness to Communicate in English Inside the Classroom. The adapted form of the L2 WTC Scale (MacIntyre et al., 2001) was implemented to probe into the participants' perceived levels of WTC in English in the current study. This scale was originally made of two sections with 54 items, including WTC in the classroom and WTC outside the classroom. However, the participants were asked to respond to the statements related to WTC inside the classroom in the present study as almost none of the students have opportunities to practice the target language outside the classroom. The part of the scale based on WTC inside the classroom consists of 27 items, considering how willing the participants are to engage in activities requiring communication during lessons. The participants responded to the statements on a 5-point Likert-type scale from almost never willing (1) to almost always willing (5). The items are divided into four skills, which are speaking, comprehension, reading, and writing. The Cronbach's alpha value belonging to the original scale was reported as .83 (MacIntyre et al., 2001) while the Turkish version of the scale provided an alpha value of .93 (Başöz, 2018). Accordingly, it is clear that the scale is highly reliable. As the students' language proficiency levels were considered to be low, the Turkish translated version of the scale (Başöz, 2018) was

employed to ensure that the participants responded without any comprehension problems, and both translation and back-translation procedures were applied not to experience a problem related to meaning difference. An alpha value of .91 was calculated in the current study, which is an indicator of very high reliability.

The Ideal L2 Self. One of the subscales of the questionnaire developed by Taguchi et al. (2009) was used to determine the participants' desired L2 self-images. In other words, how the participants evaluate themselves as proficient L2 users in the future was intended to be measured by this scale. It is made up of 10 items, which are statements on a 5-point Likert-type scale, and the participants were asked to respond to these statements with options ranging from from never (1) to always (5). As for the Cronbach's alpha coefficient of the scale, Dörnyei and Chan (2013) reported it as $\alpha = .78$ after they implemented the scale in their research. In addition, the Cronbach's alpha value was stated as $\alpha = .92$ in the study carried out by Demir Ayaz (2016), where the Turkish version of the scale was utilized. In the present study, the Turkish translated version of the scale (Demir Ayaz, 2016) was implemented as the low proficiency levels of some participants in English were taken into consideration. An alpha value of .90 was computed for this scale in the present study, which was a proof for the high internal consistency reliability of the scale.

The Ought-to L2 Self. Another subscale of the aforementioned questionnaire (Taguchi et al., 2009) was used to measure the ought-to L2 selves of participants, which arises from their anticipated obligations and responsibilities as language learners from the perspectives of other people. This scale is also composed of 10 items, including options from never (1) to always (5), so it is based on a 5-point Likert-type scale. In Dörnyei and Chan's (2013) study in which the scale was applied, the internal consistency of the scale was computed as $\alpha = .77$, which is quite satisfactory. Following this, Demir Ayaz (2016) found the Cronbach's alpha coefficient as $\alpha = .87$ for the Turkish version of the scale. Therefore, the Turkish adaptation of the scale (Demir Ayaz, 2016) was applied in the current study to prevent the comprehension problems that might arise from the low proficiency levels of some participants in English. In the present study, the scale displayed an alpha value of .88 and was found reliable in terms of internal consistency.

L2 Motivation. To measure the motivated behavior of L2 learners who participated in the current study, a questionnaire developed by Al-Shehri (2009) was applied. The scale consists of 18 items, which are statements on a 5-point Likert-type scale. The participants were

required to respond to these statements with options from never (1) to always (5). As for Cronbach's alpha coefficient, it was reported as $\alpha = .89$ (Al-Shehri, 2009). In addition, other researchers have used the original or adapted versions in their studies (Kim, 2009a; Kim & Kim, 2011; Yang & Kim, 2011). Following these, it was translated into Turkish and used in a Turkish EFL context (Demir Ayaz, 2016), where Cronbach's alpha score was found to be $\alpha = .94$. In accordance with the high reliability of the scale, the Turkish version adapted by Demir Ayaz (2016) was implemented in the current study in order to avoid misunderstanding issues emerging from the low language proficiency of some participants. In the present study, the scale similarly showed a Cronbach's alpha coefficient of .92 and appeared to have very high internal consistency reliability.

3.4.2. Semi-Structured Interviews

To collect the qualitative data in the current study, semi-structured interviews were organized with 3 students from each level, accordingly 12 participants totally. The interview included 10 questions, and 2 questions were formulated for each variable, namely L2 speaking anxiety, L2 WTC, the ideal L2 self, the ought-to L2 self, and L2 motivation. Upon preparing the questions, the researcher got them re-evaluated by getting expert opinion to ensure that the learners' ideas related to variables can be explored in depth. All the questions were created in accordance with the scales to collect comprehensive and in-depth data from the participants chosen for the interviews, and the questions were written in Turkish to prevent any possible problems that may emerge from some participants' low proficiency levels of English. As Opie (2004) mentioned, the semi-structured interviews are really beneficial because they provide the researchers with an opportunity to delve into the answers of the participants by asking some follow-up questions thanks to their flexible nature. Following drawing a general picture with the data collected from the quantitative phase in the current study, the semi-structured interviews promoted the elaboration of the findings of the scales.

3.5. Data Collection Procedure

Before the researcher began the data collection process for the current study, the permission of the Akdeniz University Ethics Commission was obtained by submitting the necessary documents. Upon getting ethical approval, the researcher started to collect the data

from the learners studying in Antalya Bilim University School of Foreign Languages. The selection of learners participating in this study was on the basis of convenience sampling. The study was administered in the spring semester of the 2020-2021 academic year with students from pre-intermediate, intermediate, upper-intermediate, and pre-faculty levels. Because of the Covid-19 issue, the quantitative data collection was carried out using Google Forms. The researcher shared the link of the questionnaire with the teachers of every class, and the students completed it in a lesson determined by their teachers. The consent form was also shared with the students at the beginning of the form, and students confirmed it. The participants completed the survey in approximately 15 minutes. The survey instrument was implemented in Turkish to avoid possible misunderstanding issues. The quantitative data collection process was followed by semi-structured interviews, and the researcher had interviews with 12 participants in total. From each of the aforementioned levels, 3 learners, who are low anxious, mid-anxious, and high anxious, were chosen in line with the performance they had in the lessons. These students were decided according to the negotiations made with their teachers. For the semi-structured interviews, the researcher contacted the students and scheduled different time slots for each student. The interviews were carried out and recorded via Microsoft Teams. Before the semi-structured interviews began, the participants were notified that the recordings would be used for just research purposes, and the interviews were recorded with the consent of the learners. Additionally, the interviews were held in Turkish because the low proficiency of the participants may pose a problem and prevent the exploration of the participants' responses in-depth.

3.6. Data Analysis

As the present study adopted a mixed methods approach with an explanatory sequential design, quantitative and qualitative data analysis were carried out respectively. The quantitative data collected from the preparatory learners at Antalya Bilim University School of Foreign Languages were analyzed statistically. The qualitative interview data gathered from 12 students among the survey participants were subjected to content analysis. Further details relating to quantitative and qualitative data analysis are clarified below.

3.6.1. Quantitative Data Analysis

The statistical analysis of quantitative data was carried out using IBM SPSS (Statistical Package for the Social Sciences) version 21. The data analysis process started with data screening. The accuracy of the data was checked first. Since the quantitative data were collected online using Google forms and all items of the scale set were defined as compulsory, there were no missing values in the dataset. The data were then tested for both univariate and multivariate outliers. The univariate outliers were checked by calculating z-scores and evaluated on the basis of a threshold of ± 3 . There were only two cases outside of this threshold; however, the z-scores in these cases were less than -4 and complied with an extension of the critical level of z-scores as ± 4 (Mertler & Reinhart, 2017). Therefore, these cases were also retained in the dataset. Following the screening of the data for univariate outliers, the dataset was also tested for multivariate outliers utilizing the Mahalanobis distance. Based on a general guideline (Tabachnick & Fidell, 2013), the critical chi-square value for 4 degrees of freedom at a critical alpha level of .001 appeared to be 18.47. The dataset of the current study did not involve any cases with a Mahalanobis distance value exceeding this critical value, which meant that there were not any multivariate outliers in the dataset. The data were also checked for unusual cases with the help of casewise diagnostics. An unusual case with a standardized residual value above 3.0 (Case 210, Std. Residual = 3.382) was detected. However, when the maximum value for Cook's Distance was checked, no values exceeding 1 were found. This suggested that this unusual case was not a major problem.

Along with descriptive statistics, the data were to be subjected to correlation analysis and standard multiple regression. A prior inspection of correlation coefficients was preferred before running standard multiple regression in line with the standards for running multiple regression analysis underlined by Plonsky and Ghanbar (2018) for L2 research. Before computing correlation coefficients, the researcher made sure that all of the assumptions of linearity, normality, and absence of outliers were satisfied. A similar assumption check relating to sample size, multicollinearity, and singularity, outliers, normality, linearity, homoscedasticity and independence of residuals was also done for standard multiple regression. Upon making sure that all the assumptions were satisfied, Pearson's correlation coefficients were calculated and a standard multiple regression analysis was implemented entering the total score from L2 speaking anxiety scale as the dependent variable.

Regarding the sample size for multiple regression, Tabachnick and Fidell (2013) provide a practical formula: $N \geq 50 + 8m$ (m = the number of independent variables). In this sense, with a sample size of 232 and four independent variables, the dataset appeared to satisfy the sample size assumption. For the normality assumption, the distribution of data was checked for univariate normality by calculating measures of central tendency along with coefficients of skewness and kurtosis. Histograms and Q-Q plots were also examined in this process. The results of tests of normality are shown in Table 3.2.

Table 3.2. *The Results of Tests of Normality*

Variable	Mean	Median	Mode	Skewness	Kurtosis
L2 Speaking Anxiety	48.66	47.00	67	.079	-.495
L2 WTC	88.10	90.00	98	-.280	-.183
Ideal L2 Self	39.22	40.00	49	-.440	-.467
Ought-to L2 Self	30.41	31.00	32	-.062	-.779
L2 Motivation	67.91	69.00	72	-.263	-.441

As illustrated in Table 3.2, the measures of central tendency generally appeared to have similar values in each variable. Skewness and kurtosis values' varying between -1 and +1 reflected a normal distribution of data on the basis of a threshold of ± 1 that is deemed as excellent for normal distribution of data (George & Mallery, 2016). The histograms, normal and detrended normal Q-Q plots also corroborated the normal distribution. Upon testing the normal distribution of data, the dataset was checked for the remaining assumptions. When the assumption of linearity was tested, the plots did not show any evidence of non-linearity. Moreover, the data were also checked for any possible multicollinearity and singularity problems. To check the data for any possible multicollinearity, tolerance and VIF (Variance inflation factor) values were evaluated. The data were checked based on the guideline that a tolerance value below .10 and a VIF value above 10 indicate the potential existence of multicollinearity (Pallant, 2011). The analysis of current data provided tolerance values ranging from .51 to .96 and VIF values ranging between 1.05 and 1.97. Hence, the dataset did not involve any cases exceeding these cut-off points. This meant that the multicollinearity assumption was not violated. The absence of multicollinearity was also supported with the fact that the independent variables were not highly correlated ($r=.9$ and above).

As for singularity, it is a concept that expresses the perfect correlation ($r=\pm 1$) of a variable with two or more variables (Field, 2013). None of the independent variables were a combination of the other independent variables, and they did not exert a perfect correlation. Thus, singularity problems were also avoided. By means of the residual scatterplots, the distribution of scores was again tested for normality as well as for linearity, homoscedasticity, and independence of residuals. The residual scatterplot demonstrated that the residuals were normally distributed around the predicted dependent variable score and had a rather straight-line relationship with this score. The variances of the residuals about the predicted dependent variable score were also quite similar. Therefore, all the assumptions of the multiple regression were satisfied. Following the test of assumptions, correlation coefficients and multiple regression were used to examine the relationships between the variables and predict effects of the independent variables on the dependent variable while descriptive statistics were calculated to display the perceived levels of students' L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation. While interpreting correlation coefficients, Cohen's (1992) thresholds were used. Therefore, correlation coefficients between $-.3$ and $+.3$ were interpreted as weak while those from $-.5$ to $-.3$ or from $.3$ to $.5$ were interpreted as moderate. According to these guidelines, correlation coefficients between $-.9$ and $-.5$ or $.5$ and $.9$ indicated strong correlation while those from -1.0 to $-.9$ or from $.9$ to 1.0 were indicators of very strong correlation.

3.6.2. Qualitative Data Analysis

For the qualitative data collected through interviews, content analysis was used. Data were subjected to content analysis with the help of a qualitative data analysis software: NVivo 11. The interviews conducted with a total of 12 students yielded 124 minutes of interview data in sum. This meant an average of 10 minutes for each interview. The data analysis procedure started with the transcription of the interview recordings. A second inspection of the transcribed data was carried out to solve potential inaccuracies. The finalized qualitative data comprised of 53 pages were then repeatedly read by the researcher.

During qualitative content analysis, the researcher gets deeply involved in the qualitative data, tries to find recurrent patterns, organizes these around various themes, and reveals the results of analysis (Dörnyei, 2007b; Miles et al., 2014; Yıldırım & Şimşek, 2013). Following this route about content analysis, the researcher analyzed the whole data utilizing

both data- and theory-driven approaches. During the analysis of qualitative data, some measures were also taken for reliability. To this end, the data were also re-coded and re-analyzed by an ELT professional. To evaluate the intercoder reliability, the second coder's coding scheme was compared to that of the researcher. Cohen's kappa, the "coefficient of agreement" (Cohen, 1960, pp. 37-38) was utilized to measure intercoder reliability. An evaluation of the level of agreement between the two coders yielded a kappa value of 0.82. This kappa value was an indicator of almost perfect agreement since it was between 0.81 and 1.00 (Landis & Koch, 1977).

Following the content analysis, the emergent themes and sub-themes were organized and provided with the frequencies in tables while reporting the findings. The results were also backed up with some extracts from the interviews. The interview extracts were translated from Turkish to English by the researcher and proofread by an ELT professional with native-like competence in English. To ensure confidentiality, the twelve interviewees were coded with the initial of the word "student" and the relevant number (e.g., ST1, ST2, ST3, etc.). The findings attained through qualitative data analysis were reported together with these interviewee codes and the relevant interview extracts in English.

3.6.3. An Overview of Data Analysis Procedures on the Basis of Research Questions

The procedures of data analysis carried out for each research question can be summarized as follows: Among the four research questions, RQ1 was formulated to identify the perceived levels of students' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves, and L2 motivation, and answered using descriptive statistics (mean scores and standard deviations). RQ2 aimed to elaborate on these levels by focusing on the perceived characteristics of students' L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation, and qualitative data gathered through semi-structured interviews were subjected to content analysis for this purpose. RQ3 asked whether there was a relationship between students' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves, and L2 motivation, and correlation coefficients were computed to answer this question. Finally, RQ4 intended to explore the best predictors of L2 speaking anxiety among the factors of L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation. A standard

multiple regression analysis was implemented to seek an answer to this question. The next chapter reports the findings attained through these procedures.

CHAPTER IV

FINDINGS

This chapter offers an understanding of the findings of the current study which delineates the tertiary level Turkish EFL learners' L2 speaking anxiety and its relationship with their L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation. A mixed-method study, consisting of the collection and analysis of both quantitative and qualitative data, was conducted with the aim of finding answers for the aforementioned research questions. The findings which were obtained for each of the research questions are offered one after another in this chapter.

4.1. Perceived Levels of Students' L2 Speaking Anxiety, L2 Willingness to Communicate, Ideal and Ought-to L2 Selves, and L2 Motivation

The current study initially sought to reveal the perceived levels of students' L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation. Accordingly, to seek an answer for the first research question, quantitative data were analyzed statistically and descriptive statistics including mean scores (out of five) and standard deviations were computed for each of these variables. The results can be seen in Table 4.1.

Table 4.1. *The Results of Descriptive Statistics*

Variable	N	Mean	SD
L2 Speaking Anxiety	232	2.70	.81
L2 WTC	232	3.26	.66
Ideal L2 Self	232	3.92	.76
Ought-to L2 Self	232	3.04	.99
L2 Motivation	232	3.77	.67

As illustrated in the table above, the participant students were found to have a medium level of L2 speaking anxiety ($M = 2.70$; $SD = .81$) and similarly a medium level of L2 WTC ($M = 3.26$; $SD = .66$). When it comes to the dimensions of their L2 motivational self-system,

participant students' ideal L2 selves displayed a comparatively high mean value ($M = 3.92$; $SD = .76$) while their ought-to L2 selves showed a moderate mean score ($M = 3.04$; $SD = .99$). In other words, students' ideal L2 selves were more dominant compared to their ought-to L2 selves. Lastly, they were found to have a comparatively high level of L2 motivation ($M = 3.77$; $SD = .67$) although the achieved mean value was not so close to the maximum score.

4.2. Perceived Characteristics of Students' L2 Speaking Anxiety, L2 Willingness to Communicate, Ideal and Ought-to L2 Selves, and L2 Motivation

Following the aforementioned quantitative findings, the current study proceeded with the analysis of interview data to offer deeper insights into the perceived characteristics of students' L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation. During the content analysis of the transcripts, the researcher probed into the recurrent factors that the participants described, and codes were developed for these frequently mentioned factors. After the development of codes, the researcher tried to put similar codes into categories. To initiate with, three major aspects for the perceived L2 speaking anxiety of learners were generated, which were quite in accordance with the quantitative findings. Figure 4.1 illustrates an outline of the major generated themes based on the L2 speaking anxiety of interviewees.

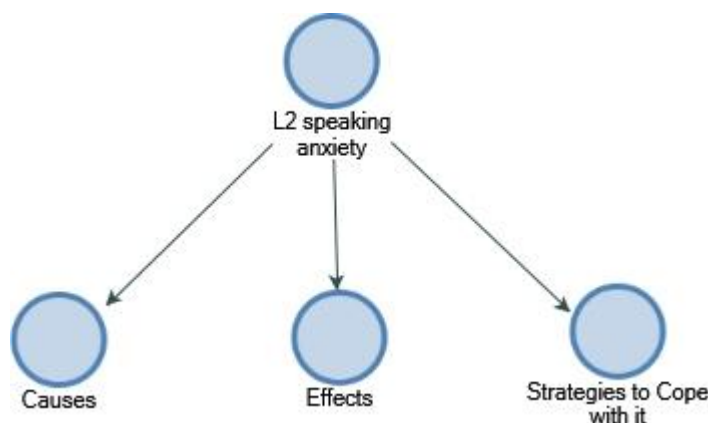


Figure 4.1. An Outline of the Participants' L2 Speaking Anxiety Based on the Qualitative Data

As shown in Figure 4.1, the participants' opinions related to their perceived L2 speaking anxiety were divided into three main themes, such as causes and effects of L2 speaking anxiety, and the strategies to cope with it. Primarily, an inductive approach was adopted, and data-driven themes were made use of throughout the content analysis. However, the researcher benefitted

from a theory-driven approach to content analysis to complement the quantitative findings because the determined themes confirmed the findings based on the factors in the survey on a large scale. The first theme was attributed to the reasons for the L2 speaking anxiety students experience while the second one referred to the effects of the L2 speaking anxiety on these learners. Last of all, strategies to cope with it concerned the ways students pursue to overcome the negative effects of L2 speaking anxiety. Together with these three major themes, the content analysis of interview transcripts promoted the emergence of some sub-themes. The themes and sub-themes based on the perceived L2 speaking anxiety of learners were depicted in Table 4.2 with their frequency ('n' stands for the total number of participants that referred to the related theme or sub-theme).

Table 4.2. *The Themes and Sub-Themes Based on the Perceived Characteristics of Students' L2 Speaking Anxiety*

Themes and Sub-themes	n
Causes	12
Perceived incompetencies	8
Fear of making mistakes	6
Interlocutor attitude	6
Situational context	2
Personal attitude to FL	1
Effects	12
Class participation	6
Language development	3
Strategies to cope with it	5
Learning from mistakes	2
Studying hard	2
Positive thinking	1

The themes and sub-themes underlying the L2 speaking anxiety of the learners who participated in the interviews demonstrated that a great majority of the interviewees have experienced the L2 speaking anxiety to a certain extent during their L2 learning process even if the level of it has decreased in time for some participants. Firstly, learners who participated in interviews (n = 12) mentioned the reasons for the L2 speaking anxiety along with their anxiety levels. In line with the quantitative findings, perceived incompetencies (n = 8), fear of making mistakes (n = 6), and interlocutor attitude (n = 6) were reported by most of the interviewees as the factors causing the L2 speaking anxiety. Also, situational context (n = 2)

and personal attitude to FL (n = 1) were verbalized by some of the interview participants while expressing the reasons for the L2 speaking anxiety. Regarding the effects of the L2 speaking anxiety on the interviewees and their learning process, many participants declared that the L2 speaking anxiety they experienced has affected their class participation frequencies (n = 6). In addition, some of them stated that feeling anxious during learning an L2 has had a negative impact on their language development (n = 3). The final theme based on the L2 speaking anxiety was specified as the strategies to cope with it (n = 5). Some of the interviewees presented the ways they follow to overcome the adverse effects of L2 speaking anxiety. They reported that they benefit from some strategies, such as learning from mistakes (n = 2), studying hard (n = 2), and positive thinking (n = 1). The following part probes into the themes and sub-themes of L2 speaking anxiety through relevant interview scripts.

Causes. While the interviewees were reporting the causes of their L2 speaking anxiety (n = 12), most of them referred to perceived incompetencies (n = 8) as a salient characteristic of their L2 speaking anxiety. These participants generally associated the anxiety they experienced during L2 speaking with the lack of language knowledge they had. Also, they especially focused on the insufficient vocabulary knowledge they had. The interviewees explained how their perceived language abilities affected the anxiety level they experienced while speaking as follows:

“I was feeling very anxious when I started to learn English as I knew nothing. I started to learn English over from scratch this year. I did not know anything except for saying my name in English. Also, I could say my age, and all my knowledge about English was that. This made me feel anxious. Knowing nothing... I knew that I was incompetent.” (ST1, 02 March 2021)

“I didn’t have any knowledge about English five months ago when I started to study in this school. Also, I didn’t have any English lessons beforehand. Honestly, I was very anxious at first, and I didn’t know what to do. Not being able to understand people may be a problem. For instance, if I don’t understand a word that a person says, I try to deduce the meaning. However, it causes a problem when I don’t understand what the person says.” (ST10, 10 March 2021)

“I feel anxious but not always because I have a high level of English. However, I was more anxious when I spoke English beforehand. I had some difficulties, such as not being able to find the correct word or finding the words corresponding to the Turkish meaning. You cannot

maintain your speech when things like these happen, and it makes the person stressed while speaking.” (ST12, 10 March 2021)

“I feel anxious while I am speaking English because it is a language I don’t know. There are many difficulties with this language. For example, I have trouble learning the vocabulary I don’t know. Also, pronouncing these words while speaking is another difficulty for me.” (ST3, 01 March 2021)

“When I don’t understand a word the person I talk to says, I cannot be completely sure that I understand him or her even if I find out the idea that person shares. Thus, this causes me to feel anxious” (ST5, 17 March 2021)

Another noticeable factor causing the interviewees to feel anxious while speaking the L2 was stated as fear of making mistakes (n = 6). The interview participants expressed that they were afraid of not being able to use the language structures in the right way while speaking the L2. Representative excerpts for this aspect of the L2 speaking anxiety are given below:

“The thing that makes me anxious while speaking English is actually fear of making mistakes. I especially feel anxious when I am with unfamiliar people because I don’t know how they will react.” (ST9, 10 March 2021)

“When I started school at the beginning of the year, I never spoke in the lessons because I was feeling shy. I was afraid of making mistakes while I was speaking. Therefore, I was checking every word I said and every question I was asked from translation websites” (ST4, 05 March 2021)

“Saying things in a very different way compared to what I want to say or how can I say... failing to express myself makes me feel anxious. Actually, even if I have a better level of language, failing to reflect this to the person I talk scares me.” (ST7, 17 March 2021)

“I sometimes cannot express my ideas as I have in my mind while I am talking to a person. When this happens, I feel like I won’t succeed again. I guess I’m afraid of making mistakes.” (ST5, 17 March 2021)

Another major sub-theme based on the causes of L2 speaking anxiety was reported as the interlocutor attitude by different interview participants (n = 6). These interviewees generally expressed that the person they communicate with affects the anxiety level they have. They do not feel relaxed during communication with unfamiliar people because these interviewees

cannot predict the reactions of the people they talk to. Also, some interview participants feel worried when they communicate with people whom they perceive as having a better level of English. Another aspect in terms of interlocutor attitude is whether the person they communicate is willing to speak or not. Additionally, some students shared their ideas according to the online education conditions as the data were collected during online education because of the pandemic. Sample extracts from the interviews can be found below:

“If there are people whom I don’t know while speaking English, I feel anxious. However, if I talk to the people I’m familiar with, I generally don’t feel stressed.” (ST9, 10 March 2021)

“Although I don’t have many problems in contacting with my friends in the classroom, I most probably feel stressed if a person comes and wants to talk to me outside the school. It’s a very different setting from the class...a more natural context. Therefore, I can divide it as daily life and classroom.” (ST6, 17 March 2021)

“When I communicate with a person who is competent in English, I try to be careful about choosing the correct words and structures.... Also, if I don’t understand that person, I may feel anxious.” (ST10, 10 March 2021)

“The perception that my friends around me and the people in my group have a better level of English causes me to feel shy and remain behind others.” (ST1, 02 March 2021)

“When people communicate with me in English, I don’t feel very anxious. However, if a person doesn’t share any ideas, I cannot know what to do and this makes me feel more stressed.” (ST2, 1 March 2021)

“Actually, I feel more relaxed while speaking without using my camera during online lessons. However, if a person sees me while speaking, I feel like I cannot speak.” (ST11, 10 March 2021)

Lastly, the factors underlying L2 speaking anxiety mentioned by some of the interviewees were described as situational context (n = 2) and personal attitude to L2 (n = 1). The interviewees reported that the situation in which they use English affects how anxious they are. For example, some participants feel more stressed when they perform an activity requiring speaking in front of people. Also, being unprepared while speaking has an impact on the anxiety level they experience. As for the personal attitude to L2, it was reported that being prejudiced about the L2 also affects the anxiety level while speaking.

“I feel very nervous and speak very fast when I make a presentation in front of my teacher and classmates... Also, I sometimes feel panicked and stand quiet when I’m asked a question. I get stressed in these situations and I think that I wish the teacher skipped me.” (ST11, 10 March 2021)

“I was very biased towards English beforehand, and this was affecting me adversely. Because of this prejudice, I was feeling anxious when I started school at the beginning of the year.” (ST1, 02 March 2021)

Effects. Along with the causes of L2 speaking anxiety, interview participants also expressed how the L2 speaking anxiety affects them as L2 learners and their learning process (n = 12). As many interviewees indicated, an important sub-theme related to the effects of the L2 speaking anxiety was class participation (n = 6). They generally reported that the anxiety they experience while speaking influences them negatively, and it decreases their participation in-class activities. Another salient sub-theme associated with the effects of the L2 speaking anxiety was language development (n = 3). Interviewees stated that feeling anxious while speaking affects their language development process adversely as they regarded it as an essential condition for being proficient in an L2. Relevant excerpts for these sub-themes are presented below:

“I think feeling anxious while speaking English affects me negatively because this decreases my participation rates, and the less I participate in lessons, the less I can improve my language ability.” (ST9, 10 March 2021)

“Actually, I can learn better and more comfortably when my camera and microphone are off during the lesson. However, when it comes to speaking... to be exact, when I’m asked a question, I can be petrified and cannot speak. This affects my participation in the lessons.” (ST11, 10 March 2021)

“I became more passive and silent when I felt anxious in the lessons. I remained behind others in the classroom, and I regarded checking my ideas as necessary. In this way, I couldn’t learn anything. Moreover, when this happened in my speaking exams, I couldn’t understand even the question, and I didn’t try to understand it.” (ST4, 05 March 2021)

“Actually, yes I have speaking anxiety, but I try to ignore it because I know that the more I feel anxious, the more this affects my performance in speaking English negatively.” (ST12, 10 March 2021)

“Of course, feeling anxious while speaking affects me very negatively. In the end, English is a language that improves as you speak, and I feel more unwilling because of this anxiety. This affects my development adversely.” (ST5, 17 March 2021)

Strategies to cope with it. Based on the interview data, the last theme about the L2 speaking anxiety was labeled as the strategies to cope with it (n = 5). Some interviewees reported that although they felt highly anxious while speaking English, they found out some ways to overcome it as they were aware of its negative effects on their learning process. Three following sub-themes were formed based on the strategies to reduce the level of speaking anxiety: learning from mistakes (n = 2), studying hard (n = 2), and positive thinking (n = 1). The interviewees explicated the strategies they adopted to cope with the L2 speaking anxiety as follows:

“I make an effort to speak English in the lesson although I make mistakes. My teachers correct my mistakes, so I can learn from them.” (ST8, 10 March 2021)

“Actually, I was very anxious at first, and I had no idea what to do, but I learnt to overcome my anxiety because I realized that I could have a better performance if I study hard.” (ST10, 10 March 2021)

“I try to ignore it because I know that the more I feel anxious, the more this affects my performance in speaking English negatively.” (ST12, 10 March 2021)

Secondly, the interview transcripts of 12 interview participants were subjected to content analysis for the L2 WTC and two major themes explaining the L2 WTC came up by means of data analysis. Figure 4.2 demonstrates these two main themes.

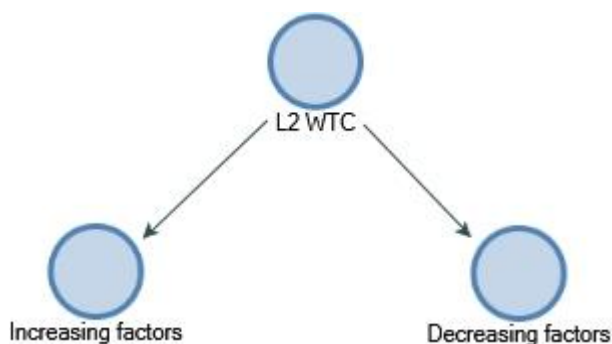


Figure 4.2. An Outline of the Participants' L2 WTC Based on the Qualitative Data

As delineated, the interview participants' L2 WTC converged on two major themes: increasing factors and decreasing factors. Although a deductive approach was adopted from

time to time, the content analysis was carried out with an inductive approach generally. Among these themes generated in content analysis of qualitative data, increasing factors referred to the things causing learners to be more eager to be proficient in English while decreasing factors explained the aspects which made the students unwilling to learn English. Along with these primary themes based on the L2 WTC, some sub-themes were also developed via the content analysis of interview transcripts. The themes and sub-themes associated with the L2 WTC of learners were demonstrated in Table 4.3 with their frequency ('n' stands for the total number of participants that referred to the related theme or sub-theme).

Table 4.3. *The Themes and Sub-Themes Based on the Perceived Characteristics of Students' L2 WTC*

Themes and Sub-themes	n
Increasing Factors	12
L2-related life goals	8
L2 learning environment	7
Opportunities to improve oneself	7
Decreasing Factors	12
Interlocutor effect	4
Lack of competence	4
Fear of failure	3
Homework	3
Impatience	1

As the themes and sub-themes related to the L2 WTC of the learners who participated in the interviews demonstrated, there was a variety of factors encouraging the students to communicate in English. However, interviewees also reported different factors affecting their willingness to communicate in English negatively. First, three different sub-themes were developed related to the factors increasing learners' L2 WTC (n = 12). The first sub-theme was labelled as L2-related life goals (n = 8), and it included some incentives for students to communicate in English. For instance, interviewees depicted their L2 WTC with wishes about watching movies, communicating with foreign people, living abroad, the global role of English, and traveling. As for the second sub-theme based on the increasing factors, interview participants referred to the L2 learning environment (n = 7) as another salient characteristic of their L2 WTC. Many interviewees explained their L2 WTC with interlocutor effects, topic interests, opportunities provided to use the language, and active class participation. The last sub-theme about the factors increasing the L2 WTC was opportunities to improve oneself (n =

7). Many learners associated their L2 WTC with some motives for their self-improvement, including education, work life, learning different cultures, and the role of English in research sources. Another theme developed for the L2 WTC of the interview participants was decreasing factors (n = 12), and five different sub-themes which consist of interlocutor effect (n = 4), lack of competence (n = 4), fear of failure (n = 3), homework (n = 3), and impatience (n = 1) were reported. A detailed explanation about these themes and sub-themes will be provided through relevant interview excerpts below.

Increasing factors. Among the three sub-themes developed for the L2 WTC of learners participating in the interviews, many interview participants pointed out L2-related life goals (n = 8) as a noticeable characteristic of their L2 WTC. This sub-theme corresponded to the factors concerning the learners' willingness to communicate in English for their future daily lives. Interviewees expressed various aspects underlying their willingness to communicate in English and watching foreign movies was reported as a major aspect by many of these participants. These learners stated how eager they were to watch foreign movies or TV series without having problems because of the language. The other three aspects of L2-related life goals were living abroad, communication with foreign people, and traveling. Based on these aspects, students wanted to have good communication with foreign people whether they were in their own countries or abroad. The last aspect of L2-related life goals was about the status of English as a global language. As English is a commonly used language all over the world, students expressed that being able to communicate in English is a crucial necessity for them to realize their dreams and enhance their conceptions of the world. Representative excerpts for L2-related life goals are presented below:

"Factors increasing my willingness to communicate in English... for example, watching English TV series I like because I want to speak English like the people in these series while watching them. Also, this increases my willingness more." (ST9, 10 March 2021)

"When you are able to communicate in English, you have more opportunities in every respect like living abroad and traveling. Therefore, I'd like to improve myself by speaking more. It affects my willingness." (ST11, 10 March 2021)

"I'd like to talk to foreign people a lot actually. I have some friends I met on the internet. We sometimes communicate by sending voice records to each other. In this way, I can talk to native speakers." (ST2, 01 March 2021)

“Actually, I’m really excited about this topic because I learned not to see English as a lesson. For example, when you go abroad and try to do something there, you see the importance of the language. Whether you can do anything depends on your language knowledge. I’d like to travel to lots of different places, so being proficient in a language makes me very excited. I mean I am willing to speak English.” (ST7, 17 March 2021)

“English is a global language, and I think being stuck in just Turkey is a wrong perspective... It’s important not to stay behind the other countries. All in all, being able to communicate in English is a crucial point wherever you go. I think the biggest source of motivation I have is this. It should be compulsory for everyone... We are in a globalizing world, and if we want to be a country that is remarkable among others, our community should be more aware of the importance of English. The thing that makes me more willing is to stand out among other people and turn the page to a new life.” (ST6, 17 March 2021)

As for the second sub-theme of the increasing factors of the learners’ willingness to speak English, it was labelled as L2 learning environment (n = 7). The interviewees highlighted the aspects related to their L2 learning environment, and they indicated what made them more willing to speak English in the environment they learned English. They reported that interlocutor effects came out as a primary aspect associated with the L2 learning environment. The behaviour of the person the learners communicate with was indicated as a crucial element for their WTC in English. In addition, topic interest was reported as an important part of their WTC in English. They expressed that if the topic of the lesson is not attractive for them, they do not want to speak. Thirdly, the interviewees referred to opportunities to use the target language while describing their willingness to communicate in English. They expressed that when they were provided with some opportunities to share their opinions in the lesson, they became more eager to speak English. The last part of the L2 learning environment was about active class participation, and the interviewees highlighted how participating in the lessons caused them to be more eager to interact with people in English. Some representative comments from the interviews can be seen below:

“If the person I communicate speaks English, I also try to speak English, but when the person next to me speaks Turkish, I speak Turkish, too. It completely depends on the person I talk to.” (ST8, 10 March 2021)

“Actually, I have some friends who are able to speak English around me, and I can moderately speak English now. Being able to communicate with them makes me feel good.” (ST6, 17 March 2021)

“I think it changes from person to person, but having more interesting lessons can be considered an important factor for being willing to communicate in English. Instead of having a monotonous lesson like reading a text and answering the questions about it, lessons may be taught in a more entertaining way. For example, we are provided with some opportunities to share our ideas about current issues related to the world in the lessons. I think if people are given some opportunities like that, they can be more active and eager to speak English.” (ST12, 10 March 2021)

“I think English is a new language for us, and we need to speak as much as we can to improve our speaking abilities. By this means, I can do a lot of good things in my life... When I participate in the lesson actively, I feel more successful and intelligent because I can speak English.” (ST2, 01 March 2021)

Along with L2-related life goals and L2 learning environment, interviewees also referred to opportunities to improve themselves (n = 7) as the last sub-theme of the L2 WTC of learners participating in the interviews. Many interviewees expressed how willing they are to improve themselves in various aspects, such as work life, education life, researching to learn a topic, and learning different cultures. The first and most important part of their WTC was about work-life as mentioned by many learners. These interviewees mostly associated their WTC with their dreams related to future jobs of themselves. Secondly, education life was indicated as an important part of the opportunities to improve themselves. These learners focused on some programs like Erasmus or their plans after graduation like having a master’s degree while talking about their WTC. Moreover, the language of sources was the third aspect for the opportunities to improve oneself, and interviewees highlighted the role of English while researching a topic on the internet. Lastly, learning about different cultures was stated about the opportunities to improve oneself because learners’ awareness was developed for the importance of English in terms of communicating with people from different cultures and improving perspectives on life. The interviewees voiced their L2 WTC for improving themselves as follows:

“First and foremost factor making me willing to communicate in English is my department. If I studied in another school and department, I wouldn’t have a connection with English. Now, I can feel that I am one step ahead of my friends around me. I’ll graduate from school soon and begin to work, and English will be a criterion for me. Thus, how can I say... it’ll make me different from other people. Everybody speaks English now, and this has an important effect on me. There are lots of people who know English around me, and I feel uneasy when I don’t understand something. I also want to understand and speak English.” (ST1, 02 March 2021)

“I feel myself willing to communicate in English because I have an Erasmus plan firstly. It makes me motivated a lot. Also, when I graduate from university, I want to get a master’s degree abroad, and it’s another motive for me. I already think staying stuck in Turkey isn’t the right perspective.” (ST6, 17 March 2021)

“Things increasing my willingness to use English... firstly, when I learn English, I will be more knowledgeable. I feel like English is like a privilege for me because whenever I surf on the internet, watch a video or read a text, I come across English sources mostly.” (ST2, 01 March 2021)

“I really want to communicate with people by using English. It isn’t just about university. I think knowing English or another language is also important for general life because you meet different people from different cultures. It makes you gain a different perspective, and I think our abilities related to empathy are improving in this way because you see different people. Thus, I really want to learn to speak English.” (ST4, 05 March 2021)

Decreasing factors. Although there are many factors increasing learners’ WTC in English, a second theme related to the factors decreasing their WTC was also revealed by the interviewees (n = 12). Among five emergent sub-themes, the interlocutor effect (n = 4) and lack of competence (n = 4) were found as the strongest aspects of the students’ unwillingness to communicate in English. As stated by the interviewees, interlocutors may have negative effects on their L2 WTC. Some learners are affected negatively because of the fear of negative evaluation while others become unwilling to communicate in English because interlocutors or, in other words, the people they communicate with are not eager. In addition, learners expressed that their lack of language competence makes them unwilling to speak English. Thirdly, fear of failure (n = 3) was verbalized as an important sub-theme of decreasing factors. Learners pointed

out that they do not prefer to speak because they are anxious about making mistakes and getting low grades. Another salient sub-theme related to decreasing factors of L2 WTC was homework (n = 3) assigned to the learners. Some interviewees expressed how uncomfortable they are when they have homework to do. Lastly, impatience (n = 1) was voiced among the sub-themes of L2 WTC. It was expressed that they are impatient about learning English although language learning is a long process, and they want to be able to use it quickly. Interviewees explicated the factors decreasing their L2 WTC as follows:

“Decreasing factors... actually when everyone focuses on me during my presentations, I feel really nervous because I am afraid of saying something wrong.” (ST11, 10 March 2021)

“The unwillingness in the class affects me really negatively. When my friends do not want to speak English and begin to talk Turkish, I also become unwilling to speak English.” (ST2, 01 March 2021)

“Decreasing... I was behind others in the class, and it was affecting me negatively. I was looking at the people around me, and everyone was speaking except for me. I was thinking that they were better than me and I could not do anything while they could.” (ST4, 05 March 2021)

“When I face with a difficult topic or cannot understand something, I feel that I’ll never be successful and speak fluently. This makes me more unwilling.” (ST9, 10 March 2021)

“I become demoralized in many aspects. For example, I’m afraid of making mistakes like many people. Also, everything ended for me when I got a low-grade last module. I was studying a lot and making a great effort, but I got a low grade. After that, I became detached from the lessons.” (ST1, 02 March 2021)

“Lots of homework... I sometimes try to make it interesting for me and not to regard it as a lesson, but sometimes our teachers give us lots of responsibilities as if it’s just a lesson. I think it should not be like that. If I study, I should study for myself, but if I don’t study, the reason underlying this is my unwillingness. I think we should have a different perspective about English.” (ST7, 17 March 2021)

“I think it may be time. I’m a very impatient person, and I’m sometimes angry with myself because I don’t learn it quickly. Therefore, this makes me unwilling to communicate in English..” (ST6, 17 March 2021)

Following a further inspection of the L2 speaking anxiety and L2 WTC of the participants, it is now time to make a detailed clarification related to their ideal L2 selves. The data which were subjected to content analysis supplied two major themes. Figure 4.3 describes the themes developed for the ideal L2 selves of the interview participants:

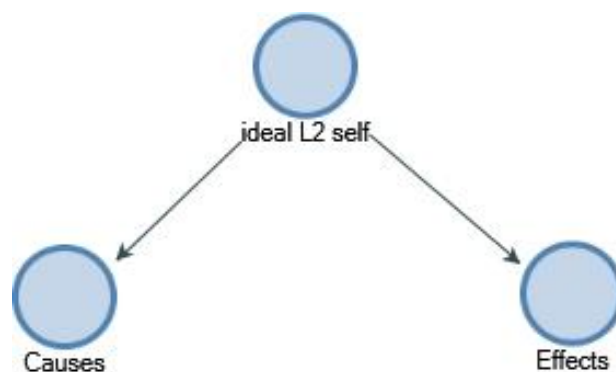


Figure 4.3. An Outline of the Participants' Ideal L2 Selves Based on the Qualitative Data

As can be seen in Figure 4.3, the findings gathered through the qualitative data underlined two major themes: causes and effects. As in the previous phases, content analysis firstly depended on an inductive approach, but benefited from the relevant theory-driven aspects, too. The first main theme associated with the ideal L2 selves of participants referred to the reasons for the learners' imagined selves as English speakers while the other theme was associated with the effects of these imagined selves on the learners. Along with these themes based on the ideal L2 selves of learners, some sub-themes were also developed through the content analysis of interview transcripts. The themes and sub-themes related to the ideal L2 selves of learners were shown in Table 4.4 with their frequency ('n' stands for the total number of participants that referred to the related theme or sub-theme).

Table 4.4. *The Themes and Sub-Themes Based on the Perceived Characteristics of Students' Ideal L2 Selves*

Themes and Sub-themes	n
Causes	12
Work	12
Social life	9
Education	7
Effects	9
Improving language competency	8
Learning new vocabulary	2
Learning from peers	1
Asking to learn comfortably	1

An examination of the themes and sub-themes related to the interviewees' ideal selves showed that the participants have strong and elaborate ideal L2 selves depending on various characteristics of being an English speaker. The first emergent theme was about the causes underlying the ideal L2 selves of the participants (n = 12), and three major sub-themes appeared in the content analysis of the qualitative data. Work (n = 12) was reported by all of the students as the major reason for their ideal L2 selves. While the second sub-theme was about social life (n = 9), the last sub-theme referred to education (n = 7). As for the second theme developed for the ideal L2 selves of the interview participants, it concerned the effects of learners' ideal L2 selves (n = 9) on the learners and their language learning process. Almost all interviewees referred to improving language competency (n = 8) that is the first sub-theme of effects as the most apparent effect of their ideal L2 selves. Secondly, learning new vocabulary (n = 2) was labelled as another noticeable effect. In addition, learning from peers (n = 1) and asking to learn comfortably (n = 1) were the last two emerging sub-themes. The following parts provide a deeper understanding of these themes and sub-themes via related interview excerpts.

Causes. The first theme related to the ideal L2 selves of participants was labelled as causes (n = 12), and three sub-themes were developed, including work (n = 12), social life (n = 9), and education (n = 7). Among these three sub-themes, all interviewees reported work (n = 12) as a salient cause underlying their imagined selves. Based on the interviews, they mostly imagined themselves as people who are able to speak English well in their future jobs. From their perspective, English has a crucial place in many aspects related to work. For example, the interviewees expressed that they are going to need English for internships, job interviews,

competing with people at work, and better performance during working. Some example comments about this aspect of learners' ideal selves can be seen below.

“I’ve always considered English as an important factor since I started to learn English. I’m an architecture student, and architects generally work in their own offices or some companies. If these places work with international people, English will be very useful in many aspects, such as projects and marketing of products because English is a global language. I mean if you want to do international business, you should definitely have an advanced level of English in my opinion. Therefore, I’d like to work on an international project of course.” (ST12, 10 March 2021)

“My dream is to be a competent businessman in the future, and I’d like to carry out good projects. For this, I need to be able to speak English well with business partners when there is a meeting in the future. I’d like to speak a foreign language which is valid professionally.” (ST10, 10 March 2021)

“Antalya is a touristic place, and I think I’ll be able to remain in the forefront because I’ll have a lot of job opportunities and international connections in the field of architecture. I imagine using English for this purpose and by going abroad. I think going abroad is important because you can learn about different cultures and structures... Therefore, I consider English as an advantage, and I imagine using it in my future work life.” (ST4, 05 March 2021)

“When you apply for a job, people generally want you to speak English to be able to communicate with other business partners. Therefore, I think being able to speak English will be very helpful for me.” (ST11, 10 March 2021)

“Of course, I have plans related to using English in the future. I don’t come to school just for lessons. I don’t care about grades a lot. I’d like to improve myself, somehow open a business door from anywhere and look at my life. My plans are already based on English, and it should be native-like.” (ST6, 17 March 2021)

“Yes, I have some dreams because the department I’m studying at is a popular department both in Turkey and abroad. There are many graduates from my department, and if I want to make a strong career plan, English is of great importance in my education. I especially preferred to study at a private university because of the language education.” (ST9, 10 March 2021)

“Sure. I’d like to work abroad a lot. Even if I don’t have a chance to work, I’d like to take my chance to do an internship in a foreign country, and English is a requirement for all these things.” (ST7, 17 March 2021)

In addition to work, social life (n = 9) came out as a primary aspect of many students’ ideal L2 selves in the interviews. The interviewees highlighted how necessary English is in many social areas besides their professional lives. Almost all the students imagined themselves travelling abroad and living in foreign countries. They also reported that they plan to use English in various parts of their lives, such as communicating with foreign people, learning about different cultures, playing games, and watching foreign videos. The following comments demonstrate learners’ plans related to their future social lives.

“Yes, I have dreams and plans related to English. I’d like to go abroad and improve my English more. I like travelling and eating a lot, so I’d like to go to different countries and travel to these places.” (ST1, 02 March 2021)

“I’ll use English in the future when I travel as the most basic example. If you want to buy something, people can understand you when you speak English even if you don’t know the language of that place... English will be very necessary for me after all if I live abroad. I’ll have to speak English if I don’t know the language of that country. Therefore, I believe English is very necessary for a person.” (ST11, 10 March 2021)

“I’d like to live abroad, which is one of my future plans. I’d like to find a job, and I’d like to continue my life there. Actually, it is my primary dream. After that, I want my other family members to come to that place and live with me.” (ST5, 17 March 2021)

“I don’t know whether I can do it or not, but I’d like to live abroad in a part of my life, so I need to be able to use English in daily life.” (ST9, 10 March 2021)

“I’d like to use English in business and my social life... I’d like to live in a foreign country and make new friends there. I want to establish my social environment and improve my communication skills in order to have a better speaking ability.” (ST3, 1 March 2021)

“First of all, I’d like to use English while playing games because I play foreign games a lot. These games don’t have Turkish translated versions, and I cannot play them. My initial wish is to play these games in a foreign language... Besides, I can use English while reading foreign news and watching videos on the internet.” (ST8, 10 March 2021)

“I’d like to travel many different countries abroad. As my department is architecture, I want to see many different structures in different countries. I both want to meet different people and observe different lives.” (ST4, 05 March 2021)

One last sub-theme for the causes of the students’ ideal L2 selves was related to education (n = 7). The interview participant underlined the role of being able to speak English and imagined themselves using English during their education lives. They reported that they would like to use English by way of some programs like Erasmus or Work and Travel during their undergraduate years. Some interviewees focused on the necessity of being able to use English for their academic improvements, and they indicated that they want to continue their education with postgraduate education. In addition to the academic requirements about English, some interview participants stated that they can find more information on the internet when they search the net in English while others mentioned the place of English for the vocational training opportunities. Representative extracts from the interviews can be seen below.

“I’d like to have a master’s degree because I think just having a bachelor’s degree won’t be enough for me anymore. My department is business administration, and lots of people are studying in this department nowadays. I need to improve myself as much as I can do, so I’ll be able to have a good position in the future... Also, there are some opportunities like Erasmus in our school. If I go to a different country via Erasmus, I can improve myself more. In short, I’d like to improve myself in different aspects.” (ST1, 02 March 2021)

“I’d like to have a master’s degree abroad in the future. I want to go to the USA or England, and these are two options in my mind just now, but I can change my mind in time. My dream is to get a master’s degree in food science because I study at Gastronomy and Culinary Arts as you know. This is my dream related to using English.” (ST10, 10 March 2021)

“I’d like to be able to find more information when I search something on the internet because eighty or ninety percent of the sources are English. I have a lot of difficulties when I try to find something now. I especially look at the English sources and try to comprehend what they mean for long hours. Therefore, learning English is really necessary.” (ST6, 17 March 2021)

“I’d like to be a clinical psychologist in the future because I study Psychology now. In addition to this, I’d like to go abroad and participate in different kinds of trainings. At the same

time, if I can be a good psychologist in the future, I'd like to organize different conferences in English." (ST3, 01 March 2021)

Effects. Along with the causes of students' ideal L2 selves, another theme labelled as effects (n = 9) came up on the basis of interview data analysis. This theme represents how students' imagined selves affect them as learners of English. While describing the effects of students' ideal L2 selves, the majority of the participants agreed that imagining themselves as users of English in the future has a positive impact on them, and almost all interviewees referred to improving their language competencies (n = 8) as a salient effect of their ideal L2 selves. They especially highlighted the contribution of their imagined selves to their vocabulary knowledge (n = 2). Also, students' ideal L2 selves caused them to feel more comfortable when they learned something from their peers (n = 1) and asked a question to their teachers (n = 1). Students voiced what the impacts of their ideal L2 selves were as follows:

"Imagining myself using English in the future affects me positively because I know that I need to study more to reach my goals. Thus, I do not regard English as a lesson. I just think that I need to study more if I want to live the way I dream." (ST2, 01 March 2021)

"Of course, it has a positive effect because there are your hopes somewhere, and English is a primary necessity for achieving your aims. Thus, it makes me think that I have to do something because I have my dreams in the end as I said before." (ST5, 17 March 2021)

"I think it affects me positively because the more you dream, the more you want to make an effort to study and learn. Therefore, it obviously affects me in a positive manner." (ST3, 01 March 2021)

"I dream more, and I know what I should do and what I can do now. This causes me to feel more willing to study. For example, while sitting, I think about what I can do to study English more. At least I check two or three words, or I try to send messages to my friends in English to have fun. I like studying English more now, and I want to learn something." (ST4, 05 March 2021)

"For example, I always search for the new vocabulary when I play games. I try to play games in English, and I directly check from a dictionary when I see a word I don't know. I automatically learn these words because I see them all the time, and this encourages me a lot." (ST8, 10 March 2021)

“Of course, it motivates me a lot. I always try to watch movies with English subtitles as much as I can even if I don’t understand much. What I learn is a benefit for me. I always ask my classmates and teachers without feeling shy when I have some questions. Thus, it affects me positively to a large extent.” (ST6, 17 March 2021)

For the purpose of interpreting the quantitative findings in detail, the study also attempted to examine the ought-to L2 selves of the students utilizing qualitative data acquired through interviews. After the interview data were subjected to content analysis, two major themes were developed to explain these ought-to L2 selves of students. Figure 4.4 displays these two themes that appeared in data analysis:

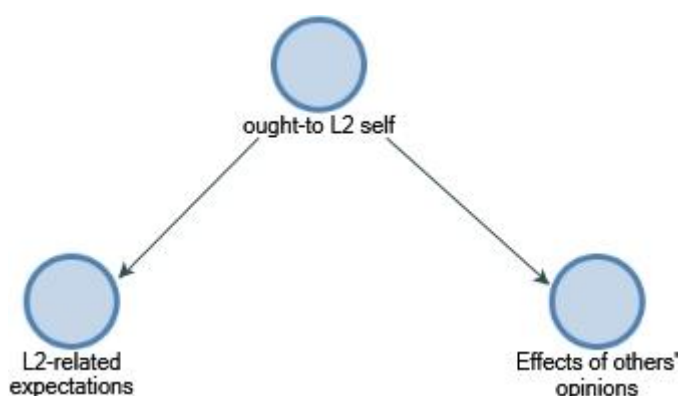


Figure 4.4. An Outline of the Participants' Ought-to L2 Selves Based on the Qualitative Data

As demonstrated in Figure 4.4, the ought-to L2 selves of interview participants converged on two major themes: L2-related expectations and the effects of others’ opinions. These features demonstrated a substantial similarity with the ideal L2 selves of students. Students’ ought-to L2 selves appeared to be constructed in various facets, which is like their ideal L2 selves. The content analysis was primarily conducted inductively, but a deductive approach complemented it at times. L2-related expectations of people who were in a relationship with the participants emerged as the first theme related to their ought-to L2 selves. After an in-depth analysis, it can be clearly seen that this emergent theme consisted of similar perspectives about the interview participants’ future. As for the second theme emerging from the content analysis of qualitative data, it referred to the effects of others’ opinions. This theme differs from the ideal L2 selves of participants as it included some negative effects in addition to the positive ones. Moreover, some sub-themes were developed through the content analysis of interview transcripts. Table 4.5 illustrates the frequent themes and sub-themes associated

with the students' ought-to L2 selves and their frequency ('n' standing for the total number of participants that referred to the related theme or sub-theme) in the qualitative data.

Table 4.5. *The Themes and Sub-Themes Based on the Perceived Characteristics of Students' Ought-to L2 Selves*

Themes and Sub-themes	n
L2-related expectations	5
Communication with foreign people	3
Having a good job	1
Personal development	1
Effects of others' opinions	12
Being neutral	5
Encouraging effect	5
Causing stress	2

As a result of an inspection into the themes and sub-themes above, it seems that students also have elaborate ought-to L2 selves that embody different aspects grouped under two themes. L2-related expectations (n = 5) came out as the primary theme when interview transcripts related to the ought-to L2 selves of students were examined. Consistent with the findings obtained for the ideal L2 selves of students, similar sub-themes were developed for L2-related expectations of people around these students. Interviewees voiced the factors underlying their ought-to L2 selves, and they reported that people around these students want them to be proficient users of English for different reasons, such as being able to communicate with foreign people (n = 3), having a good job (n = 1), and personal development (n = 1). This theme was followed by the effects of others' opinions (n = 12), which was the second theme developed for the ought-to L2 selves of students. Although many interviewees indicated that they do not attach importance to other people's opinions, what people around the students think had an impact on many students both positively and negatively. Encouraging effect (n = 5), being neutral (n = 5), and causing stress (n = 2) appeared to be three salient sub-themes associated with the effects of others' opinions. Detailed information depending on these themes and sub-themes will be given utilizing excerpts from the interviews in the following parts.

L2-related expectations. Corroborating the quantitative findings, interviewees remarked that people around them, such as their parents, friends, and the society in more general terms agreed with the importance and necessity of learning English for these students' future lives. As for the causes underlying these L2-related expectations (n = 5) of people surrounding them,

the interview participants expressed three major aspects of their ought-to L2 selves. The first one of these three sub-themes was communicating with foreign people (n = 3) which was verbalized as a noticeable quality of their ought-to L2 selves by various interviewees. According to these students, they would be expected to be able to talk to foreign people like tourists without having difficulty. In addition, having a good job (n = 1) and developing one's personality (n = 1) thanks to being a competent user of English were other L2-related expectations. Example excerpts from relevant data are presented below:

“People around me have positive perspectives on learning English as a foreign language because we live in Antalya, and it is a touristic place. I mean they have positive ideas about this. They think that learning different foreign languages, such as English and Russian is very important to pursue a better life.” (ST8, 10 March 2021)

“My family wanted me to be an English teacher actually, and they encourage me to learn English a lot. For example, when I say something in English, they get very happy. They expect me to speak English when we see a tourist in the street, or somebody asks a question in English. They think I'll have a better life if I improve my English.” (ST11, 10 March 2021)

“My family definitely supports me in this matter as they are educators and proficient in English. They expect me to have a good level of English knowledge and be able to communicate with the person next to me.” (ST10, 10 March 2021)

“People around me think that I need to learn English because there are lots of unemployed people although they are university graduates. My beloved ones are also aware of this. In addition, employers want to hire people who have additional qualifications. They don't want people who only graduate from a university.” (ST9, 10 March 2021)

“People around me think that I absolutely need to learn English. Moreover, they think that I need to learn one more foreign language along with English. I mean everyone is aware of the fact that English is a language everyone needs to know.... People around me are excited because I improve myself more while I'm learning English.” (ST7, 17 March 2021)

Effects of others' opinions. Along with the L2-related expectations of people around the students, interviewees also expressed how these expectations affect them as foreign language users in the interviews, and effects of others' opinions (n = 12) came out as the second theme associated with the ought-to L2 selves of learners. The first sub-theme based on the effects of others' opinions was labeled as being neutral (n = 5). Some of the interviewees reported that

they did not care about other people's opinions, and they just focused on their dreams, plans, and hopes. However, some interview participants stated that what the other people consider has a positive effect on their learning process while a few learners noted that other people's opinions make them stressed while learning English. In this respect, the other sub-themes developed for the effects of others' opinions were encouraging effect (n = 5) and causing stress (n = 2). As it is clear from the excerpts below, interviewees have different perspectives related to their ought-to L2 selves. Interviewees explained how they were affected by others' opinions while learning English as follows:

"I'm not the kind of person that cares about other people's opinions. I just want to learn English because it makes me excited. In addition, I don't pay attention to what other people say. The reason why I chose this university instead of a state university is that this school's medium of instruction is a hundred percent English, and I made this decision because of my dreams and plans." (ST7, 17 March 2021)

"I actually focus on my thoughts generally. My family considers English as a necessity, and they wanted to get involved in my university choice. However, I just attach importance to my own opinions. Nowadays, English is of vital importance in our country's conditions, and I think learning English opens a new door into quality living standards." (ST2, 01 March 2021)

"Frankly, I don't care what other people think because I know what I should do. English will be helpful for me in many aspects as it is the world language. Therefore, other people's thoughts don't affect me." (ST12, 10 March 2021)

"I don't care about people around me while I'm learning something if they have negative opinions. However, if they are positive... For example, I talk to one of my friends. When my friend says 'You used to make such mistakes, but you improved yourself', I get very happy. I really get happy when people especially my close friends appreciate my improvement." (ST6, 17 March 2021)

"Generally, I feel like I succeeded and become more ambitious because English is regarded as an advantage by people around me. My desire to learn English is arising more because it's nice to make an effort to succeed in something which people care about so much. People are studying hard and spending a lot of time learning English, and I'm in this process now. Maybe I'm in the beginning or middle of the process, but I began, and I'm in that journey somehow. This makes me motivated a lot... I cannot say that other people's ideas don't affect

me because my family and friends get happy when I learn something new. When they share their opinions about my English learning process, I get more motivated.” (ST4, 05 March 2021)

“Of course, what people around me think affects me positively because my family wants me to have a good life. Also, I think that the fact that people have expectations of me makes me a good student. This shows that I deserve their expectations of me. As a result, it is one of the factors affecting me.” (ST10, 10 March 2021)

“Actually, their opinions affect me positively, but I sometimes get stressed. After all, they sent me to this school, and they have various expectations. There are times when I think about what if I can't succeed and get stressed.” (ST9, 10 March 2021)

“These opinions make me stressed actually. In other words, it makes me think that what if I cannot do it because I want to meet the expectations of other people. A fear arises in case you fail to meet these expectations. Thus, this makes me stressed.” (ST5, 17 March 2021)

Following a further inspection of L2 speaking anxiety, L2 WTC, and the ideal and ought-to L2 selves, it is time to provide a deeper understanding of L2 motivation now. As in the examination of other variables, the data collected with interviews were subjected to content analysis to make a more detailed evaluation of the students' L2 motivation. The analysis presented two major themes, which were promoting factors and impeding factors. Figure 4.5 demonstrates the emergent themes:

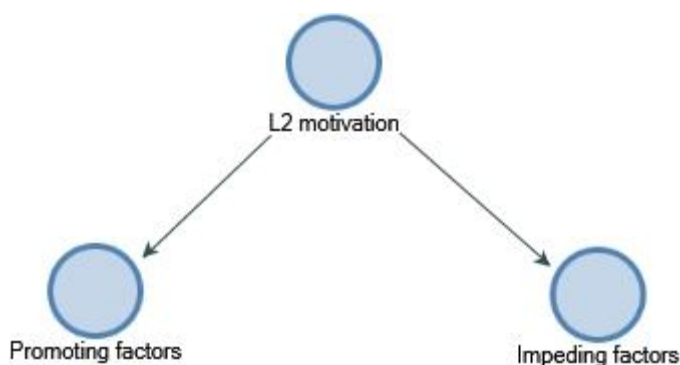


Figure 4.5. An Outline of the Participants' L2 Motivation Based on the Qualitative Data

As illustrated, two major themes emerged when the interview scripts were analyzed in terms of L2 motivation, and these emergent themes were labelled as promoting factors and impeding factors. Although an inductive approach utilizing data-driven themes was adopted in the beginning, a theory-driven approach to content analysis concluded the qualitative findings. The first theme based on the L2 motivation of learners was promoting factors, and it referred

to things increasing learners' motivation levels while learning English. On the other hand, the second theme was impeding factors, and this theme corresponded to the things causing the L2 motivation of learners to decrease during the language learning process. Together with these two themes related to the L2 motivation of learners, some sub-themes were also provided as a result of the interview analysis. Table 4.6 displays the themes and sub-themes underlying the learners' L2 motivation along with their frequency ('n' stands for the total number of participants that referred to the related theme or sub-theme).

Table 4.6. *The Themes and Sub-Themes Based on the Perceived Characteristics of Students' L2 Motivation*

Themes and Sub-themes	n
Promoting factors	12
Social life	10
Professional life	6
Impeding factors	9
Internal factors	8
External factors	4

An evaluation on the basis of the themes and sub-themes above illustrates that the interview participants have constructed L2 motivation in many aspects of being foreign language learners. In line with the quantitative findings, learners have a comparatively high level of L2 motivation, and there are many factors making these learners more motivated though some learners also expressed some factors decreasing their L2 motivation. To initiate, promoting factors (n = 12) were verbalized by all of the interviewees as a major aspect of their L2 motivation. In addition, several interview participants mentioned impeding factors (n = 9) while explaining the things causing them to be demotivated while learning English. In the following parts, representative excerpts from the interviews will be presented to offer more comprehensive information about the themes and sub-themes of the L2 motivation.

Promoting factors. While describing their L2 motivation, interviewees expressed many promoting factors (n = 12) in order to learn English, and the majority of interview participants highlighted social life (n = 10) as a salient aspect of their L2 motivation. Social life represented some factors increasing students' motivation to learn English positively. Many interviewees reported that the idea of being able to communicate with foreign people makes them more motivated in terms of learning English. In addition, some students explained their high levels of L2 motivation through dreaming of themselves as users of English and improving

themselves. Being able to watch foreign movies or TV series was also another factor having an impact on their L2 motivation. The following excerpts demonstrate how the interviewees are motivated to use English in their social lives:

“Meeting different new people is very important for me. I believe I’m a sociable person, and I really like to meet new people. Of course, I can meet new people by speaking Turkish in my country, but this language offers me the opportunity to meet people worldwide by speaking English. This keeps me motivated.” (ST10, 10 March 2021)

“There are many foreign students and instructors in our school, and this is an opportunity our school provides us actually because we generally don’t have a chance to talk to foreign people. We speak English all day in the school, and I’d like to make more effort to speak English to make use of this opportunity.” (ST9, 10 March 2021)

“Factors motivating me... I’ll give an example about games again. For example, there are buttons for voice talk in games. You can talk to foreign people when you press these buttons, and I generally play games with foreign people. I’d like to understand what they say and have better communication with them because the better you communicate, the better you play in the game. I can give this example for factors motivating me to learn English.” (ST8, 10 March 2021)

“Things motivating me... For example, when I talk to someone and if I can talk and the person next to me understands me, I’d like to learn more. How can I say... I feel like I can do it, and this motivates me a lot. Also, there are different accents of English, and I’d like to speak like these people. This also motivates me a lot. Apart from these, my dreams about the future... they increase my motivation to learn English a lot.” (ST5, 17 March 2021)

Another remarkable sub-theme based on promoting factors of L2 motivation was professional life (n = 6) while defining the learners’ high levels of L2 motivation. Interviewees remarked that they are motivated to learn English due to many aspects, such as finding a good job and their desire to be distinct from other people in the globalizing world. Moreover, English is of vital place for their education lives because many universities adopt it as the medium of instruction, and also they need to know English when they want to research a topic as there are more sources in English on the internet. The interviewees explicated how motivated they are to learn English and use it in their professional lives as follows:

“Factors increasing my motivation... I always dream about my future. What can I do? How can I improve myself...? The more I think about these, the more I have the incentive to study and learn English. In other words, depending on these, I love learning.” (ST3, 01 March 2021)

“Seeing what I can do... At first, I needed to check my sentences even when I was asked my name. However, my self-confidence has increased a little bit, and I try to explain and convey something more or less even if I misunderstand. Maybe, I sometimes don’t make correct sentences, but I can make a sentence even if it is incorrect or I think I can explain my problem, and these are... seeing what I can do increases it even more.” (ST4, 05 March 2021)

“Things making me motivated... I get very happy when I’m able to watch a movie or TV series without using subtitles. Watching movies in English also improved me a lot.” (ST11, 10 March 2021)

Impeding factors. Along with the promoting factors, the majority of the interviewees also mentioned impeding factors (n = 9), which corresponded to things decreasing their L2 motivation levels while learning English. During the content analysis of interview data based on impeding factors, two following sub-themes were formed: internal factors (n = 8) and external factors (n = 4). While internal factors correspond to the factors causing learners to be less motivated because of sources arising from them, external factors refer to the things which make learners have lower levels of L2 motivation due to some reasons independent of them. In other words, external factors are based on the environment or people around learners, but internal factors are about the learners themselves. While describing their L2 motivation, many interviewees expressed that there are many internal factors (n = 8) causing them to feel less motivated to learn English. An outstanding aspect of internal factors was about lack of language competency. It was expressed by many interviewees that their L2 motivation decreases when they have a difficulty about language, such as comprehension problems. Impatience came out of the data as another primary factor showing internal factors of learners’ decreasing L2 motivation. Some interview participants reported that they want to receive a recompense for their hard work quickly although language learning is a long-term process. Also, learners expressed that they wanted to spare time for their hobbies and interests. Furthermore, distractibility, forgetfulness, fear of failure and procrastination served as internal factors related

to factors impeding learners' L2 motivation. Sample excerpts concerning these internal factors are presented below:

“Decreasing my motivation... how can I say... if I face with a very difficult structure and cannot understand it, I think over it a lot. I'm already a person who is overthinking. I feel anxious when I don't understand.” (ST10, 10 March 2021)

“I can honestly say the situations where I cannot understand or do something. Yes, every person experiences such situations, but I feel like that even if I'm told that it is very normal.” (ST5, 17 March 2021)

“I want to be better, that is, to be rewarded for learning and striving for something. When I get the reward, I want more. As I receive recompense for my hard work, I can always continue, but if I'm not rewarded for my efforts, everything ends for me. I'm very impatient in this respect, and I expect something in return quickly. I know that it isn't something you can get right back, and you progress in time, but I'm impatient.” (ST1, 02 March 2021)

“Actually, I spend almost all my day having lessons. We have five lessons a day, so I spend 6 or 7 hours with English a day. In the remaining time, I want to allocate time for myself. I want to focus on my hobbies or walk outside.” (ST6, 17 March 2021)

“Well, I get a little distracted very quickly. Especially when doing homework, I can't concentrate for a long time. It's like doing ten minutes of homework and taking a five-minute break. This may be a factor affecting how much effort I make to learn English.” (ST6, 17 March 2021)

“I think I make an average effort to learn English. Sometimes I become lazy... I may be a little inadequate. Maybe I am studying in terms of other people's perspectives, but I feel myself inadequate. The reason for this... for example I'm forgetful. When there is homework, I can forget it easily if I don't take notes. I cannot say that I'm studying effectively, but I'm trying.” (ST8, 10 March 2021)

“Factors decreasing my motivation... actually, I'm sometimes afraid of not being able to pass the proficiency exam at the end of the year, and this reduces my motivation.” (ST9, 10 March 2021)

“I'm the kind of person who postpones lots of things. I always think that I'll do it tomorrow. Tomorrow, the other day, the other day... I'm a lazy person, and it always goes on

like that. I generally think that I can go out today, and I can study tomorrow.” (ST5, 17 March 2021)

Besides, learners also mentioned external factors (n = 4) while depicting why they have less L2 motivation in the language learning process. For example, peer effect was one of the most salient aspects of these external factors. Interviewees reported that they feel less motivated to learn English when they compare themselves with their peers or when they have to communicate with peers who are unwilling to learn English. When it comes to the other external factors decreasing learners’ L2 motivation, they indicated that they feel less motivated because of monotonous lessons and homework. Interviewees verbalized these external factors as follows:

“We sometimes have some group tasks we are responsible for, and I say I won’t do it anymore. I remember times when I did homework all night long, and some of my friends don’t care about it. If I didn’t do it, no one would do anything. Sometimes I give up, but then I try to be patient because I realize that I’ll encounter such people and situations more in the future.” (ST4, 05 March 2021)

“Sometimes I may experience situations like... it isn’t about jealousy, but when I see someone who is speaking better than me, I question myself and how I got to this point.” (ST8, 10 March 2021)

“Reducing my motivation... monotonous lessons because you don’t want to learn anymore. You say I can already do that. Let’s say the teacher asks a question. Okay. You can answer it and how long can it go like this? Okay, maybe the teacher is telling a structure you don’t know but memorizing that structure doesn’t make students motivated. You can motivate them by showing some aspects they can use in real life.” (ST12, 10 March 2021)

“Actually, when I have homework or a project I am responsible for, I don’t want to do anything. To be exact, I don’t study. Such situations decrease my motivation.” (ST2, 01 March 2021)

4.3. Relationships between Students’ L2 Speaking Anxiety, L2 Willingness to Communicate, Ideal and Ought-to L2 Selves, and L2 Motivation

Along with exploring the levels and characteristics of students’ L2 speaking anxiety, L2 willingness to communicate, ideal and ought-to L2 selves, and L2 motivation, the current study

also sought to reveal the relationships between these variables. To answer the third research question, Pearson correlation coefficients were computed with the finalized quantitative data. The results are provided in Table 4.7.

Table 4.7. *Pearson Correlation Coefficients*

Variables	1	2	3	4	5
L2 Speaking Anxiety	1				
L2 WTC	-.301**	1			
Ideal L2 Self	-.278**	.444**	1		
Ought-to L2 Self	.388**	.016	.069	1	
L2 Motivation	-.272**	.645**	.497**	.172**	1

**Significant at the .01 level.

As shown in the table, Pearson correlation coefficients uncovered that all of the four variables correlated significantly with L2 speaking anxiety. Among these, the ought-to L2 self had the strongest correlation with L2 speaking anxiety and had a moderate positive correlation with it ($r = .388, p < .01$). This was followed by L2 WTC that correlated negatively with L2 speaking anxiety at a moderate level ($r = -.301, p < .01$). Correlations of the other variables with L2 speaking anxiety were weaker. Ideal L2 self and L2 motivation displayed weak negative correlations with L2 speaking anxiety ($r = -.278, p < .01$ and $r = -.272, p < .01$, respectively).

4.4. Predictors of L2 Speaking Anxiety

The last research question sought to find out how well the students' L2 WTC, ideal L2 self, ought-to L2 self, and L2 motivation predicted their L2 speaking anxiety. The standard multiple regression analysis was carried out by entering the L2 speaking anxiety as the dependent variable and the scores received from the other psychological variables as the independent variables. The results of the analysis are shown in Table 4.8.

Table 4.8. *Multiple Regression Analysis and Coefficients*

Model	Coefficients				
	Variables	<i>B</i>	β	<i>t</i>	Sig.
L2 speaking anxiety	L2 WTC	-.089	-.109	-1.465	.144
	Ideal L2 self	-.309	-.162	-2.494	.013
	Ought-to L2 self	.641	.435	7.645	.000
	L2 motivation	-.236	-.196	-2.513	.013

The results of multiple regression analysis demonstrated that the full model involving ideal and ought-to L2 selves and L2 motivation as significant predictors accounted for 30% of the variance in students' L2 speaking anxiety ($F = 24.31, p < .01$). Of the three significant predictors, ought-to L2 self appeared to be the strongest and the only positive predictor of L2 speaking anxiety ($\beta = .435, t = 7.645, p < .01$). This was followed by two negative predictors: L2 motivation and the ideal L2 self, respectively. L2 motivation appeared to be the second strongest predictor of L2 speaking anxiety with a negative contribution ($\beta = -.196, t = -2.513, p < .05$). As the third predictor, the ideal L2 self also made a significant unique contribution to explaining L2 speaking anxiety negatively ($\beta = -.162, t = -2.494, p < .05$). However, L2 WTC did not make a statistically significant contribution to the regression model of L2 speaking anxiety ($\beta = -.109, t = -1.465, p = ns$).

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter intends to present a conclusion to the present study as it is the final chapter of the thesis. Firstly, a review of the present study is given. After that, the findings presented in the previous chapter comprehensively are delineated and discussed by associating them with the relevant literature. The discussion section is organized by considering the research questions respectively similar to the previous section. After the findings are discussed, the chapter provides a brief conclusion. Lastly, some pedagogical implications and recommendations for future research are offered in this chapter.

5.1. Summary of the Study

The present study set its sights on investigating what the predictors of tertiary level Turkish EFL learners' English-speaking anxiety are along with investigating perceived levels and characteristics of learners' speaking anxiety, L2 WTC, ideal and ought-to L2 selves, and L2 motivation and finding out the relationship between these factors. In line with this purpose, a mixed methods approach with an explanatory sequential research design was selected in this study, and quantitative and qualitative data collection and analysis were followed respectively. Accordingly, quantitative data were collected from 232 students studying at the School of Foreign Languages in Antalya Bilim University while semi-structured interviews were implemented with 12 learners chosen from the same group. Interviewees were picked based on purposive sampling, and the researcher interviewed students who experienced high, medium, and low levels of English-speaking anxiety. After gathering quantitative and qualitative data, the quantitative data were primarily analyzed statistically by using SPSS 21. Along with the descriptive statistics, correlation analysis and standard multiple regression were also employed. Following the quantitative data analysis, data collected via semi-structured interviews were subjected to content analysis utilizing NVivo 11. This phase was conducted to integrate these results with the quantitative findings referring to the perceived levels and characteristics of the learners' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves, and L2 motivation. As for the findings of the study, they were examined in detail in the previous section in the

following order: (1) perceived levels of learners' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves, and L2 motivation, (2) perceived characteristics of learners' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves and L2 motivation, (3) relationships between learners' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves and L2 motivation, and (4) predictors of L2 speaking anxiety. Now it is time to relate these findings with the studies conducted beforehand and discuss them with respect to the relevant literature.

5.2. Discussion of the Findings

In this section, three sub-headings corresponding to the research questions were formed to discuss the findings of the current study. The discussions are presented as follows:

- 1) Perceived levels and characteristics of learners' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves and L2 motivation
- 2) Relationships between learners' L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves and L2 motivation
- 3) Predictors of L2 speaking anxiety

5.2.1. Perceived Levels and Characteristics of Learners' L2 Speaking Anxiety, L2 WTC, Ideal, and Ought-to L2 Selves and L2 Motivation

L2 Speaking Anxiety. In the current study, perceived levels of the participants' L2 speaking anxiety were revealed to be moderate, which is considerably in accordance with many earlier studies in the relevant literature (Balemir, 2009; Boldan, 2019; Bozok, 2018; Çağatay, 2015; Occhipinti, 2009; Putri & Marlina, 2019; Saltan, 2003; Tridinanti, 2018; Ülker, 2021). In other words, it was found that students participating in this study experienced a medium level of speaking anxiety based on the quantitative data as also indicated in previous studies. While the findings of the current study accorded with the majority of the studies in the relevant literature, Huang (2004), who investigated the L2 speaking anxiety levels of learners in a Taiwanese context, found out that the participants had a high level of L2 speaking anxiety. On the other hand, a study carried out by Öztürk and Gürbüz (2014) uncovered that the students in their study experienced L2 speaking anxiety at a low level. Nevertheless, students generally

had a medium level of L2 speaking anxiety considering the previous studies conducted in the literature.

The study also probed into the learners' L2 speaking anxiety through qualitative data. Qualitative findings pointed to the participants' L2 speaking anxiety from three different aspects, such as causes, effects, and strategies to cope with it. Depending on the qualitative findings associated with the causes of L2 speaking anxiety, perceived incompetencies were a very salient aspect of their L2 speaking anxiety. These students perceived their inadequacy of language knowledge as the main reason for their L2 speaking anxiety. In other words, they felt anxious while speaking English because they considered they were not proficient in the language enough. This result is quite in line with many studies conducted before (Balemir, 2009; Boldan, 2019; He, 2013; Liu, 2007; Subaşı, 2010; Ülker, 2021). The findings of the current study demonstrated that students especially focused on their lack of vocabulary and pronunciation knowledge while describing their perceived incompetencies. Similarly, lack of vocabulary knowledge and low English proficiency were mentioned as leading factors causing anxiety in the study conducted by Liu (2007). In addition, He (2013) indicated insufficient vocabulary knowledge as the most fundamental factor affecting learners' L2 speaking anxiety. It is very understandable as the vocabulary knowledge and even pronunciation affect the level of comprehension while communicating with a person.

As for the second cause, a distinctive cause of their L2 speaking anxiety was revealed to be fear of making mistakes. Students experienced L2 speaking anxiety as fear of making mistakes was affecting them negatively while speaking English, and this result is also in parallel with many studies, such as those of Balemir (2009), He (2013), and Özkan (2019). Another source of L2 speaking anxiety was discovered to be interlocutor attitude. The participants expressed that they experienced L2 speaking anxiety because of many aspects associated with the interlocutors, including fear of negative evaluation, performing in front of people, evaluation of learners in comparison with peers, and teachers' manners. Similar results were also obtained for this aspect of the L2 speaking anxiety in previous research (Balemir, 2009; Nazara, 2011; Saltan, 2003; Tsiplakides & Keramida, 2009; Woodrow, 2006). Fear of negative evaluation was revealed to be a major cause in Balemir's (2009) and Gkonou's (2014) studies. In Woodrow's (2006) study, carrying out a task in front of classmates was found to be one of the most noticeable factors provoking anxiety. Moreover, Liu (2007) indicated that learners experienced L2 speaking anxiety because they had concerns about making mistakes and being

laughed at. These findings help us to understand that learners attach importance to what other people think about them, and accordingly they feel anxious during the practice of the target language.

In addition to the reasons for L2 speaking anxiety, the current study also examined how the participants were affected by feeling anxious while speaking English. Based on the qualitative data, class participation and language development were discovered to be the major aspects associated with the effects of L2 speaking anxiety. Owing to feeling anxious while speaking English, learners' participation in class activities decreased and their language learning process was affected negatively. According to the qualitative data collected through interviews, students did not want to participate in lessons because they felt anxious. Accordingly, they could not develop their English knowledge as participation was a necessity for language development. Corroborating these results substantially, Dalkılıç (2001), Liu (2006) and Tercan and Dikilitaş (2015), who investigated whether learners' L2 proficiency levels and their L2 speaking anxiety were related to each other, found that learners with a lower level of proficiency in English were more anxious while speaking English. In this respect, it is obvious that L2 speaking anxiety had a negative impact on the learners' achievement in English.

One last aspect of the L2 speaking anxiety was found to be strategies to cope with it in the current study. Based on the qualitative data, some strategies used by the students were mentioned while expressing the reasons and effects of the L2 speaking anxiety. Learners voiced that they found some ways to overcome this anxiety while speaking English after they became aware of the negative effects of it on their learning process. They focused on studying hard and thinking positively. In addition, awareness of learning from mistakes helped learners to reduce their L2 speaking anxiety. In this sense, these ideas were in line with those of Lee (2014), which suggested three ways to alleviate the L2 speaking anxiety, including building positive self-esteem, developing coping skills, and creating an anxiety-reducing classroom environment. In Dalkılıç's (2001) study, learners reminded themselves that the foreign language learning process included making mistakes as a natural phase, and learning from mistakes was possible in addition to encouraging themselves and talking to themselves positively regarding the strategies to cope with the L2 speaking anxiety. Furthermore, Liu (2007) revealed some strategies, such as practicing more and developing self-confidence to overcome L2 speaking anxiety. When all of these are considered, it would not be wrong to say that learners looked for the solution in themselves.

To sum up, the current study justified the previous studies in the relevant literature in various aspects, such as causes, effects, and strategies to cope with L2 speaking anxiety. Along with the qualitative results, the quantitative findings also corroborated the earlier studies by indicating the moderate level L2 speaking anxiety of learners. Following this detailed exploration of the perceived levels and characteristics of learners' L2 speaking anxiety, the L2 WTC will be discussed in the next section.

L2 WTC. The current study uncovered that the perceived levels of the participants' L2 WTC appeared to be at a medium level, and this result was consistent with many previous research studies in the relevant literature (Bursali & Öz, 2017; Başöz, 2018; Cetinkaya, 2005; Ghonsooly et al., 2013; Mari et al., 2011; Öz, 2014; Şener, 2014; Temiz, 2021). Nevertheless, the results of the current study are contrary to the findings of some studies in the literature. While Wang and Liu (2017) discovered that the participants experienced L2 WTC at a low level, perceived levels of the participants' L2 WTC were revealed to be high in the study conducted by Bukhari and Cheng (2017). As the contexts of these research studies were different from each other, these distinct results can be considered natural. In addition, when the research studies mentioned above are taken into consideration, the L2 WTC of learners was mostly revealed to be at a moderate level. Therefore, the findings of the current study corroborate the results of much previous work in the relevant literature.

Turning now to the qualitative data on the factors affecting learners' L2 WTC, the current study delineated two different aspects, which are increasing factors and decreasing factors. Based on these qualitative findings, the factors increasing learners' L2 WTC were mentioned as L2-related life goals, L2 learning environment, and opportunities to improve oneself respectively. Initially, L2-related life goals, including watching foreign movies, living abroad, communicating with foreign people, travelling, and the position of English as a global language had the greatest influence on learners' L2 WTC. Similar to these findings, MacIntyre and Wang (2021) revealed that learners' L2 WTC increased when they considered themselves abroad and felt excited about their future lives. Furthermore, Lee and Lee (2020) concluded that factors, such as dreaming themselves as speakers of English in the future, working abroad, and watching videos enhanced learners' L2 WTC levels. L2-related life goals were revealed as the most mentioned aspect of the L2 WTC of participants although L2 learning environment was expressed as the major determinant of learners' L2 WTC by many research studies in the field (Başöz, 2018; Y. Cao & Philp, 2006; Kang, 2005; Peng & Woodrow, 2010). These results

are likely to be related to having more opportunities to contact foreign people because learners live in a touristic city. In this regard, they might have associated their future dreams with different countries and cultures.

The qualitative findings also demonstrated that the L2 learning environment was another factor influencing learners' L2 WTC positively. It was another aspect of increasing factors of L2 WTC, mentioned by the majority of the interview participants. In the interviews, several participants expressed that they became more enthusiastic to practice the target language when they were interested in the topic, and interlocutors they communicated with were more proficient or willing to speak English. Also, opportunities provided for them to speak English affected their willingness to speak English in a positive manner as they were conscious of the importance of active participation for the improvement of their language knowledge. These findings are consistent with that of Cao (2011) who investigated individual and environmental factors affecting learners' L2 WTC from an ecological perspective. As she found out in her study, L2 WTC of learners were affected by some environmental factors, such as topic, task type, and interlocutor while the individual factors referred to personal aspects like perceived opportunities to communicate, personality, emotion, and self-confidence. Pawlak and Mystkowska-Wiertelak (2015) also investigated the dynamic nature of L2 WTC of learners. According to the qualitative findings of their study, factors increasing their L2 WTC most were topic and partner's contribution. In another study, Syed and Kuzborska (2018) divided the factors having an impact on learners' L2 WTC into categories, including contextual, linguistic, psychological, and physiological factors. The majority of the learners reported contextual factors, such as topic, teacher, and classmates while explaining their L2 WTC. They also mentioned perceived opportunities for L2 use, which was a part of psychological factors in their study. Comparison of the findings of this research study with those of previous research demonstrated that there were different facets of the L2 learning environment affecting the L2 WTC of learners.

The final aspect increasing learners' L2 WTC was revealed to be opportunities to improve oneself. The learners reported their desire to improve themselves in many aspects, such as work life, education life, and learning different cultures as the driving force of their L2 WTC. These results are in agreement with those obtained by Chen (2018). Corroborating the results of the current study, some factors affecting learners' L2 WTC, such as usefulness, a rise of communication confidence, and development in L2 communication strategies were detected.

Learners expressed that consciousness related to the importance of English for their development enhanced their L2WTC. As mentioned before, the relevant literature consists of many studies focusing on different aspects, such as the L2 learning environment while describing the factors increasing the L2 WTC of learners. In addition, some researchers addressed personal characteristics to explain the factors enhancing L2 WTC of learners (Alemi et al., 2013; Başöz, 2018; Y. Cao, 2011; Cetinkaya, 2005). However, opportunities to improve oneself was not a common outcome in the relevant literature although it was another noteworthy finding mentioned by several participants in the current study. A possible explanation for this might be that the learners were in their first year of university lives, and they had various plans and dreams both for their education lives and work lives.

As for the decreasing factors of the L2 WTC of learners, five broad themes, including interlocutor effect, lack of competence, fear of failure, homework, and impatience emerged from the qualitative data analysis. In this regard, this study supports evidence from previous research studies (Altiner, 2017; Başöz, 2018; Cao & Philp, 2006; Jung, 2011; Kang, 2005; Matsuoka, 2006; Riasati, 2012; Syed & Kuzborska, 2018). As the majority of the participants reported, the interlocutors serve an important function in decreasing their L2 WTC, which confirmed the findings of the previous studies carried out by Kang (2005) and Riasati (2012). Moreover, L2 proficiency was also a major determinant affecting the L2 WTC of learners. They reported that difficulties they experienced to convey their ideas decreased their L2 WTC. This finding was also reported by Syed and Kuzborska (2018). Another reported factor decreasing learners' L2 WTC was fear of failure, which supported the findings of the study carried out by Matsuoka (2006) and Jung (2011). A possible explanation for this factor might be that the learners care about how they are perceived by other people a lot since they are exposed to a culture where other-driven elements are dominant. In addition, homework was found to be one of the important factors lessening L2 WTC, and this finding seems to be consistent with that of Cao (2014) who found the task type as one of the L2 WTC determinants. As can be seen above, participants' L2 WTC can be affected by various factors, either personal or environmental.

The Ideal L2 Self. During foreign language education, the ideal L2 self functions as a strong driving force for learners as they would like to decrease the disparity between their actual selves and ideal selves (Dörnyei, 2009). The ideal L2 self particularly has a fundamental role in an EFL context where students do not own many chances to make use of the foreign language apart from the classroom (Munezane, 2013). For this reason, perceived levels and

characteristics of the participants' ideal L2 selves were investigated in the current study. Based on the quantitative data, participants had comparatively high ideal L2 selves, namely they had positive self-images about their future lives. Comparison of the findings with those of previous studies has indicated that students who learn English as a foreign language experienced high levels of ideal L2 self (Demir Ayaz, 2016; Kim & Kim, 2014; Öz, 2015; Papi, 2010; Ryan, 2009). For instance, Ryan (2009), who intended testing the ideal L2 self as a concept empirically and investigated this notion in a Japanese context, uncovered that university students learning English had a high level of ideal L2 self. He found strong empirical findings for the reinterpretation of L2 motivation depending on the concept of the ideal L2 self. In addition, Öz (2015) examined how the ideal L2 self and intercultural communicative competence are related and whether the ideal L2 self predicts learners' intercultural communicative competence or not. He found out that most of the learners had a high level of ideal L2 self. However, the current study's outcome concerning the ideal L2 self levels of learners differed from that of Bursali and Oz (2017) who found just a quarter of the participants have a high level of ideal L2 self. The reason underlying this contradictory result might be the differences among various learning contexts as the participants of that study (Bursali & Oz, 2017) also had a lower level of L2 WTC.

Building on these findings, the qualitative results also highlighted several aspects related to learners' ideal L2 selves, including causes and effects. To initiate with the causes, work turned out to be the most distinctive characteristic of learners' ideal L2 selves. Learners imagined themselves while using English in their future workplaces competently. While some of them imagined living and working abroad, others expressed the importance of learning English to improve themselves in their jobs. Another vivid aspect of learners' ideal L2 selves was discovered to be social life. Learners reported their L2-related dreams, such as travelling abroad, communicating with people from different cultures, and watching videos. Also, learners were found to have imagined self-images related to education. They voiced their L2-related educational desires, such as joining Erasmus or Work and Travel programs, and master plans abroad. These outcomes are in line with those of the study carried out by Altiner (2017) as the learners reported their desires to use their English knowledge in their future careers. They also stated how English would be advantageous while travelling and communicating with foreign people. Furthermore, learners shared their wishes related to using English at work in a qualitative study conducted by Kim (2009b).

The next aspect of learners' ideal L2 selves based on the qualitative findings is related to effects. Improving language competency was found to be a very salient characteristic of learners' ideal L2 selves. Students verbalized how their ideal L2 selves affected their foreign language development. Especially, they focused on learning new vocabulary. In addition, learners reported that as they imagined themselves as competent users of English, they tended to ask questions to their peers or teachers comfortably when they had any. In order to make their dreams come true, learners made more effort for increasing their ability to use English efficiently. The results in relation to the effects of the ideal L2 self on learners corroborate the ideas of Dörnyei (2009) and Papi (2010) as they emphasized the promotion focus of the ideal L2 self. In this respect, learners having strong ideal L2 selves are most probably inclined to adjust their wishes to the characteristics of the L2 learning process, and their anxiety levels may decrease during foreign language learning (Peng, 2015).

The Ought-to L2 Self. Along with the ideal L2 selves of learners, the current study probed into their ought-to L2 selves, as well. The quantitative findings uncovered that participant learners' ought-to L2 selves were at a moderate level. Different scholars also accessed similar results for the ought-to L2 selves of learners in previous research (Demir Ayaz, 2016; Jang & Lee, 2019; Papi, 2010). The investigation of the ought-to L2 self was considered noteworthy for the current study because learners' language learning process is influenced by it as mentioned in the relevant literature (Taguchi et al., 2009). Regarding how it affects foreign language learners, the ought-to L2 self has a prevention focus, and it affects the L2 anxiety negatively as underscored by Dörnyei (2009) despite the ideal L2 self's positive effects. Corroborating this idea, Papi (2010) concluded that students having a strong level of ought-to L2 self tended to be more anxious in language learning process. It seems quite normal since fear of negative evaluation is a vivid aspect of L2 anxiety.

Along with the results pointing to the learners' ought-to L2 selves quantitatively, qualitative data provided the characteristics of this concept as follows: L2-related expectations and effects of others' opinions. The first facet of the ought-to L2 self turned out to be L2-related expectations, and students reported what the other people's expectations associated with their L2 learning were. They were generally expected to communicate with foreign people fluently when they were faced with a situation like that. These expectations were quite expected due to the research context of the current study. Besides, learning a foreign language was considered a necessity for them to find a good job. This outcome was in line with those obtained by Islam

et al. (2020). They found out that learners felt obliged to speak English in order to have a good status in society and find a good job easily. Nevertheless, the motivational force of the ought-to L2 self was also mentioned as learning English was regarded as a responsibility to satisfy other people's expectations by learners. One other aspect of the learners' ought-to L2 selves referred to the effects of others' opinions. While some students reported that they did not care about what other people expected, others mentioned the encouraging effects of these expectations on their learning process. Along with these positive ideas, some students expressed how other people's thoughts put pressure on them. This result confirmed the data obtained in a previous study (Ali et al., 2021) which showed that the participants were afraid of failure because they did not want to destroy other people's expectations. However, they also found that the ought-to L2 self had a motivating effect on learners as it provided an environment for conscientiousness. All in all, the ought-to L2 self has both positive and negative impacts on learners. While the other people's expectations function as a trigger for them to learn English, the ought-to L2 self may also increase their L2 anxiety levels owing to fear of failure and fear of negative evaluation.

L2 Motivation. While learning a language, L2 motivation is regarded as a driving force to initiate learning and maintain the long-lasting process. Furthermore, it seems unlikely for learners with low levels of L2 motivation to pursue the L2 learning process even if they are brilliant students as expressed by Cheng and Dörnyei (2007). From this perspective, the investigation of L2 motivation plays an important role in the current study. Depending upon the quantitative data, learners were discovered to have a comparatively high level of L2 motivation. Similar results were also obtained for L2 motivation in previous studies (Kim & Kim, 2012; Kormos & Csizér, 2008). For example, Kormos and Csizér (2008) conducted a study to explore how learners' motivations to learn a language differed based on their ages, and three cohorts of language learners participated in this study. Concerning tertiary level EFL learners, they had almost the same level of L2 motivation as the participants of the current study. This outcome diverged from that of Başöz (2018) who found that participants had a moderate level of L2 motivation, but the L2 motivation levels of learners in the current study were not noticeably high when compared to the study carried out by Başöz (2018).

Regarding the explanation related to the perceived levels of learners' L2 motivation, the quantitative findings were followed by qualitative findings to uncover the perceived characteristics of learners' L2 motivation. The qualitative data underscored two different

aspects of learners' L2 motivation, including promoting factors and impeding factors. Initially, learners reported the factors increasing their L2 motivation levels, and social life turned out to be the most vivid aspect of promoting factors. Communicating with foreign people, improving themselves, dreaming of themselves as competent users of English, and being able to watch movies without any comprehension problems emerged as initial motivators for learners with respect to promoting factors. In other words, learners were motivated by their desire to use English in their daily activities, such as interaction with different people and watching movies. Consistent with these results, Öztürk (2012) expressed that interview participants shared their wishes about contacting foreign people, living abroad, watching TV series while defining the factors motivating them. In addition, professional life constituted the second category, referring to factors related to learners' future jobs. The outstanding motivators associated with their professional lives were revealed to be finding a good job and the position of English in the globalizing world. English is the medium of instruction in many schools and the language of online sources, so this condition also appeared to boost these learners' L2 motivation. These results are in agreement with those obtained by a previous study (Nawaz et al., 2015). In their study, the place of English as an international language, having a good status in society thanks to speaking English and being able to find a good job were revealed as important factors affecting learners' L2 motivation in terms of professional life. Considering these promoting factors of L2 motivation, these two aspects, social life and professional life, are quite expected as they correspond to the famous distinction between extrinsic and intrinsic motivation made by Deci and Ryan (1985).

Besides these promoting factors, students also underscored some impeding factors that weaken their motivation to learn English. Based on the qualitative findings, external factors which decreased learners' L2 motivation were more apparent compared to the internal factors. To clarify the external factors having a negative effect on learners, peer effect and lack of language competency were appeared to be the most vivid demotivators. To put it differently, learners' comparing themselves with their peers or being obliged to speak to unwilling peers had a negative impact on learners' L2 motivation together with the fact that students perceived themselves as inadequate. In accordance with the present results, Lee (2001) reported that self-confidence in language proficiency and relationship with classmates were mentioned as factors having negative effects on learners' L2 motivation. The other external demotivators for students were not having enough time for their hobbies, monotonous lessons, homework, and being

afraid of failure respectively. As for the internal factors reducing learners' L2 motivation, learners reported their impatience, forgetfulness, habits of procrastination, and distractibility. Especially, impatience was mentioned by some students. Although they were motivated to learn English, their L2 motivation levels tended to decrease from time to time as they wanted to see the outcome of their efforts immediately. When the fluctuant nature of L2 motivation is taken into consideration, this situation seems quite comprehensible.

5.2.2. Relationships between Learners' L2 Speaking Anxiety, L2 WTC, Ideal and Ought-to L2 Selves and L2 Motivation

Upon exploring the levels and characteristics of learners' L2 speaking anxiety, L2 WTC, the ideal and ought-to L2 selves, and L2 motivation, the current study also probed into the relationships between the learners' L2 speaking anxiety and other variables. According to the results, all the variables were correlated with the L2 speaking anxiety significantly, and the strongest positive correlation was revealed between the L2 speaking anxiety and the ought-to L2 self. The ought-to L2 self, referring to L2-related qualifications learners believe they need to possess with the aim of meeting other people's expectations and running away from adverse outcomes, had a prevention focus (Dörnyei, 2009). Basically, learners with strong ought-to L2 selves tended to feel more anxious during the language learning process as corroborated by Papi (2010). Moreover, the moderate relationship between the L2 speaking anxiety and the ought-to L2 self can be associated with the concept of fear of negative evaluation defined by Horwitz et al. (1986) as one of the components of foreign language anxiety. Although being watched and evaluated by others is in the nature of activities requiring speaking English, learners may be sensitive to hearing the ideas of others. From this point of view, they may avoid these evaluative situations as a result of feeling anxious. Gregersen and Horwitz (2002) confirmed this idea by indicating that if learners are worried about the impressions they leave on people, they are inclined to minimize the possible situations they may be evaluated negatively.

The findings of the present study also uncovered that L2 WTC was correlated with L2 speaking anxiety negatively at a moderate level. It indicates that learners with high levels of L2 speaking anxiety are inclined to be unwilling to participate in activities requiring L2 communication. The finding regarding the negative correlation between the L2 speaking anxiety and L2 WTC support those of other studies in this area (Başöz, 2018; Denies et al., 2015; Khajavy et al., 2016; Lee & Lee, 2020a). Taking these previous studies and the present

finding into consideration, learners' L2 anxiety levels play a crucial role in determining how eager students are to join in the activities in which the use of target language is essential. To put it differently, the more anxious learners are in situations requiring L2 use, the more reluctant they are to be present in these situations. In addition, the obtained correlation between L2 WTC and L2 speaking anxiety might be explained by communication apprehension, which was marked as one of the three elements of foreign language anxiety (Horwitz et al., 1986). Communication apprehension is regarded as a kind of anxiety learners are faced with when they need to communicate with people, and avoidance behaviors are generally considered one of the most vivid effects of it. Pearson et al. (2011) confirm that communication apprehension is associated with unwillingness to communicate. Therefore, it seems possible to conclude that learners having high levels of L2 speaking anxiety are inclined to be reluctant and avoid situations requiring L2 communication.

As for the relationship of L2 speaking anxiety with other variables, the ideal L2 self, and L2 motivation had weak correlations with the L2 speaking anxiety, but still they were correlated with it negatively to some extent. To begin with, a negative relationship was revealed between the ideal L2 self and L2 speaking anxiety. To clarify, learners who possess high levels of L2 speaking anxiety may have difficulty imagining themselves as competent users of English. The ideal L2 self refers to learners' internalized desires related to becoming competent foreign language users, and it has a promotion focus in contrast to the ought-to L2 self (Dörnyei, 2009). As the ideal L2 self has a fundamental role in encouraging learners for foreign language education, the lack of it will most probably affect the language learning process negatively. This implies that if learners have strong ideal L2 selves, their anxiety levels will possibly decrease. Considering the relevant literature, previous studies also supported the negative correlation between the ideal L2 self and L2 speaking anxiety (Papi, 2010; Peng, 2015; Ueki & Takeuchi, 2012). Comparison of the findings with those of previous studies justifies that learners who do not have strong and clear images of their ideal L2 selves have a predisposition to feel anxious while communicating with people during the language learning process when compared to learners having such images.

Lastly, the study investigated whether L2 speaking anxiety and L2 motivation are related or not, and a weaker negative correlation was detected between them. Based on this relationship, students having high levels of L2 speaking anxiety are susceptible to be less motivated to learn English, or highly motivated learners are inclined to be less anxious while

using it. This finding shows parallelism with those of previous studies in the relevant literature (Huang, 2004; Liu & Huang, 2011; Luo, 2018; Öztürk, 2012). High motivation and low anxiety are regarded as essential elements for a foreign language learning environment (Brown et al., 2001). Since L2 motivation serves a crucial function in maintaining the language learning process as mentioned before, the lack of it may cause learners to behave more anxiously while learning a foreign language. Otherwise, learners who are extremely motivated to learn a foreign language may also suffer from anxiety as stated by Luo (2011). In this respect, students need to be aware of the factors motivating them to learn a foreign language and therefore minimize their anxiety levels to benefit from the sources of their L2 motivation.

5.2.3. Predictors of L2 Speaking Anxiety

The ultimate aim of the present study was to delve into the predictors of L2 speaking anxiety, and the findings revealed which variables of the relevant study predict the learners' L2 speaking anxiety most after explaining the relationship of it with L2 WTC, the ideal and ought-to L2 selves, and L2 motivation. Based on these findings, three of the variables, which are the ought-to L2 self, L2 motivation, and the ideal L2 self, appeared to be significant predictors of the L2 speaking anxiety although L2 WTC did not make a significant contribution to explaining it. As for the strongest predictor of the L2 speaking anxiety, the ought-to L2 self was found as the strongest and the only positive antecedent having a predictive power in elucidating it. This finding is consistent with that of Peng (2015) who found the ought-to L2 self as the strongest predictor of L2 anxiety. From this perspective, learners feel anxious while speaking English as they care about other people's opinions a lot. In other words, students experience L2 speaking anxiety as a result of being afraid of negative evaluation by other people. However, the ought-to L2 self did not contribute to explaining L2 anxiety significantly in a previous study conducted by Yang (2012). This inconsistency may be due to the difference between the research contexts as Yang (2012) conducted her study in a Taiwanese context. In addition, it might be explained by the internalization of various aspects of the ought-to L2 self (Dörnyei, 2009), and this internalization of other people's thoughts can be justified by a culture-specific perspective. Learners might have been affected by the collectivist characteristics of Turkish culture (Yetim, 2003). As a result of the effect of society which they are exposed to all through their lives, their L2 anxiety levels may increase in situations requiring L2 communication with other people.

Following the ought-to L2 self, the second strongest predictor of the L2 speaking anxiety was revealed to be L2 motivation, which accounted for it negatively. This finding is in line with that of Luo (2011, 2018) who investigated the predictors of L2 speaking anxiety and found L2 motivation as one of the significant negative predictors. According to these results, learners having L2 motivation at low levels tend to experience more L2 speaking anxiety while learning that language. Students may perceive the language learning process as a painful and frustrating experience (Tóth, 2007). On the contrary, having extreme levels of L2 motivation may cause learners to feel anxious during the language learning process. In either case, L2 motivation contributes to the explanation of L2 speaking anxiety, and it plays a crucial role in determining learners' L2 speaking anxiety. A possible explanation for this result in the current study may be the driving force of L2 motivation to initiate learning and maintain the process as mentioned before. Foreign language education is a longitudinal process, and learners need to possess L2 motivation throughout the process. However, the lack of it may cause the learners to feel more anxious during language learning, and this situation may pose a problem in their language development.

The last predictor, which made a significant contribution to explaining the L2 speaking anxiety negatively was found to be the ideal L2 self. This result corroborates the study carried out by Peng (2015), who found the ideal L2 self as the second strongest predictor, which accounted for the L2 anxiety negatively. In addition, the ideal L2 self was detected as a negative predictor of L2 anxiety in a previous study carried out by Papi (2010). Depending on these previous studies, learners who are highly anxious during language learning most probably experience problems about possessing strong and vivid images of their ideal L2 selves. In other words, highly anxious students may have difficulty dreaming of themselves while using English competently. Along with supporting the relevant studies, the current study made a contribution to the literature because this study is particularly concerned with L2 speaking anxiety as different from previous research. Furthermore, the ideal L2 self was revealed to be the best predictor of the L2 anxiety with a positive contribution in Yang's (2012) study, and the regression model in her study put forward that highly anxious L2 learners are prone to possess high expectations and desires about being proficient users of English. A possible explanation for this might be the difference between the participants because the participants in Yang's (2012) study were undergraduate students majoring in Applied English, and their perspectives to learning a foreign language were most probably distinct from the participants of the current

study. The strong predictive force of the ideal L2 self may be clarified by the promotion focus of it mentioned before. Based on the current findings, it seems that learners having strong L2-related self-images about their future lives are inclined to study more to achieve their dreams, and this is likely to reduce their L2 speaking anxiety levels in turn.

In contrast to the other variables of the current study, L2 WTC did not make a significant contribution to the regression model of L2 speaking anxiety although a negative correlation was revealed between them. Regarding this results of the current study, several previous studies supported the correlation between L2 WTC and L2 anxiety (Başöz, 2018; Denies et al., 2015; Khajavy et al., 2016; Lee & Lee, 2020a; MacIntyre et al., 2003; Yashima et al., 2004). However, the study conducted by Alemi et al. (2011) differs from the findings presented as the results of that study did not show a significant relationship between L2 WTC and L2 anxiety. They concluded that learners' anxiety levels did not play a role in determining their decisions to join in the activities requiring L2 use. As for the nonsignificant contribution of L2 WTC to the regression model of the L2 speaking anxiety in the current study, a probable justification for this might be the reciprocal relationship between these two variables because a negative significant correlation was revealed between them. To clarify, the direction of the relationship may be the other way around, and the L2 speaking anxiety may have a predictive power on L2 WTC. In other words, one source of learners' unwillingness to participate in L2 communication activities may be their high levels of L2 speaking anxiety. Corroborating this idea, Peng (2015) found L2 anxiety as the strongest direct predictor of L2 WTC. Building on this finding, the current study was able to elaborate on the relationship between L2 speaking anxiety and L2 WTC.

5.3. Conclusion

Foreign language anxiety has been examined by various researchers in the relevant literature, and there are also several studies dealing with foreign language speaking anxiety both in the Turkish EFL context and in other language teaching contexts around the world because speaking is regarded as the most anxiety-provoking skill among others. L2 speaking anxiety as a psychological factor is a complex and multifaceted construct that is prone to be affected by various psychological factors. However, there still exists a research gap addressing predictors of L2 speaking anxiety from a psychological angle within the scope of foreign language

education. To my knowledge, what psychological factors may explain the L2 speaking anxiety has not been studied sufficiently in earlier research, especially in the Turkish EFL context. Hence, this study aimed to contribute to the literature by investigating the factors the L2 speaking anxiety is correlated with and the predictors of L2 speaking anxiety in an attempt to minimize its debilitating effects on learners' foreign language development ultimately.

To achieve the purpose of the current study mentioned above, four major research questions were answered. Firstly, learners' levels of the L2 speaking anxiety, L2 WTC, the ideal and ought-to L2 selves, and L2 motivation were revealed based on the quantitative results. While learners appeared to have moderate levels of L2 speaking anxiety, L2 WTC and ought-to L2 self, their ideal L2 self and L2 motivation levels turned out to be comparatively high. Secondly, qualitative data collected by semi-structured interviews were analyzed to offer deeper insights into the perceived characteristics of their L2 speaking anxiety, L2 WTC, ideal and ought to L2 selves, and L2 motivation. Through the content analysis of the qualitative data, how learners perceived their L2 speaking anxiety, L2 WTC, ideal and ought-to L2 selves, and L2 motivation was examined and explained in detail. Thirdly, the correlations between L2 speaking anxiety and the other variables, including L2 WTC, the ideal and ought-to L2 selves, and L2 motivation were found. The results demonstrated that the strongest positive correlation was between the L2 speaking anxiety and the ought-to L2 self. Following this, L2 WTC, the ideal L2 self, and L2 motivation displayed negative correlations with the L2 speaking anxiety respectively. Lastly, the present study revealed the predictors of L2 speaking anxiety as an ultimate goal. The strongest and the only positive predictor turned out to be the ought-to L2 self. It was followed by L2 motivation and the ideal L2 self, which made a negative contribution to explaining the L2 speaking anxiety respectively. However, L2 WTC did not contribute to the regression model of L2 speaking anxiety in a statistically significant way.

5.4. Pedagogical Implications

Anxiety experienced by foreign language learners during the language learning process is not something affecting their language development negatively all the time. As mentioned before, facilitating anxiety which was asserted by Alpert and Haber (1960) may trigger students to struggle for learning the new tasks and make the learning environment a better place. Therefore, it seems more beneficial for learners to find some solutions for minimizing their L2

speaking anxiety levels instead of trying to wipe it out. Regarding the findings of the current study, the L2 speaking anxiety of learners seems to be affected by different psychological variables, such as L2 WTC, the ideal and ought-to L2 selves, and L2 motivation. In this respect, the following implications can be made in order to minimize the negative effects of the L2 speaking anxiety on learners' language learning development and turn the situation around.

Considering the findings of the present study, the adverse effects of the learners' ought-to L2 selves need to be dealt with to decrease their L2 speaking anxiety levels as the strongest predictor of their L2 speaking anxiety was revealed as the ought-to L2 self. In this respect, learners' awareness concerning their needs and objectives may be raised to lessen the demotivating effects of having strong ought-to L2 selves. Managing learners' tendency to internalize L2-related expectations of other people too much is of paramount importance because learners' ought-to L2 selves may affect their L2 motivation in an adverse manner. Instead, helping learners to set clear goals for learning English and increasing their awareness related to these goals to maintain learning the language confidently may enhance learners' motivation to learn English. This is where the ideal L2 self gets involved. However, the ought-to L2 self is not an aspect that is just disadvantageous for learners' language development. On the contrary, it is essential for learners to get motivated for learning a foreign language. As Dörnyei and Ushioda (2011) specified, one of the nine essential conditions for future self-guides to be able to utilize their full motivational capacity is the harmony between the ideal and ought-to L2 selves. They need to be compatible with each other as learners' motivation to learn a foreign language might be affected by the conflict between them negatively. Regarding this, increasing the strength of the learners' ideal L2 selves comes into prominence. In other words, learners' ideal L2 selves, namely their L2-related dreams, hopes, and aspirations might be enhanced more to increase their motivation for learning English.

Thus, effective visionary training would be a meaningful pedagogical implication of the present study. Visualization is a powerful technique to create strong future self-guides (Magid, 2011), and it is possible for learners to bridge the gap between their actual selves and desired selves when the necessary conditions are provided. Based on this perspective, Mackay (2015) and Magid (2011) applied intervention programs they designed to motivate their participants for the enhancement of their future possible selves. The results obtained in their studies demonstrated that visionary training helped learners to strengthen their ideal L2 selves as the participants' ideal L2 selves enhanced significantly after the implementation of the intervention

program. Furthermore, helping learners to develop their L2 motivation and L2 WTC while decreasing their L2 anxiety is possible thanks to visionary training. To initiate with L2 motivation, it may be increased as long as the learners' possible selves are made available as pointed out by Norman and Aron (2003). Also, learners may have high levels of L2 WTC with the help of visualization and setting clear goals for learning a foreign language (Munezane, 2013). As for the L2 anxiety, the significant relationship of it with the other variables, such as L2 WTC and L2 motivation was revealed by many previous studies (Liu & Jackson, 2008; Luo, 2018). Building on these findings of previous research, the current study highlighted the links of L2 speaking anxiety with L2 WTC and L2 motivation along with the other variables. Taking all these into consideration together, visionary training implemented by Mackay (2015) decreased learners' L2 anxiety levels while increasing their L2 WTC and L2 motivation. In this respect, the role of visionary training in terms of improving conditions in foreign language education is hard to disregard. However, applying more longitudinal studies would be more helpful as it was not possible to obtain long-term effects of the intervention program, especially for the ought-to L2 self, whose development takes a long time.

Another implication that can be made based on the current study is related to providing learners with opportunities in terms of motivating learners to use English outside the classroom in addition to the lessons. Students are exposed to the language throughout the lessons during the day, but they do not have many chances to use it in their daily lives. Also, topics they are exposed to during the lessons are limited by the content of some coursebooks. In this respect, creating different extracurricular activities might be helpful for students to communicate in English as they are beneficial for foreign language education (Ginosyan et al., 2020; Reva, 2012; Zakhir, 2019). A variety of extracurricular activities may be designed by considering different interests of learners for all levels, so learners are able to find one activity, which appeals to their interest, and participate without feeling worried about their grades. For instance, learners interested in history may gather around the same table to communicate in English for an activity designed about history, or students who are keen on cooking may come together to talk about recipes or famous chefs. Furthermore, learners do not possess many chances to interact with foreigners in English outside the school, but they may benefit from some online tools in this respect. They became familiar with online education tools after they experienced online education due to the pandemic. Therefore, using various websites to interact with foreign people by using English might be helpful for them to get exposed to the language more.

Creating an online setting for students to communicate with foreign students from different countries might be motivating, and their willingness to communicate in English may be affected positively. Also, they may experience L2 speaking anxiety less as there is not a factor increasing their anxiety level like grades.

The last implication is related to the instructors with regard to the findings of the current study. Having a non-threatening classroom atmosphere is of utmost importance for learners to concentrate on their language development as the ultimate goal of the present study is minimizing the negative effects of L2 speaking anxiety. Regarding this, more efforts need to be made to build a classroom environment where learners feel secure and willing to learn English. As making mistakes and fear of being evaluated by the teacher or peers negatively are common issues among learners, it might be helpful to focus on this area. It is necessary to raise awareness of students that it is natural to make mistakes. Learners need to be conscious of the prominence of participation in classroom activities for their language development, and therefore their L2 WTC, L2 motivation, and L2 speaking anxiety levels may be influenced positively. In addition, the implication associated with instructors may be extended to teacher education. Awareness-raising training related to possible selves, L2 WTC, L2 motivation need to be incorporated into pre-service and in-service teacher education programs. It is essential for teachers to comprehend how these psychological factors affect learners' language development in order to be able to help students.

5.5. Recommendations for Future Research

Together with the pedagogical implications mentioned above, the current study also provides some recommendations for further research into the aspects related to L2 speaking anxiety. The current study intended to find out tertiary level Turkish EFL learners' English-speaking anxiety and its relationship with their willingness to communicate, ideal and ought-to L2 selves, and motivation via both quantitative and qualitative data. The ultimate purpose was to reveal what predict the L2 speaking anxiety most to be able to lessen the adverse effects of it on learners' language development. Also, efforts were made to select the variables which may influence L2 speaking anxiety most. However, the following suggestions may shed light on future research because of the aforementioned limitations of the current study.

First of all, tertiary-level Turkish EFL learners were selected as participants of the present study. However, the results related to the variables in this study may show a change if they are researched with learners from different cultures. It is also possible to obtain results that are different from the results of the present study if the participants are selected from high school, secondary school, or primary school. In this respect, Henrich et al. (2010) highlighted that it is hard to generalize a particular behavioral phenomenon depending on a single population. As mentioned above, the current study included several variables, such as L2 speaking anxiety, L2 WTC, the ideal and ought-to L2 selves, and L2 motivation. Therefore, it might be possible to replicate the present study by selecting participants who have distinct educational, cultural, and socioeconomic backgrounds in future investigations.

Another suggestion for further studies is to conduct a longitudinal study to examine the role of psychological factors in explaining learners' L2 speaking anxiety. Anxiety in foreign language education can be studied under three categories, including state anxiety, trait anxiety, and situation-specific anxiety as stated by Macintyre and Gardner (1991). Also, the other variables, such as L2 motivation and L2 WTC are prone to fluctuations over time during foreign language education. However, it was hard to capture the dynamic nature of some factors like motivation and anxiety because of the cross-sectional nature of the current study. Future longitudinal studies on the current topic are therefore recommended to overcome this limitation. Different data collection methods like reflective journals might also be included in future research as they may offer insights into the dynamic nature of the variables. Also, more variables may be selected based on learners' psychology to provide a deeper understanding of the predictors of L2 speaking anxiety.

Finally, the quantitative data of the current study were subjected to standard multiple regression with the aim of exploring the predictors of L2 speaking anxiety. Based on the results of the regression, it was possible to explore to what extent the variables selected for this study explain L2 speaking anxiety. However, the results were restricted with showing the relationship of L2 speaking anxiety with the other variables and the role of these variables in explaining L2 speaking anxiety. It was not possible to see multivariate causal relationships among all variables of the current study. Regression results also demonstrated the nonsignificant contribution of L2 WTC to the regression model although L2 WTC and L2 speaking anxiety were revealed to be negatively correlated with each other. Considering these results obtained via multiple regression, further research might be conducted to elaborate on the interrelationships among

the variables by using structural equation modeling (SEM). By means of running SEM, it may be possible to develop a full and more vivid picture of L2 speaking anxiety.

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APPENDIX 1: THE COMPOSITE SURVEY INSTRUMENT (TURKISH)

Türkiye’de Üniversite Düzeyinde Yabancı Dil Olarak İngilizce Öğrenimi Bağlamında Yabancı Dil Konuşma Kaygısının Yordayıcıları

Sevgili öğrenciler,

Bu form, Türkiye’de üniversite düzeyinde yabancı dil olarak İngilizce öğrenen öğrencilerin İngilizce konuşma kaygısını ve bunun iletişim kurma isteklilikleri, ideal ve zorunlu yabancı dil benlikleri ve motivasyonları ile ilişkisinin belirlenmesini amaçlamaktadır.

Form iki ana bölümden oluşmaktadır. Bölüm 1’de kişisel bilgilere ilişkin bazı sorular sorulmuştur. Toplam beş kısımdan oluşan Bölüm 2’de katılımcıların İngilizce konuşma kaygılarını, iletişim kurma istekliliklerini, ideal ve zorunlu yabancı dil benliklerini ve motivasyonlarını belirlemeye yönelik sorular sorulmuştur. Formun cevaplanma süresi yaklaşık 15 dakikadır.

Lütfen maddeleri yanıtlamaya başlamadan önce bölüme ait yönergeyi dikkatli bir biçimde okuyunuz ve ardından her soru için sizi en iyi yansıtan seçeneği yuvarlak içine alınız. Sizlerden beklenen boş soru bırakmadan her bir soruyu eksiksiz biçimde yanıtlamanız ve maddelere içtenlikle yanıt vermenizdir. Dolduracağınız formdaki maddelerin doğru veya yanlış bir yanıtı yoktur. Çalışmadan elde edilen sonuçlar bireysel değil, genel olarak değerlendirilecektir. Vereceğiniz yanıtlar gizli tutulacak ve bilimsel araştırma amacı dışında kullanılmayacaktır. Çalışmaya katıldığınız için teşekkür ederim.

Gonca Nur ÖLMEZ
Akdeniz Üniversitesi
İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi

BÖLÜM 1

Kişisel Bilgiler

- a) Yaşınız:
- b) Cinsiyetiniz:
- c) Öğrenci numaranız:
- d) Bölümünüz:
- e) Dil Seviyeniz:
- f) Şubeniz:

BÖLÜM 2

A. İngilizce Konuşma Kaygısı

Aşağıdaki maddeleri İngilizce konuştuğunuz durumlarda kendinizi ne kadar kaygılı hissettiğinizi göz önünde bulundurarak okuyunuz. Her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

Lütfen hiçbir maddeyi bos bırakmayınız.

	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen katılıyorum
1 İngilizce derslerinde konuşurken kendimden emin olamıyorum.	1	2	3	4	5
2 İngilizce derslerinde konuşurken hata yapmaktan korkuyorum.	1	2	3	4	5

3	İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.	1	2	3	4	5
4	İngilizce derslerinde öğretim görevlisinin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5	İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.	1	2	3	4	5
6	İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten utanıyorum.	1	2	3	4	5
7	İngilizceyi ana dili İngilizce olan insanların yanında kullanırken rahatsız olurum.	1	2	3	4	5
8	Öğretmenin hangi hataları düzelttiğini anlamamak beni üzüyor.	1	2	3	4	5
9	İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.	1	2	3	4	5
10	İngilizce öğretmenimin yaptığım her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5
11	İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.	1	2	3	4	5
12	Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.	1	2	3	4	5
13	Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.	1	2	3	4	5
14	İngilizce derslerinde konuştuğum zaman hem heyecanlanıyorum hem de kafam karışıyor.	1	2	3	4	5
15	İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.	1	2	3	4	5
16	İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısı beni kaygılandırıyor.	1	2	3	4	5
17	İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.	1	2	3	4	5
18	İngilizce öğretmenim cevabımı önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.	1	2	3	4	5

B. İletişim Kurma İstekliliği

Aşağıdaki maddeleri sınıf içinde İngilizce konuştuğunuz durumlarda kendinizi ne kadar istekli hissettiğinizi göz önünde bulundurarak okuyunuz. Her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

Lütfen hiçbir maddeyi boş bırakmayınız.

	Neredeyse hiçbir zaman istekli değilim	Bazen istekliyim	Ne istekliyim ne isteksizim	Genellikle istekliyim	Neredeyse her zaman istekliyim	
1	Bir grup içinde yaz tatiliniz hakkında konuşmak	1	2	3	4	5
2	Öğretmeninizle ev ödeviniz hakkında konuşmak	1	2	3	4	5
3	İlk olarak o sizinle konuşursa bir yabancıyla sohbet etmek	1	2	3	4	5
4	Tamamlamanız gereken bir görevle ilgili kafanız karıştığında yönerge/açıklama istemek	1	2	3	4	5
5	Sırada beklerken bir arkadaşla konuşmak	1	2	3	4	5
6	Bir tiyatro oyununda oyuncu olmak	1	2	3	4	5
7	En sevdiğiniz oyunun kurallarını anlatmak	1	2	3	4	5
8	Monopoly gibi İngilizce bir oyun oynamak	1	2	3	4	5

9	İngilizce roman okumak	1	2	3	4	5
10	Bir gazetede İngilizce bir makale okumak	1	2	3	4	5
11	Bir mektup arkadaşınızdan gelen İngilizce yazılmış mektupları okumak	1	2	3	4	5
12	Yazarın bilerek basit sözcük ve yapıları kullanarak size yazdığı kişisel mektup veya notları okumak	1	2	3	4	5
13	Kitap gibi, satın alabileceğiniz kaliteli bir eşya bulabilmek için gazetede bir reklamı okumak	1	2	3	4	5
14	Popüler filmlerin İngilizce inceleme yazılarını okumak	1	2	3	4	5
15	Okul arkadaşlarınızı bir hafta sonu partisine çağırmak için davetiye yazmak	1	2	3	4	5
16	En sevdiğiniz hobiniz için yönergeler yazmak	1	2	3	4	5
17	En sevdiğiniz hayvan ve alışkanlıkları hakkında bir yazı yazmak	1	2	3	4	5
18	Bir öykü yazmak	1	2	3	4	5
19	Bir arkadaşına mektup yazmak	1	2	3	4	5
20	Bir gazete makalesi yazmak	1	2	3	4	5
21	Bir dergideki "eğlence" testine cevaplar yazmak	1	2	3	4	5
22	Yarın yapmanız gereken şeylerin listesini yazmak	1	2	3	4	5
23	İngilizce yönergeleri dinlemek ve bir görevi tamamlamak	1	2	3	4	5
24	Tarifi İngilizce olan bir keki pişirmek	1	2	3	4	5
25	İngilizce bir başvuru formu doldurmak	1	2	3	4	5
26	İngilizce konuşan birinden yol tarifi almak	1	2	3	4	5
27	İngilizce bir filmi anlamak	1	2	3	4	5

C. İdeal Yabancı Dil Benliği

Aşağıdaki maddeleri dikkatlice okuyup sizi en iyi yansıttığını düşündüğünüz seçeneği işaretleyiniz.

Lütfen hiçbir maddeyi boş bırakmayınız.

		Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1	Kendimi yurtdışında yaşarken ve İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
2	Kendimi yurtdışında yaşarken ve oradakilerle iletişim kurmak için etkili bir şekilde İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
3	Yabancılarla İngilizce konuştuğum bir durum hayal edebiliyorum.	1	2	3	4	5
4	Kendimi uluslararası arkadaşlarımla İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
5	Kendimi İngilizce konuşabilen birisi olarak hayal ederim.	1	2	3	4	5
6	Kendimi ana dili İngilizce olan biriymişim gibi İngilizce konuşurken hayal edebiliyorum.	1	2	3	4	5
7	Ne zaman ileriki kariyerimi düşünsem kendimi İngilizce konuşurken hayal ederim.	1	2	3	4	5
8	Gelecekte yapmak istediğim şeyler İngilizceyi kullanmamı gerektiriyor.	1	2	3	4	5

9	Kendimi bütün derslerin İngilizce olarak öğretildiği bir okulda/üniversitede okurken hayal edebiliyorum.	1	2	3	4	5
10	Kendimi İngilizce e-mailleri akıcı bir şekilde yazarken hayal edebiliyorum.	1	2	3	4	5

D. Zorunlu Yabancı Dil Benliği

Aşağıdaki maddeleri dikkatlice okuyup sizi en iyi yansıttığını düşündüğünüz seçeneği işaretleyiniz.

Lütfen hiçbir maddeyi boş bırakmayınız.

		Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1	İngilizce öğreniyorum çünkü yakın arkadaşlarım bunun önemli olduğunu düşünüyorlar.	1	2	3	4	5
2	İngilizce öğrenmek zorundayım, çünkü eğer öğrenmezsem, ailemin benimle ilgili hayal kırıklığına uğrayacağını düşünüyorum.	1	2	3	4	5
3	İngilizce öğrenmek gerekli, çünkü etrafımdaki insanlar bunu yapmamı bekliyorlar.	1	2	3	4	5
4	Ailem eğitilmiş bir insan olmak için İngilizce öğrenmek zorunda olduğuma inanıyorlar.	1	2	3	4	5
5	İngilizce öğrenmeyi önemli buluyorum, çünkü saygı duyduğum insanlar bunu yapmam gerektiğini düşünüyorlar.	1	2	3	4	5
6	İngilizce öğrenmek akranlarımla/öğretmenlerimin/ailemin onayını kazanmam açısından benim için önemlidir.	1	2	3	4	5
7	Eğer İngilizceyi öğrenmezsem, bu hayatımda olumsuz bir etki yaratacak.	1	2	3	4	5
8	İngilizce öğrenmek benim için önemlidir çünkü eğitilmiş bir kişinin İngilizce konuşabilmesi beklenir.	1	2	3	4	5
9	İngilizce öğrenmek benim için önemlidir çünkü İngilizce bilgim olursa diğer insanlar bana daha çok saygı duyacaklar.	1	2	3	4	5
10	Eğer İngilizce öğrenmeyi başaramazsam insanları hayal kırıklığına uğrattırıyor olacağım.	1	2	3	4	5

E. Motivasyon

Aşağıdaki maddeleri dikkatlice okuyup sizi en iyi yansıttığını düşündüğünüz seçeneği işaretleyiniz.

Lütfen hiçbir maddeyi boş bırakmayınız.

		Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1	Eğer öğretmenim birisinin ekstrasından İngilizce bir ödevi yapmasını istese, kesinlikle gönüllü olurum.	1	2	3	4	5
2	Eğer gelecekte bir İngilizce dersi sağlanırsa, almak isterim.	1	2	3	4	5
3	Sık sık İngilizce dersinde neler öğrendiğimiz üzerine düşünürüm.	1	2	3	4	5
4	İngilizce öğrenmek için çok çaba harcamaya hazırım.	1	2	3	4	5
5	Eğer okullarda İngilizce öğretilmiyorsa, başka bir yerden İngilizce dersi almaya çalışırdım.	1	2	3	4	5

6	İngilizce ödevi söz konusu olunca, dikkatlice çalışır ve her şeyi anladığımdan emin olurum.	1	2	3	4	5
7	İngilizce öğrenmek için çok güçlü bir istek duyuyorum.	1	2	3	4	5
8	İngilizceye nasıl çalıştığımı göz önünde bulundurursak, dürüstçe söyleyebilirim ki İngilizce öğrenmeye gerçekten çabalıyorum.	1	2	3	4	5
9	İngilizce öğrenmek hayatımın en önemli yönlerinden biridir.	1	2	3	4	5
10	İngilizce ödevimi aldıktan sonra, hatalarımı düzelterek sürekli yeniden yazırım.	1	2	3	4	5
11	Kendimi İngilizce öğrenmeye sevk etme konusunda kararlıyım.	1	2	3	4	5
12	İngilizce dersinde soruları cevaplamak için mümkün olduğunca gönüllü olurum.	1	2	3	4	5
13	Eğer İngilizce konuşulan TV kanallarına erişimim olsaydı, onları sık sık izlemeye çalışırdım.	1	2	3	4	5
14	İngilizce öğrenmek için sıkı çalışma konusunda istekliyim.	1	2	3	4	5
15	Radyoda İngilizce bir şarkı duyduğumda, dikkatli bir şekilde dinler ve bütün kelimeleri anlamaya çalışırım.	1	2	3	4	5
16	İngilizce öğrenmek benim için çok önemlidir.	1	2	3	4	5
17	Eğer okul dışında İngilizce konuşma fırsatım olsa, bunu yapabildiğim kadar yapmaya çalışırdım.	1	2	3	4	5
18	İngilizce dersinde öğrendiğimiz konuyu anlamakta bir sorun yaşarsam, hemen öğretmenimden yardım isterim.	1	2	3	4	5

Çalışmaya katıldığımız için teşekkür ederim.

APPENDIX 2: THE COMPOSITE SURVEY INSTRUMENT (ENGLISH)

A. Foreign Language Speaking Anxiety

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 don't 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 classes.
7. I would feel anxious around native speakers of English.
8. I am upset when I don't understand what the teacher is correcting.
9. I don't 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.
12. I feel that the 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 don't 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 haven't prepared in advance.

B. Willingness to Communicate in English Inside the Classroom

Please indicate the frequency of time you choose to speak in English in each classroom situation.

1. ... speak in a group about your summer vacation
2. ... speak to your teacher about your homework assignment
3. ... have a conversation with a stranger if he/she talks to you first
4. ... ask for instructions/clarification when you are confused about a task you must complete
5. ... talk to a friend while waiting in line
6. ... be an actor in a play
7. ... describe the rules of your favorite game
8. ... play a game in English, for example Monopoly

9. ... read an English novel
10. ... read an English article in a paper
11. ... read letters from a pen pal written in native English
12. ... read personal letters or notes written to you in which the writer has deliberately used simple words and constructions
13. ... read an advertisement in the paper to find good merchandise, e.g., a book, you can buy
14. ... read reviews in English for popular movies
15. ... write an invitation to invite your schoolmates to a weekend party
16. ... write down the instructions for your favorite hobby
17. ... write a report on your favorite animal and its habits
18. ... write a story
19. ... write a letter to a friend
20. ... write a newspaper article
21. ... write the answers to a “fun” quiz from a magazine
22. ... write down a list of things you must do tomorrow
23. ... listen to instructions in English and complete a task
24. ... bake a cake if instructions were in English
25. ... fill out an application form in English
26. ... take directions from an English speaker
27. ... understand an English movie

C. Ideal L2 Self

1. I can imagine myself living abroad and having a discussion in English.
2. I can imagine myself living abroad and using English effectively for communicating with the locals.
3. I can imagine a situation where I am speaking English with foreigners.
4. I can imagine myself speaking English with international friends or colleagues.
5. I imagine myself as someone who is able to speak English.
6. I can imagine myself speaking English as if I were a native speaker of English.
7. Whenever I think of my future career, I imagine myself using English.
8. The things I want to do in the future require me to use English.
9. I can imagine myself studying in a university where all my courses are taught in English.

10. I can imagine myself writing English e-mails fluently.

D. Ought-to L2 Self

1. I study English because close friends of mine think it is important.
2. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.
3. Learning English is necessary because people surrounding me expect me to do so.
4. My parents believe that I must study English to be an educated person.
5. I consider learning English important because the people I respect think that I should do it.
6. Studying English is important to me in order to gain the approval of my peers/teachers/family/boss.
7. It will have a negative impact on my life if I don't learn English.
8. Studying English is important to me because an educated person is supposed to be able to speak English.
9. Studying English is important to me because other people will respect me more if I have knowledge of English.
10. If I fail to learn English, I'll be letting other people down.

E. L2 Motivation

1. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.
2. If an English course was offered in the future, I would like to take it.
3. I frequently think over what we have learnt in my English class.
4. I am prepared to expend a lot of effort in learning English.
5. If English were not taught in school, I would try to obtain lessons in English somewhere else.
6. When it comes to English homework, I would work carefully, making sure I understand everything.
7. I have a very strong desire to learn English.
8. Considering how I study English, I can honestly say that I really try to learn English.
9. Learning English is one of the most important aspects in my life.
10. After I get my English assignment, I always rewrite them, correcting my mistakes.

11. I am determined to push myself to learn English.
12. When I am in English class, I volunteer answers as much as possible.
13. If I could have access to English-speaking TV stations, I would try to watch them often.
14. I am willing to work hard at learning English.
15. When I hear an English song on the radio, I listen carefully and try to understand all the words.
16. It is very important for me to learn English.
17. If I had the opportunity to speak English outside of school, I would do it as much as I can.
18. When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help.

APPENDIX 3: SEMI-STRUCTURED INTERVIEW GUIDE (TURKISH)

Görüşme Kılavuzu

Tarih / Saat:

Yer:

Görüşmeci:

Görüşülen Kişi:

Yabancı Dil Konuşma Kaygısına İlişkin Sorular

1. İngilizce konuşurken kaygı duyar mısın? Seni kaygılandıran şeyler nelerdir?
2. İngilizce konuşma konusundaki kaygın İngilizce öğrenirken seni nasıl etkiliyor?

İletişim Kurma İstekliliğine İlişkin Sorular

3. İngilizce kullanarak iletişim kurma konusundaki istekliliğini nasıl değerlendirirsin?
4. İngilizce iletişim kurma istekliliğini artıran ve azaltan faktörler nelerdir?

İdeal Yabancı Dil Benliğine İlişkin Sorular

5. İngilizce öğrenen bir üniversite öğrencisi olarak İngilizce ile ilgili geleceğe dair hayallerin var mı? Varsa nelerdir?
6. İngilizceyi ilerde nerede ve nasıl kullanacağını düşünüyorsun? Bu durum İngilizce öğrenme motivasyonuna nasıl etki ediyor?

Zorunlu Yabancı Dil Benliğine İlişkin Sorular

7. Ailenin, arkadaşlarının, yakın çevrenin senin İngilizce öğrenmen konusundaki beklentileri nelerdir? Bu beklentiler senin İngilizce öğrenme konusundaki motivasyonunu nasıl etkiliyor?
8. Ailenin, arkadaşlarının, yakın çevrenin beklentilerini karşılamak için mi İngilizce öğreniyorsun? Bu beklentiler seni nasıl etkiliyor?

Yabancı Dil Öğrenme Motivasyonuna İlişkin Sorular

9. İngilizce öğrenme konusunda ne kadar çaba sarf ettiğini düşünüyorsun? Çaba gösterme(me)ne sebep olan şeyler nelerdir?
10. İngilizce öğrenme konusunda seni motive eden ve motivasyonunu azaltan şeyler nelerdir?

APPENDIX 4: SEMI-STRUCTURED INTERVIEW GUIDE (ENGLISH)

Interview Guide

Date / Time:

Place:

Interviewer:

Interviewee:

Questions about Foreign Language Speaking Anxiety

1. Do you feel anxious while speaking English? What are the things that make you anxious?
2. How does your anxiety about speaking English affect you while learning English?

Questions about L2 Willingness to Communicate

3. How do you evaluate your willingness to communicate using English?
4. What are the factors increasing and decreasing your willingness to communicate in English?

Questions about Ideal L2 Self

5. As a university student learning English, do you have dreams about the future of English? If so, what are they?
6. Where and how do you think you will use English in the future? How does this affect the motivation to learn English?

Questions about Ought to L2 Self

7. What are the expectations of your family, friends and immediate circle about learning English? How do these expectations affect your motivation to learn English?
8. Are you learning English to meet the expectations of your family, friends and immediate circle? How do these expectations affect you?

Questions about L2 motivation

9. How much effort do you think you put into learning English? What are the things that (not) cause effort?
10. What motivates and demotivates you in learning English?

APPENDIX 5: ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 27.01.2021-17989



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 22.01.2021
TOPLANTI SAYISI : 02
KARAR SAYISI : 40

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi Prof. Dr. Binnur GENÇ İLTER'in danışmanlığını, Gonca Nur ÖLMEZ'in araştırmacılığını üstlendiği, "Türkiye'de Üniversite Düzeyinde Yabancı Dil Olarak İngilizce Öğrenimi Bağlamında Yabancı Dil Konuşma Kaygısının Yordayıcıları" konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucaya ait olmak üzere, proje süresince uygulanmasının etik olarak uygun olduğuna oy birliği ile karar verilmiştir. (2021G034)

Prof. Dr. Osman ERAVŞAR
Kurul Başkanı

Başkan
Prof. Dr.
Osman ERAVŞAR

Başkan Yrd.
Prof. Dr.
Bahattin ÖZDEMİR

Üye
Prof. Dr.
Hilmi DEMİRKAYA

Üye
Prof. Dr.
Mustafa ŞEKER

Üye
Prof. Dr.
Adnan DÖNMEZ

Üye
Prof. Dr.
Abdullah KARAÇAĞ

Üye
Prof. Dr.
Eyyup YARAŞ

APPENDIX 6: ORIGINALITY REPORT

PREDICTORS OF FOREIGN LANGUAGE SPEAKING ANXIETY IN A TERTIARY LEVEL TURKISH EFL CONTEXT

ORJİNALLİK RAPORU

% 14	% 13	% 7	% 4
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	acikbilim.yok.gov.tr İnternet Kaynağı	% 2
2	openaccess.hacettepe.edu.tr:8080 İnternet Kaynağı	% 1
3	Submitted to Akdeniz University Öğrenci Ödevi	% 1
4	etheses.whiterose.ac.uk İnternet Kaynağı	<% 1
5	dspace.balikesir.edu.tr İnternet Kaynağı	<% 1
6	scholarshare.temple.edu İnternet Kaynağı	<% 1
7	Submitted to University of Edinburgh Öğrenci Ödevi	<% 1
8	Aser Nazzal K. Altalib. "L2 motivation in ESP and EGP courses: An investigation of L2 motivational selves among learners of English"	<% 1

APPENDIX 7: CURRICULUM VITAE

Personal Information

Name : Gonca Nur ÖLMEZ

Date of Birth : 21.12.1994

Education

Bachelor of Arts : Dokuz Eylül University, Faculty of Education,
Department of Foreign Language Education
English Language Teaching

Foreign Languages : English, Spanish

Work Experience

Institution : Antalya Bilim University
English Language Instructor

Date : 22.04.2022

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin tamamı her yerden erişime açılabilir.

Tezim sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir. Tezimin 1 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

22.04.2022

Gonca Nur ÖLMEZ